



World Languages

WL27W International Baccalaureate Spanish Higher Level II

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

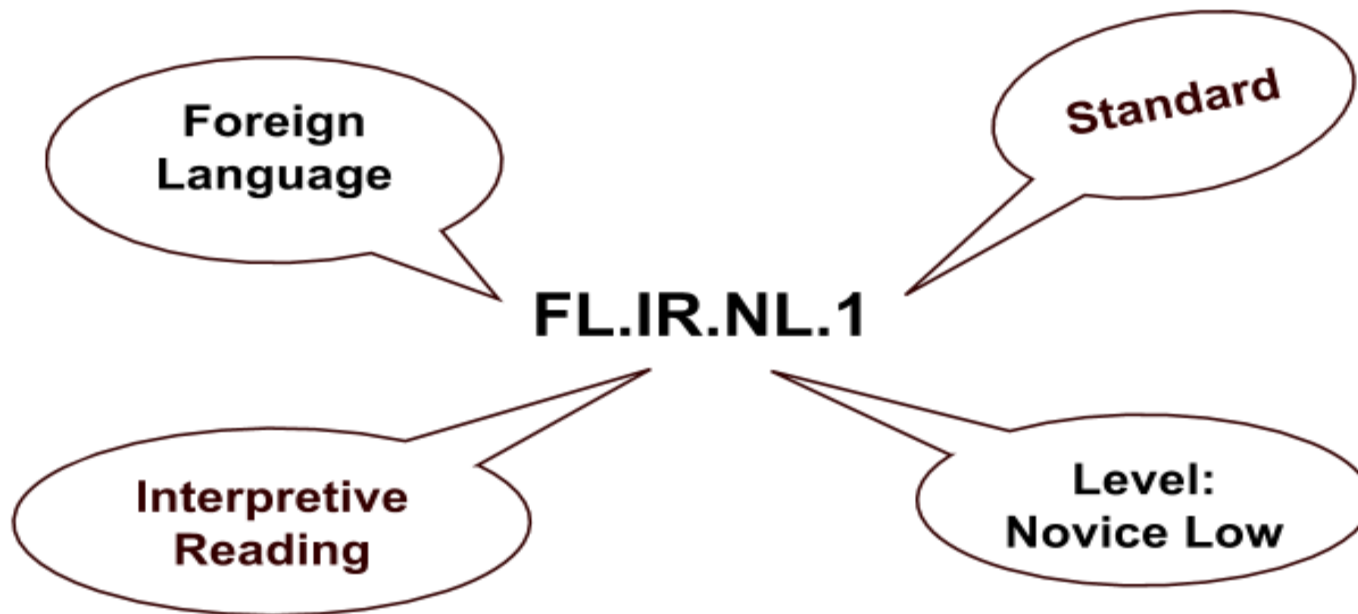
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

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.

International Baccalaureate (IB) Spanish Higher Level 2

An IB Spanish Higher Level II 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 IB Spanish Higher Level II 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 #: WL27W Course Name: IB Spanish Higher Level II Prerequisites: WL90/94	Grade Level: High School Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem)
Course Description: This literature-based class focuses on cultural and literary themes. The class emphasizes literary analysis and terminology as well as advanced composition skills.	

ACTFL PERFORMANCE DESCRIPTORS FOR IB HIGHER LEVEL I 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 •Use visual support and background knowledge

	<ul style="list-style-type: none"> •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 IB HIGHER LEVEL I 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 IB HIGHER LEVEL I 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.

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 IB Core and Options
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Mid	<p>1. Participate in conversations on familiar topics by using a series of sentences and a few connecting words.</p> <p>2. Manage short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>3. Communicate about events and experiences of daily activities and personal life.</p> <p>4. Express one’s point of view in conversations and discussions on some complex issues.</p>	<p>communicate effectively on a wide variety of present, past, and future events.</p> <p>exchange general information on topics outside my fields of interest.</p> <p>handle a complication or unexpected turn of events.</p>	<p>Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology</p>

Arizona World Language Strand

Interpretive Listening (IL):

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

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource IB Core and Options
<p>Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	Advanced Mid	<p>1. Understand the main idea and most supporting details on a variety of topics of personal and general interest as well as some topics of professional interest.</p> <p>2. Follow stories and descriptions of some length with supporting details and various time frames.</p> <p>3. Understand information presented in most genres even when not familiar with the topic.</p>	<p>understand directions and instructions on everyday tasks.</p> <p>understand accounts of events.</p> <p>understand basic information in ads, announcements, and other simple recordings.</p> <p>understand the main idea and many details of descriptions or interviews.</p>	<p>Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology</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 IB Core and Options
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Mid	1. I understand the main idea and the relevant supporting details on a variety of topics of personal and general interest 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 general idea and some details of what is written in a variety of stories and autobiographical accounts. understand messages on a wide variety of past, present, and future events. understand general information on topics outside my field of interest.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology

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 IB Core and Options
<p>Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	Advanced Mid	1. Deliver detailed presentations on a variety of events, experiences, and academic topics, and issues in various time frames.	<p>present information about events of public or personal interest.</p> <p>give presentations with ease and detail on a wide variety of topics related to professional interests.</p> <p>convey my ideas and elaborate on a variety of academic topics.</p>	<p>Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology</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 IB Core and Options
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Mid	1. Write and present papers/essays on events, experiences, and academic and professional topics in various time frames using well organized, detailed paragraphs.	<p>write well organized texts for a variety of academic purposes.</p> <p>write well organized texts for a variety of general interest purposes.</p> <p>write organized texts for a variety of professional purposes.</p>	<p>Communication and media</p> <p>Global Issues</p> <p>Social Relationships</p> <p>Customs and Traditions</p> <p>Cultural diversity</p> <p>Health</p> <p>Leisure</p> <p>Science and Technology</p>

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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 IB Core and Options
<p>Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	Advanced Mid	<p>1. Investigate and describe similarities and differences in practices, products, perspectives used across cultures (e.g., holidays, family life, historical and contemporary figures) to understand one’s own and other’s ways of thinking.</p> <p>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,</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 reflects 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>Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology</p>

		interviews).		
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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 IB Core and Options
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Mid	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 target language to connect to ideas and concepts of other academic subjects (Geography, Art, History, etc.).	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology

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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 IB Core and Options
<p>Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	Advanced Mid	<p>1. Explain and compare features of target language (e.g., language patterns, expressions, sentences structure) with his/her own language (as applicable).</p> <p>2. Compare and contrast familiar topics (e.g., geography, history, the arts) and discuss the impact on the target culture and one’s culture (as applicable).</p>	compare and contrast different cultural products, practices, and perspectives.	<p>Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology</p>

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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 IB Core and Options
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Mid	<p>1. Use expanded vocabulary and structure in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).</p> <p>2. Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable).</p>	<p>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).</p> <p>use the 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).</p>	<p>Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology</p>

