

INTRO. TO MODERN WORLD LANGUAGES

Course #: WL04 Spanish and French Course Name: Introduction to Modern World Languages of Spanish and French Prerequisites:	Grade Level: 7-8 Level of Difficulty: Average # of Credits: 1/2 credit – 1 semester
K-12 World Language Standards: <ol style="list-style-type: none"> <i>Communication:</i> Students understand and interpret written and spoken communication on a variety of topics in the target language. <i>Communication:</i> Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, exchanging ideas and opinions in the target language. <i>Communication:</i> Students present information and ideas in the target language on a variety of topics to listeners and readers. <i>Culture:</i> Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures. <i>Connections:</i> Students use the target language and authentic sources to reinforce and/or learn content from other subject areas. <i>Comparisons:</i> Students develop insights into their own language and their own culture through the study of the target language. <i>Communities:</i> Students use the target language within and beyond the school setting. 	
Arizona Academic Standards: <ol style="list-style-type: none"> <i>Reading:</i> Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works. <i>Writing:</i> Students effectively use written language for a variety of purposes and with a variety of audiences. 	

Students should know and be able to...				
State Standard	Course Objectives	PO No.	Performance Objective	Notes/Integration/Resources
WL1-R1. Communication	Students understand and interpret written and spoken communication on a variety of topics in the target language	1	<ul style="list-style-type: none"> ▪ Respond to simple commands <ul style="list-style-type: none"> – Respond to simple commands such as “stand up, sit down, take out your book,” etc. 	
WL1-R2.		1	<ul style="list-style-type: none"> ▪ Read and understand simple words and expressions <ul style="list-style-type: none"> – Read and understand vocabulary related to general topics: <ul style="list-style-type: none"> – classroom – colors – numbers – weather – adjectives – family – time – optional: parts of the body, clothing – months – days – seasons 	
WL1-R3.		1	<ul style="list-style-type: none"> ▪ Comprehend short conversations/ stories on familiar topics <ul style="list-style-type: none"> – Listen to or read short conversations 	

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State Standard	Course Objectives	PO No.	Performance Objective	Notes/Integration/Resources
WL1-R4.		1	<ul style="list-style-type: none"> ▪ Identify people and objects based on oral and written descriptions <ul style="list-style-type: none"> - Identify family members and school objects 	
WL1-R5.		1	<ul style="list-style-type: none"> ▪ Interpret gestures, intonation and other visual or auditory cues <ul style="list-style-type: none"> - Distinguish questions from statements using intonation, use appropriate gestures for greetings and good-byes 	

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State Standard	Course Objectives	PO No.	Performance Objective	Notes/Integration/Resources
Communication WL2-R1	Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, exchanging ideas and opinions in the target language.	1	<ul style="list-style-type: none"> ▪ Greet people, make small talk and close conversations <ul style="list-style-type: none"> – Use appropriate greetings based on formal and informal situations – Describe weather – Tell time 	
WL2-R2		1	<ul style="list-style-type: none"> ▪ Give and follow simple instructions and ask and answer questions <ul style="list-style-type: none"> – Follow teacher's directions – Ask and answer questions regarding age and name, weather, time, family, classroom items – Demonstrate how to form a question 	
WL2-R4		1	<ul style="list-style-type: none"> ▪ Describe people, places and things in their daily lives <ul style="list-style-type: none"> – Describe family members, classroom objects using adjectives and simple short sentences 	

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State Standard	Course Objectives	PO No.	Performance Objective	Notes/Integration/Resources
Communication WL3-R1.	Students present information and ideas in the target language on a variety of topics to listeners and readers.	1	<ul style="list-style-type: none"> ▪ Recite short and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression <ul style="list-style-type: none"> - Recite a poem or sing a song 	
WL3-R2.		1	<ul style="list-style-type: none"> ▪ Write or orally present short messages <ul style="list-style-type: none"> - Write a short self-introduction 	
WL3-R3.		1	<ul style="list-style-type: none"> ▪ Present descriptions of familiar people, places and things to a group <ul style="list-style-type: none"> - Present a short self-introduction 	

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State Standard	Course Objectives	PO No.	Performance Objective	Notes/Integration/Resources
Culture WL4-R1.	Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures.	1	<ul style="list-style-type: none"> ▪ Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases <ul style="list-style-type: none"> – Greet classmates and the teacher using appropriate greetings for the time of day – Use polite phrases such as please, thank you, you’re welcome 	
WL4-R2.		1	<ul style="list-style-type: none"> ▪ Participate in simple cultural activities (e.g., games, songs, celebrations and short dialogues) <ul style="list-style-type: none"> – Watch a video on cultural aspects of the target language 	

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Connections WL5-R2.	Students use the target language and authentic sources to reinforce and/or learn content from other subject areas.	1	<ul style="list-style-type: none"> ▪ Read or listen to and talk about simple folk tales, short stories, poems and songs that reflect the target culture <ul style="list-style-type: none"> – Listen to a song that reflects the target culture 	

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Comparisons WL6-R1.	Students develop insights into their own language and their own culture through the study of the target language.	1	<ul style="list-style-type: none"> ▪ Recognize that words are borrowed from one language by another <ul style="list-style-type: none"> – Make a list of words borrowed from the target language and used in English 	

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Communities WL7-R1.	Students use the target language within and beyond the school setting	1	<ul style="list-style-type: none"> ▪ Students learn and perform a song from the target culture 	

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Language Arts Standards for WL 04

Students should know and be able to...				
Standard	Course Objective	PO No.	Performance Objective	Notes/Integration/Resources
R1-E2.	Use reading strategies	1	<ul style="list-style-type: none"> ▪ Use reading strategies such as making predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections <ul style="list-style-type: none"> – Predict the subject of a reading selection 	
W2-E1.	Use writing conventions	1	<ul style="list-style-type: none"> ▪ Use correct spelling, punctuation, capitalization, grammar and usage, varied sentence structure, paragraph organization <ul style="list-style-type: none"> – Demonstrate correct spelling, punctuation, and capitalization when writing sentences 	
W2-F1.	Use the writing process	1	<ul style="list-style-type: none"> ▪ Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks <ul style="list-style-type: none"> – Demonstrate knowledge of the writing process by sequencing the steps when writing a short summary 	