

## World Languages

### WL23W Spanish

#### Level III

The Mesa Public Schools World Languages Standards Implementation documents utilize the following resources:

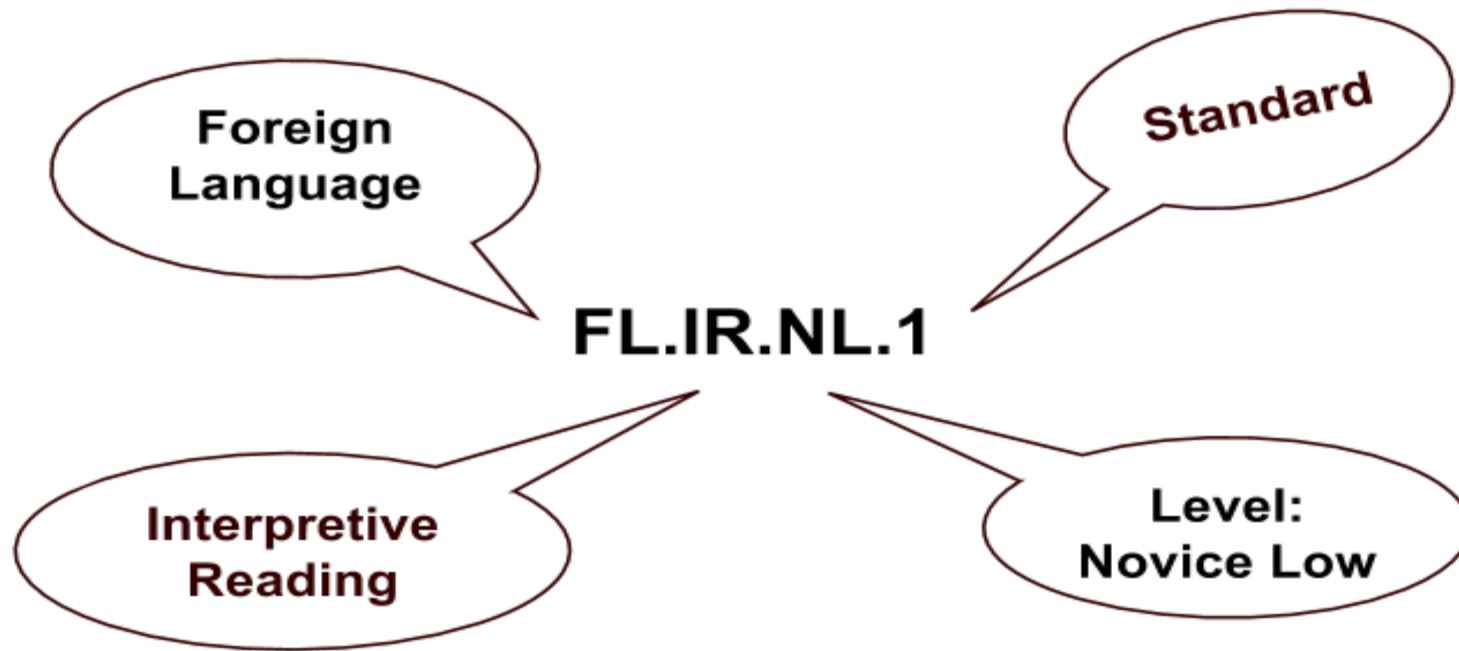
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

These documents are to assist in preparing students with the ability to interact confidently by developing the language performance they will need for the 21st Century and a globalized economy. Arizona's World and Native Language Standards were designed to describe language performance using Performance Descriptors set by the American Council on The Teaching of Foreign Languages (ACTFL) for Language Learners . The ACTFL Performance Descriptors for Language Learners describe how language learners use language across three ranges of performance (novice, intermediate, and advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

#### **Language Level III**

A Spanish Level III language learner will demonstrate the overall features of the Intermediate Range most of the time or all of the time. In a proficiency context, a Level III language user who meets the criteria for the Intermediate level, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed language use, will be rated Intermediate Low.

