



World Languages

WL25W Advanced Placement Spanish Language and Culture

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

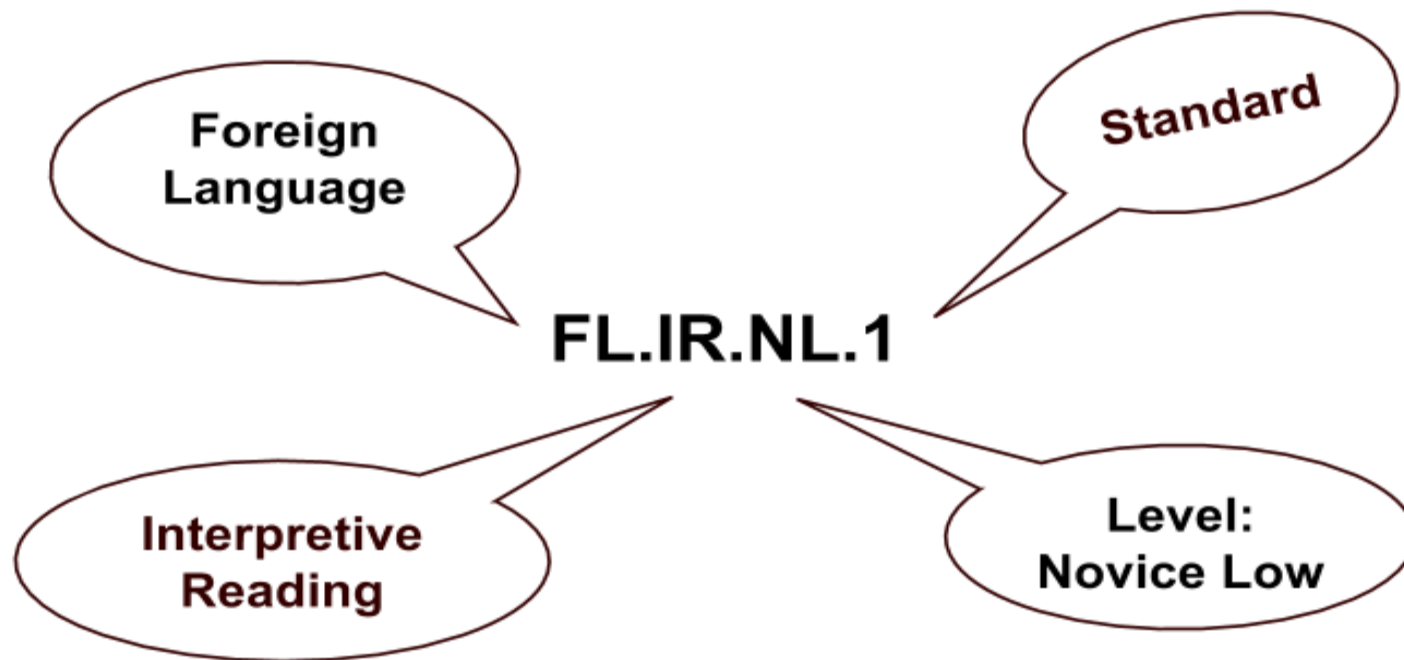
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

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.

Advanced Placement Level for Spanish

An Advanced Placement Spanish Level 4 language learner will demonstrate the overall features of an Advanced Range most of the time or all of the time. In a proficiency context, an Advanced Placement Spanish Level 4 language user who meets the criteria for the Advanced Range, 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 High.

Coding



Course #: WL25W Course Name: AP Spanish Language and Culture Prerequisites: Level III Proficient	Grade Level: High School Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem)
Course Description: Expanded language skill are developed, with emphasis on conversation, discussion, and production of compositions. Appropriate readings are drawn from a variety of literary sources. Skills necessary to take the Advanced Placement Language test are emphasized. Appropriate cultural components are studied. NOTE: This is a weighted course.	

ACTFL PERFORMANCE DESCRIPTORS FOR A.P. LANGUAGE LEARNERS – INTERPRETIVE

Domains	Advanced Placement
	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.
Functions	Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. Makes inferences and derives meaning from context and linguistic features.
Contexts/ Content	Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.
Text/Type	Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.
Language Control	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices. Derives meaning by: <ul style="list-style-type: none"> •Understanding sequencing, time frames, and chronology •Classifying words or concepts according to word order or grammatical use
Vocabulary	Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one’s experience, and an expanding number of idiomatic expressions.
Communication Strategies	Comprehends fully the intent of the message adapting strategies for one’s own purposes; uses some or all of the following strategies: <ul style="list-style-type: none"> •Skim and scan

	<ul style="list-style-type: none"> •Use visual support and background knowledge •Predict meaning based on context, prior knowledge, and/or experience •Use context clues •Use linguistic knowledge •Identify the organizing principle of the text •Create inferences •Differentiate main ideas from supporting details in order to verify
Cultural Awareness	Uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

