



World Languages

WL82 Spanish for Spanish Speakers Level II

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

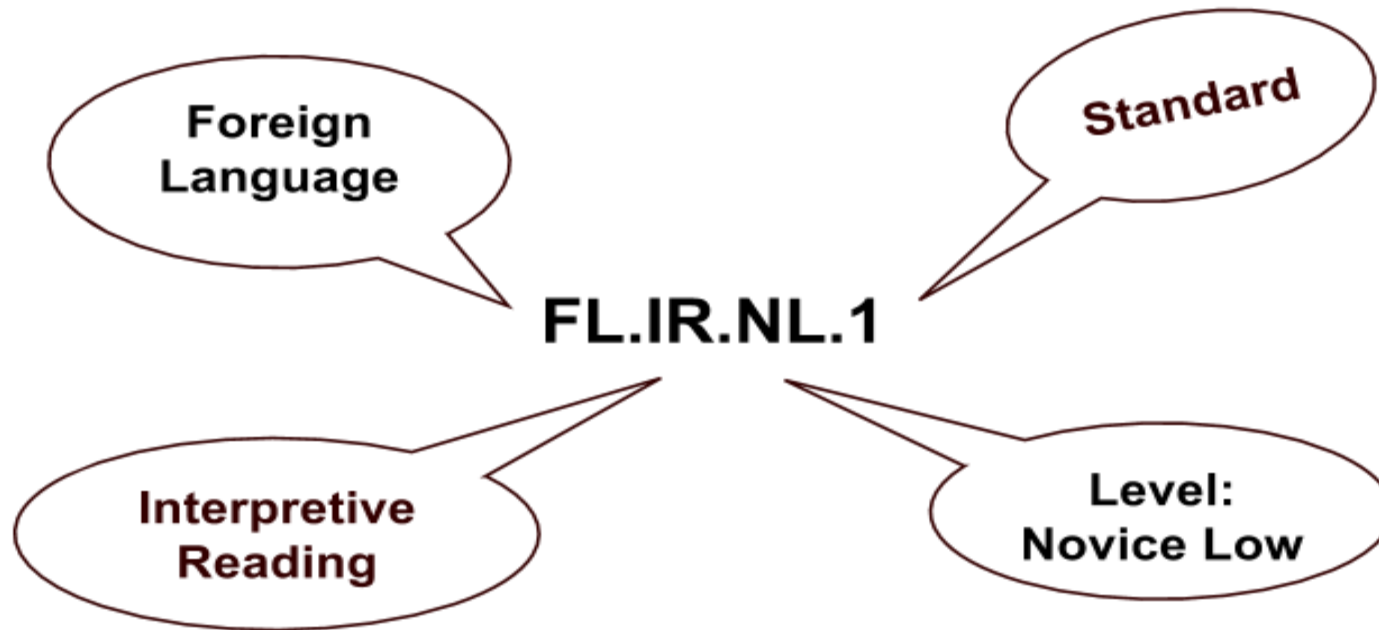
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

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 II Spanish Speaker

A Level II Spanish Speaker language learner will demonstrate the overall features of an Advanced Range most of the time or all of the time. In a proficiency context, a Level II Spanish 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 #: WL82

Course Name: Spanish for Spanish Speakers II

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 LEVEL II SPANISH SPEAKER 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	<p>Comprehends fully the intent of the message adapting strategies for one’s own purposes; uses some or all of the following strategies:</p> <ul style="list-style-type: none"> •Skim and scan •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	<p>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.</p>

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II SPANISH SPEAKER 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 LEVEL II SPANISH SPEAKER 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 (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Low	<p>1. Engage in conversations about familiar and some academic topics that go beyond everyday life using multiple simple sentences.</p> <p>2. Manage familiar situations with an unexpected complication.</p> <p>3. Communicate in an organized way and with some descriptive detail about events and experiences in various time frames.</p>	<p>participate in conversations on a wide variety of topics that go beyond their everyday life.</p> <p>resolve an unexpected complication that arises in a familiar situation.</p> <p>compare and contrast life in different locations and in different times.</p> <p>conduct or participate in interviews.</p>	<p><u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5</p> <p>Travel Health Relationships Art/Fashion Technology Environment Work/Profession</p>

<p>Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	<p>Advanced Mid</p>	<ol style="list-style-type: none"> 1. Engage fully in conversations and discussions not only on familiar topics, but also on some concrete social, academic, and professional topics using connected sentences. 2. Confidently communicate in routine situations with an unexpected complication. 3. Communicate using descriptive detail about familiar and some unfamiliar events and experiences in various time frames. 4. Express one's point of view in conversations and discussions on some complex issues. 	<p>communicate effectively on a wide variety of present, past, and future events.</p> <p>exchange general information on topics outside their fields of interest.</p> <p>handle a complication of unexpected turn of events.</p>	<p><u>Nuevas Vistas Curso 2</u> (NV2) <u>Realidades 3</u> (R3) NV2: T1-3 R3: T1-5</p> <p>Travel Health Relationships Art/Fashion Technology Environment Work/Profession</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/Theme
<p>Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	<p>Advanced Low</p>	<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 the basic purpose of a message.</p> <p>understand messages related to their basic needs.</p> <p>understand questions and simple statements on everyday topics when they are part of the conversation.</p>	<p><u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5</p> <p>Travel Health Relationships Art/Fashion Technology Environment Work/Profession</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 (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced Low	1. Understand the main idea and some supporting details on a variety of topics of personal and general interests. 2. Follow stories and descriptions of various lengths, time frames, and genres.	find and use information for practical purposes. read texts that compare and contrast information. follow simple written instructions.	<u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel Health Relationships Art/Fashion Technology Environment Work/Profession
	Advanced 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.	follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.	
	Advanced Mid			

<p>Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>		<p>2. Follow stories and descriptions of considerable length, various time frames, and genres, even with an unfamiliar topic.</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>	
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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
Advanced (A) 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.	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.	<u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel Health Relationships Art/Fashion Technology Environment Work/Profession

Arizona World Language Strand

Presentational Writing (PW):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a 6 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
Intermediate (I) Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	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.	<u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel Health Relationships Art/Fashion Technology Environment Work/Profession
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated	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 social and civic writing needs.	<u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel Health

situation or transaction.				Relationships Art/Fashion Technology Environment Work/Profession
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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
Intermediate (I) 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.	<u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel Health Relationships Art/Fashion Technology Environment Work/Profession

			<p>recognize and refer to elements of traditional and pop culture.</p> <p>recognize when they have caused a cultural misunderstanding and try to correct it.</p>	
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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
Intermediate (I) 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, such as science, math, art, etc. 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>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 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
Intermediate (I) Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	1. Explain and compare features of target language (e.g., language patterns, expressions, sentence structures) with his/her own language (as applicable). 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>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel Health Relationships Art/Fashion Technology Environment Work/Profession

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
Intermediate (I) Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	1. Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable). 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>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel Health Relationships Art/Fashion Technology Environment Work/Profession
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a	Advanced	1. Use language skills and cultural understanding to interact in the target language on a variety of topics within the school	be part of an interview process, i.e. driver license, college/employment applications, or community services.	<u>Nuevas Vistas Curso 2 (NV2)</u> <u>Realidades 3 (R3)</u> NV2: T1-3 R3: T1-5 Travel

<p>complicated situation or transaction. Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.</p>	<p>Advanced</p>	<p>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).</p>		<p>Health Relationships Art/Fashion Technology Environment Work/Profession</p>
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