# Coding



<b>Course #:</b> WL23W <b>Course Name:</b> Spanish III <b>Prerequisites:</b> Level II Proficient	<b>Grade Level:</b> High School <b>Level of Difficulty:</b> Average - High <b># of Credits:</b> 1 WL Credit (2 Sem)
<b>Course Description:</b> Develop and demonstrate language skills in more advanced forms of written and oral expression. Appropriate cultural components are studied. <b>NOTE: This is a weighted course.</b>	

### ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL III LANGUAGE LEARNERS – INTERPRETIVE

Domains	Intermediate Range
	Understands main ideas and some supporting details on familiar topics from a variety of texts.
Functions	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/ Content	Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests.
Text/Type	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts. May derive meaning by: <ul style="list-style-type: none"> <li>• Comparing target language structures with those of the native language</li> <li>• Recognizing parallels in structure between new and familiar language.</li> </ul>
Vocabulary	Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.
Communication Strategies	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>● Predict meaning based on context, prior knowledge, and/or experience</li> <li>● Use context clues</li> <li>● Recognize word family roots, prefixes, and suffixes</li> </ul> <p>For non-alphabetic languages:</p> <ul style="list-style-type: none"> <li>● Recognize radicals</li> </ul>
Cultural Awareness	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

## ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL III LANGUAGE LEARNERS – INTERPERSONAL

Domains	Intermediate Range
	Expresses and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
Functions	Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
Contexts/ Content	Able to communicate in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text/Type	Able to understand and produce discrete sentences, strings of sentences, and some connected sentences. Able to ask questions to initiate and sustain a conversation.
Language Control	Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.
Vocabulary	Communicates using high frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	Uses some of the following strategies to maintain communication, but not all of the time and inconsistently: <ul style="list-style-type: none"> <li>● Ask questions</li> <li>● Ask for clarification</li> <li>● Self-correct or restate when not understood</li> <li>● Circumlocute</li> </ul>
Cultural Awareness	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

## ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL III LANGUAGE LEARNERS – PRESENTATIONAL

Domains	Intermediate Range
	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.
Functions	Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/ Content	Creates messages in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to create messages on general interest and work-related topics.
Text/Type	Produces sentences, series of sentences, and some connected sentences.
Language Control	Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary	Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.
Communication Strategies	May use some or all of the following strategies to maintain communication and maintain audience interest: <ul style="list-style-type: none"> <li>● Show an increasing awareness of errors and able to self-correct or edit</li> <li>● Use phrases, imagery, or content</li> <li>● Simplify</li> <li>● Use known language to compensate for missing vocabulary</li> <li>● Use graphic organizer</li> <li>● Use reference resources as appropriate</li> </ul>
Cultural Awareness	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

## Arizona World Language Strand

### Interpersonal Communication (IC):

Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Mid	1. Participate in conversations on familiar topics by using a series of sentences and a few connecting words.  2. Manage short social interactions in everyday situations by asking and answering a variety of questions.  3. Communicate about events and experiences of daily activities and personal life.	ask and answer questions on factual information that is familiar to them.  use the language to meet their basic needs in familiar situations.  start, maintain, and end a conversation on a variety of familiar topics.  talk about their daily activities and personal preferences.  use their language to handle tasks related to their personal needs.  exchange information about subjects of special interest to them.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession
	Intermediate High	1. Participate with ease and confidence in conversations on familiar topics by using connected sentences.  2. Manage social interactions in everyday	describe the physical appearance of a friend or family member.  describe another person's personality.	

		<p>situations, even when there is an unexpected complication.</p> <p>3. Communicate about events and experiences with some detail in various time frames.</p>	<p>describe a famous place.</p> <p>describe what I need for school or work.</p>	
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**Arizona World Language Strand**

**Interpretive Listening (IL):**

Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL) Students are able to...</b>	<b>MPS Resource/Theme</b>
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Mid	1. Understand the main idea in messages, presentations, and overheard conversations on a variety of topics related to everyday life, personal interests, and studies.	understand messages related to their basic needs.  understand questions and simple statements on everyday topics when they are part of the conversation.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession
	Intermediate High	1. Understand the main idea and a few details in messages, presentations, and overheard conversations (even when something unexpected is expressed) on a variety of topics related to everyday life, personal interests, and studies.  2. Understand a few details of conversations, even when something unexpected is expressed; sometimes	exchange information related to areas of mutual interest.  use the language to do a task that requires multiple steps.  use the language to handle a situation that may have a complication.  follow a video conference session in which the speakers recount their experiences on a recent trip.	

		follow what is heard about events and experiences in various time frames.	understand what service is offered in a tv ad.	
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**Arizona World Language Strand**

**Interpretive Reading (IR):**

Understand, interpret, and analyze what is read or viewed on a variety of topics.

