



# Arizona Academic Content Standard

## **WORLD LANGUAGES**

### Articulated by Course

**WL01, 02, 03**

**9-Week Introduction**

**Course Description:**

For students who want to learn a basic vocabulary of either Spanish or French or German. Understanding and speaking the language is stressed with some attention paid to reading, writing and grammar. Culture and customs are discussed.

The Curriculum Resource Document is intended to provide guidance as instruction of essential skills is planned throughout the duration of the course. This document is not intended to encompass all skills that students need to acquire a new language, nor the differentiation necessary for all learners to reach mastery of the required skills at this level. The current approved curriculum was used as a guide to further develop mastery elements pertaining to each standard for comprehensive, rigorous instruction. The Common Core State Standards for English Language Arts were also used to align reading and writing standards to target language instruction.

When using the Curriculum Resource Document, start from the left two columns, *standard and performance objective*, moving to the center column for *mastery elements*. The final column, *notes and resources*, provides space for documentation of valuable resources pertaining to mastery elements.

<b>Course #:</b> WL01 Intro. Spanish, WL02 Intro. French, WL03 Intro. German <b>Course Name:</b> Introduction to Modern World Languages <b>Prerequisites:</b> None		<b>Grade Level:</b> 7-8 <b>Level of Difficulty:</b> Average <b>9-Week Introduction</b>	
<b>Students should know and be able to...</b>			
<b>State Standards</b>	<b>Course Objectives</b>	<b>Mastery Elements</b>	<b>Notes/ Resources</b>
<b>WL1 Communication</b>	<b>Students understand and interpret written and spoken communication on a variety of topics in the target language</b>		
WL1-R1	PO 1. Respond to simple commands	<ul style="list-style-type: none"> <li>Respond to simple commands such as “stand up, sit down, take out your book,” etc.</li> </ul>	
WL1-R2	PO 1. Read and understand simple words and expressions	<ul style="list-style-type: none"> <li>Read and understand vocabulary related to general topics:               <ul style="list-style-type: none"> <li>– <b>Alphabet</b></li> <li>– <b>Numbers (0-100)</b></li> <li>– <b>Telling time</b></li> <li>– <b>Body Parts</b></li> <li>– <b>Months</b></li> <li>– <b>Days of the week</b></li> <li>– <b>Date</b></li> <li>– <b>Seasons</b></li> <li>– <b>Weather</b></li> <li>– <b>Classroom people and objects</b></li> <li>– <b>Colors and shapes</b></li> <li>– <b>Feelings (bien, mal, regular, etc.)</b></li> <li>– <b>Foods (cognates and other food words as they relate to culture)</b></li> <li>– <b>Clothing (as it relates to culture)</b></li> </ul> </li> </ul>	
WL1-R3	PO 1. Comprehend short conversations on familiar topics	<ul style="list-style-type: none"> <li>Comprehend short conversations as people greet each other and introduce themselves</li> <li>Comprehend short conversations as people describe the weather</li> </ul>	
WL1-R4	PO 1. Identify people and school objects based on oral and written descriptions	<ul style="list-style-type: none"> <li>Identify classroom objects and people</li> </ul>	
WL1-R5	PO 1. Interpret gestures, intonation and other visual or auditory cues	<ul style="list-style-type: none"> <li>Distinguish questions from statements using intonation, use appropriate gestures for greetings and good-byes</li> </ul>	

<b>Students should know and be able to...</b>			
<b>State Standards</b>	<b>Course Objectives</b>	<b>Mastery Elements</b>	<b>Notes/ Resources</b>
<b>WL2 Communication</b>	<b>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.</b>		
WL2-R1	PO 1. Greet people, make small talk and close conversations	<ul style="list-style-type: none"> <li>• Use appropriate greetings based on formal and informal situations</li> <li>• Describe weather</li> <li>• Tell time <ul style="list-style-type: none"> <li>– Tell date and day of the week</li> <li>– Tell how you are</li> </ul> </li> </ul>	
WL2-R2	PO 1. Give and follow simple instructions and ask and answer questions	<ul style="list-style-type: none"> <li>• Follow teacher's directions</li> <li>• Ask and answer questions regarding name, how you are, the date, the time, the day of the week,</li> <li>• Ask questions about new words and phrases ("Cómo se dice...", "Cómo se escribe...")</li> </ul>	
WL2-R3	PO 1. Express likes and dislikes	<ul style="list-style-type: none"> <li>• Express likes/ dislikes using singular common and proper <b>nouns (movie titles, restaurants, brand names, etc.)</b> <b>Me gusta el arte. No me gusta McDonalds.</b></li> </ul>	
<b>WL3 Communication</b>	<b>Students present information and ideas in the target language on a variety of topics to listeners and readers.</b>		
WL3 – R1	PO 1. Recite short and simple materials (i.e. stories, songs, poems, advertisements and popular sayings) with appropriate expression	<ul style="list-style-type: none"> <li>• Recite a poem</li> <li>• Sing a song (Days of the week song, Alphabet song, etc.)</li> </ul>	
WL3 – R2	PO 1. Write or orally present short messages.	<ul style="list-style-type: none"> <li>• Write and present a short self-introduction.</li> <li>• Write and present a short weather forecast for a Spanish speaking country.</li> </ul>	

