



**World Languages Standard
Catalina Foothills School District
Middle School 1-A (MS1-A)**

The Middle School 1-A Spanish curriculum is an introduction to the study of the target language and its culture, focusing on the development of communicative and cultural competence. It is designed for students beginning the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels. Emphasis is placed on the development of the four skills of listening, speaking, reading, and writing. The major means of communication between students and teacher will be in the target language. The content, vocabulary, and topics of the course reflect the lives, needs, and experiences of adolescents and include exposure to everyday customs and lifestyles. An important component of the language class is the use of the language beyond the classroom in the real world. Students need to practice the language outside of the classroom and interact with authentic resources on a regular basis in order to achieve or exceed this course’s targeted levels of proficiency. The targeted proficiency level by the end of Middle School 1-A is *Novice High* for speaking, writing, and reading, and *Intermediate Low* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.MS1A.1.1	Exchange information with simple descriptions (<i>required: personal interests - likes, dislikes, activities, special events; what to do, where to go, and when to meet; for example: make plans to do something with someone - shopping, movie, games, party; invite someone to go somewhere; state date and time, weather</i>) about self, family, friends, and activities.
WL.MS1A.1.2	Ask and answer questions about personal needs and wants (<i>required: school schedule, food, clothes; for example: How do you say...? What does... mean? May I...?</i>).
WL.MS1A.1.3	Compare personalities, appearance of friends, and preferences (<i>required: más que, menos que, tan como</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.MS1A.2.1	Interpret the main idea(s) and some supporting details from simple print and non-print texts (<i>for example: notes, email, brochures, directions, posters, charts, graphs, agendas, schedules, visual media</i>).
WL.MS1A.2.2	Use listening and reading strategies (<i>required: visual/contextual clues, cognates, intonation, scanning and skimming</i>) to interpret meaning from oral and written communications.
WL.MS1A.2.3	Follow multi-step oral and written instructions/directions, requests, and commands supported by visuals.
3. ORAL AND WRITTEN PRESENTATION	
WL.MS1A.3.1	Prepare and present basic information or authentic scenarios/simulations on every day topics and cultural events/practices (<i>for example: dialogues and skits about school, likes/dislikes, favorites, friends, daily events, celebrations, holidays</i>).

WL.MS1A.3.2	Describe, in oral and written form, activities/events that take place in daily life in the target culture (<i>for example: routines, free-time activities, sports</i>) using phrases and simple sentences.
4. CULTURAL COMPETENCE	
WL.MS1A.4.1	Compare tangible and intangible products and perspectives of own and target culture (<i>required: clothing, food, expressive music, art, family, school, free time</i>).
WL.MS1A.4.2	Compare practices and perspectives (<i>for example: celebrations, shopping, after-school activities, games, extended family and friends</i>) of own and target culture (<i>required: Mexico, Spain, Chile, Spanish-speaking U.S. [San Antonio, Miami]</i>).
WL.MS1A.4.3	Use appropriate behaviors (know “what to do when,” and “what to say while doing it”) in real or simulated everyday situations (<i>for example: greetings, social courtesies</i>).
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.MS1A.5.1	Classify, label, and organize information/data across disciplines in the target culture (<i>for example: classify countries by language spoken, labels colors/shapes; graph individual likes/dislikes, draws a time line of important historical events; use the metric system to measure height and weight</i>).
WL.MS1A.5.2	Perform level-appropriate geography tasks (<i>for example: locate and identify Spanish-speaking countries</i>).
WL.MS1A.5.3	Relate information about current events of the target culture (<i>for example: newspapers, internet articles, TV news stories</i>).
6. COMMUNICATION ACROSS COMMUNITIES	
WL.MS1A.6.1	Communicate with native-speaking peers of the target culture (<i>for example: ePals, iChat, Skype, sister school program, etc.</i>).
WL.MS1A.6.2	Locate and report on foods, restaurants, shops, and services of the target culture found in the community.
WL.MS1A.6.3	Create a simple questionnaire and interview a native speaker (<i>preferably close to the same age</i>) in the target language (<i>for example: free time activities, daily routines, favorite movies/performers</i>).