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL) Students are able to...</b>	<b>MPS Resource/Theme</b>
<p><b>Advanced (A)</b> Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	Advanced Low	<p>1. Understand the main idea and some supporting details on a variety of topics of personal and general interests.</p> <p>2. Follow stories and descriptions of various lengths, time frames, and genres.</p>	<p>find and use information for practical purposes.</p> <p>read texts that compare and contrast information.</p> <p>follow simple written instructions.</p> <p>follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.</p> <p>understand general information on topics outside their field of study.</p> <p>understand messages on a wide variety of past, present, and future events.</p>	<p><u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9</p> <p>Travel Health Relationships Art/Fashion Technology Environment Work/Profession</p>
	Advanced Mid	<p>1. Understand the main idea and relevant supporting details on a variety of topics of personal and general interests as well as some professional topics.</p> <p>2. Follow stories and descriptions of considerable length, various time frames,</p>		

		and genres, even with an unfamiliar topic.		
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## Arizona World Language Strand

### **Presentational Speaking (PS):**

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Mid	1. Make simple presentations on a wide variety of familiar topics using connected sentences.	make a presentation about personal and social experiences in the past, present, and future.  make a presentation on something they have learned or researched.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession
	Intermediate High	1. Make general presentations on events and experiences with some control of various time frames.	make a presentation about common interest and issues and state their viewpoint.  present information on academic and work topics in the past, present, and future.  make a presentation on events, activities, and topics of particular interest.  present point of view and provide reasons to support it.	

## Arizona World Language Strand

### Presentational Writing (PW):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Mid	1. Write and share material about a variety of familiar topics using connected sentences.	write messages and announcements in the past, present, and future.  write short reports about something learned or researched.  compose communications for public distribution.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession
	Intermediate High	1. Write and share simple paragraphs about events, experiences, and academic topics with some control of various time frames.	write about school and academic topics.  write about work and career topics.  write about community topics and events.  write about an entertainment or social event.	

## Arizona World Language Strand

### Cultures (CUL):

Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	1. Investigate and describe similarities and differences in practices, products, and perspectives used across culture (e.g., holidays, family life, historical and contemporary figures) to understand one's own and others' ways of thinking.  2. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).	compare and contrast some common products of other cultures and their own.  explore and reference current and past examples of authentic culture.  compare and contrast some behaviors or practices of other cultures and their own.  describe some basic cultural viewpoints.  make some generalizations about a culture.  handle short interactions with peers and colleagues in familiar situations at school, work, or play.  recognize and refer to elements of traditional and pop culture.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession

			sometimes recognize when they have caused a cultural misunderstanding and try to correct it.	
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## Arizona World Language Strand

### Connections (CON):

Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction. (AZ State Standard)	Intermediate	1. Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.	use the language to meet their basic needs in familiar situations.  present about a topic from an academic subject.  give a short presentation on a famous person, landmark, or cultural event.  give a presentation about a famous person or historical figure and tell why he/she is important.  share their reactions about a current event and explain why the event is in the news.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession

## Arizona World Language Strand

### Comparisons (COMP):

Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<b>Novice (N)</b> Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.	Novice	1. Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable).	compare words and meanings of the target language with their own language in L2.  compare grammatical structures of the target language with their own language in L2.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	2. Compare and contrast familiar topics (e.g., geography, history, and the arts) and discuss the impact on the target culture and one's culture (as applicable).	compare historical information, cultural aspects, and celebrations from the target culture with their own in L2.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion

				Technology Environment Work/Profession
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## Arizona World Language Strand

### Communities (COM):

Use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<b>Intermediate (I)</b> Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	2. Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable).	use expanded vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion Technology Environment Work/Profession
<b>Advanced (A)</b> Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced	1. Use language skills and cultural understanding to interact in the target language on a variety of topics within the school setting (and beyond, as applicable).	be part of an interview process i.e. driver license, college/employment applications, or community services.	<u>Vistas (V)</u> Vistas: T8-12 <u>Realidad 3 (R3)</u> R3: T1-9  Travel Health Relationships Art/Fashion

				Technology Environment Work/Profession
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