<b>Students should know and be able to...</b>			
<b>State Standards</b>	<b>Course Objectives</b>	<b>Mastery Elements</b>	<b>Notes/ Resources</b>
<b>WL4 Culture</b>	<b>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.</b>		
WL4-R1	PO 1. Use appropriate gestures and oral expressions for greeting, leave-takings and courtesy phrases.	<ul style="list-style-type: none"> <li>Greet classmates and the teacher using appropriate greetings for the time of day</li> <li>Use polite phrases such as please, thank you, you're welcome</li> </ul>	
WL4-R2	PO 1. Participate in simple cultural activities (e.g., games, songs, celebrations and short dialogues)	<ul style="list-style-type: none"> <li>Identify and participate in simple cultural activities such as (Day of the Dead, Las Posadas, Quinceañeras, Weddings, Chiquiti-bun, La Cucaracha, La Bamba, Tin Marin, La lotería, Soccer, Baseball) as appropriate.</li> </ul>	
WL4-3	PO 1. Identify and describe a variety of objects from the cultures (e.g., altares, pan de muerto, iglesia, rosca, la bola, calaveras, etc.).	<ul style="list-style-type: none"> <li>Identify objects from the culture as they pertain to the cultural activities listed above (see WL4-R2).</li> </ul>	
WL4-R4	PO 1. Identify parts of the world including the U.S. where the target language is spoken.	<ul style="list-style-type: none"> <li>Identify on a map countries where the target language is spoken.</li> </ul>	
<b>WL5 Connections</b>	<b>Students use the target language and authentic sources to reinforce and/or learn content from other subject areas.</b>		
WL5-R2	PO 1. 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"> <li>Acquire information and talk about simple folk tales, short stories, poems, and songs that reflect the target culture.</li> </ul>	

<b>Students should know and be able to...</b>			
<b>State Standards</b>	<b>Course Objectives</b>	<b>Mastery Elements</b>	<b>Notes/ Resources</b>
<b>WL6 Comparisons</b>	<b>Students develop insights into their own language and their own culture through the study of the target language.</b>		
WL6-R1	PO 1. Recognize that words are borrowed from one language by another.	<ul style="list-style-type: none"> <li>• Make a list of words <b>borrowed</b> (rodeo, cámping, jonrón) from the target language and used in English.</li> <li>• Identify commonly occurring cognates (especial, perfecto, inteligente) in the language.</li> </ul>	
WL6-R2	PO 1. Make basic comparisons between the celebrations and cultural artifacts of the target culture and their own culture.	<ul style="list-style-type: none"> <li>• Compare/contrast celebrations of the target language with their own culture (Halloween and Día de los Muertos, Sweet Sixteen and Quinceañera).</li> </ul>	

### ***Language Arts Standards for WL01, WL02, WL03***

<b>Students should know and be able to...</b>		
<b>Common Core Standards</b>	<b>MPS Examples for Support/Clarification</b>	<b>MPS Resources</b>
<b>Reading Standards for Informational Text</b>		
K.RI.1 With prompting and support, ask and answer questions about key details in a text.  K.RI.2 With prompting and support, identify the main topic and retell key ideas of a text.	<ul style="list-style-type: none"> <li>• Weather reports</li> <li>• Dialogues</li> <li>• Brochures</li> <li>• Advertisements</li> <li>• Culture grams (MPS Library Services/databases)</li> <li>• Schedules</li> <li>• Fondo Cultural (Realidades)</li> <li>• Calendars</li> <li>• Etc.</li> </ul>	
CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		