ACTFL PERFORMANCE DESCRIPTORS FOR A.P. LANGUAGE LEARNERS – INTERPERSONAL

Domains	Advanced
	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text/Type	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.
Language Control	Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. Consistent control of basic high-frequency structures facilitates comprehension and production.
Vocabulary	Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
Communication Strategies	Uses a range of strategies to maintain communication: <ul style="list-style-type: none"> •Request clarification •Repeat •Restate •Rephrase •Circumlocute

Cultural Awareness	Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.
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ACTFL PERFORMANCE DESCRIPTORS FOR A.P. LANGUAGE LEARNERS – PRESENTATIONAL

Domains	Advanced
	Communicates information and expresses with detail and organization on familiar and some new concrete topics using paragraphs.
Functions	Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.
Contexts/ Content	Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.
Text/Type	Produces full paragraphs that are organized and detailed.
Language Control	Control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners. With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.
Vocabulary	Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.
Communication Strategies	May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology and details to explain or narrate fully • Circumlocute

Cultural Awareness	Uses cultural knowledge appropriate to the presentational context and increasingly reflective of authentic cultural practices and perspectives.
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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
Advanced Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Low	1. Engage in conversations about familiar and some academic topics that go beyond everyday life using multiple simple sentences. 2. Manage familiar situations with an unexpected complication. 3. Communicate in an organized way and with some descriptive detail about events and experiences in various time frames.	participate in conversations on a wide variety of topics that go beyond their everyday life. conduct or participate in interviews. resolve an unexpected complication that arises in a familiar situation. compare and contrast life in different locations and in different times.	<u>Temas</u> (T) T: T1-6 Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities

Arizona World Language Strand

Interpretive Listening (IL):

Understand, interpret, and analyze what is heard on a variety of topics.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<p>Advanced 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 in organized speech on a variety of topics of personal and general interest.</p> <p>2. Follow stories and descriptions of various lengths and time frames.</p> <p>3. Understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>understand descriptions and stories of events that have happened or will happen.</p> <p>can understand the main idea of popular genres.</p>	<p><u>Temas (T)</u> T: T1-6</p> <p>Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities</p>

Arizona World Language Strand

Interpretive Reading (IR):

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

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
Advanced Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advance Mid	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. 2. Follow stories and descriptions of considerable length, various time frames, and genres, even with an unfamiliar topic.	follow the general idea and some details of what is written in a variety of stories and autobiographical accounts. understand general information on topics outside their field of interest. understand messages on a wide variety of past, present, and future events.	<u>Temas</u> (T) T: T1-6 Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities

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
Advanced Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Low	1. Deliver detailed presentations on events, interests, experiences, and academic topics in various time frames.	<p>deliver short presentations on a number of academic and workplace topics.</p> <p>deliver short presentations on social and cultural topics.</p> <p>explain issues of public and community interest, including different viewpoints.</p> <p>deliver presentations for a specific audience.</p>	<p><u>Temas</u> (T) T: T1-6</p> <p>Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities</p>

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
Advanced Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Low	1. Write and present organized paragraphs appropriate to an audience on a variety of topics, events, and experiences in various time frames.	meet basic school and academic writing needs. meet basic work and career writing needs. meet basic and civic writing needs.	Temas (T) T: T1-6 Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities

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
<p>Advanced Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	Advanced	<p>1. Analyze and evaluate practices, products, and perspectives of the culture studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, history, and traditions of their own cultures (as applicable).</p> <p>2. Interact at a culturally competent level in familiar and some unfamiliar cultural situations (e.g., community events, travel, service activities, and interactions).</p>	<p>explain some of the factors that contribute to why products and practices vary across cultures.</p> <p>explain how people’s practices and behaviors reflect their cultures.</p> <p>explain how people’s actions reflect their cultural beliefs.</p> <p>explain how social, political, religious, and economic institutions reflect cultural beliefs.</p>	<p><u>Temas</u> (T) T: T1-6</p> <p>Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities</p>

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
<p>Advanced Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	Advanced	1. Analyze and synthesize information gathered in the target language to think critically and solve problems in other content areas and real world situations in the culture(s) studied and (as applicable) in one’s own culture.	use the target language to connect to ideas and concepts of other academic subjects (Geography, Art, History, etc.).	<p><u>Temas</u> (T) T: T1-6</p> <p>Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities</p>

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
Advanced Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced	1. Analyze and compare features of different registers of language, cultural perspectives as reflected in a variety of genres (e.g., literature, blogs, podcasts, newspaper articles), and regional varieties (e.g., differences in pronunciation, intonation, stress, dialects, vocabulary, grammar).	compare and contrast different cultural products, practices, and perspectives.	<u>Temas</u> (T) T: T1-6 Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities

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
Advanced 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). 2. Use target language to communicate with organizations or individuals to access information on personal and professional growth opportunities within the school setting (and beyond, as applicable).	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). use target language to communicate with organizations or individuals to access information on personal and professional growth opportunities within the school setting (and beyond, as applicable).	<u>Temas</u> (T) T: T1-6 Family and Community Science and Technology Beauty and Aesthetics Contemporary Life Global Challenges Personal and Public Identities