



# Arizona Academic Content Standard

## **WORLD LANGUAGES**

### Articulated by Course

**WL20A**

**Course Description:**

Introduces students to the basic vocabulary and grammar of the language and components of the culture of the countries in which the language is spoken. Prepares student to begin to read, write, speak and understand the language. This course, when followed by Spanish Level B, is designed to meet level I course objectives.

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. Although many of these concepts can be found in the adopted textbook, this guide is not intended to follow the scope and sequence provided throughout the text.

<b>Course #:</b> WL20 <b>Course Name:</b> Spanish A <b>Prerequisites:</b> None		<b>Grade Level:</b> 7-8 <b>Level of Difficulty:</b> Average <b>1-2 Semesters</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: self/the individual, school, time, recreation, activities, places, weather, numbers, days of the week, months, body parts, professions, food.</li> </ul>	
WL1-R3	PO 1. Comprehend short conversations on familiar topics	<ul style="list-style-type: none"> <li>Listen to a short conversation or story and answer comprehension questions: true or false, short answer, identification, etc.</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 people based on an oral or written description</li> <li>Identify familiar objects based on an oral or written description</li> </ul>	
WL1-R5	PO 1. Interpret gestures, intonation and other visual or auditory cues	<ul style="list-style-type: none"> <li>Identify a question from a statement by recognizing auditory and/or visual cues</li> </ul>	
WL1-R6	PO 1. Comprehend the main ideas and identify the principal characters of short stories or children’s literature.	<ul style="list-style-type: none"> <li>Identify the main idea and the principal characters of a story when given visual cues in Spanish (video, comic strip)</li> </ul>	

Students should know and be able to...			
State Standards	Course Objectives	Mastery Elements	Notes/ Resources
<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>Demonstrate the ability to greet people and make small talk or have a short conversation</li> </ul>	
WL2-R2	PO 1. Give and follow simple instructions and ask and answer questions	<ul style="list-style-type: none"> <li>Follow simple instructions such as: <b>pregunta a tu compañero, dime la verdad</b>, etc.</li> <li>Ask and answer simple questions using <b>cuándo, qué, quién, dónde, cómo</b>, etc.</li> </ul>	
WL2-R3	PO 1. Express likes and dislikes	<ul style="list-style-type: none"> <li>Demonstrate understanding of the use of the verb <b>gustar</b>.</li> </ul>	
WL2-R4	PO 1. Describe people places and things in their daily lives.	<ul style="list-style-type: none"> <li>Describe people, places and things in their daily lives in oral or written form.</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 story or poem, present an advertisement or a popular saying or sing a song with appropriate expression</li> </ul>	
WL3 – R2	PO 1. Write or orally present short messages.	<ul style="list-style-type: none"> <li>Write or orally present a short message e.g., e-mail, advertisement, greeting card, etc.</li> </ul>	
WL3-R3	PO 1. Present descriptions of familiar people, places, and things to a group.	<ul style="list-style-type: none"> <li>Present a description of familiar people, places and things to a group</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>Use appropriate gestures and oral expressions for greeting, saying good-bye, being courteous, etc.</li> </ul>	
WL4-R3	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 and describe objects from the Hispanic cultures (e.g. foods, dress, toys, etc.)</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 the countries and the capitals where Spanish is the official language</li> <li>Identify areas in the U.S. where there is a high percentage of Spanish 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-R1	PO 1. Explore topics related to other school subjects in the target language (e.g. weather terms, math facts, measurements, animals or geographical concepts, etc.)	<ul style="list-style-type: none"> <li>Use and understand weather terms</li> <li>Do simple math using addition or subtraction when given a problem in Spanish</li> </ul>	
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>Read or listen to a Spanish folk-tale, a short story, a children’s song, a poem, or a song that is written for native speakers and discuss it i.e. <b>La cucaracha, Las mañanitas, La bamba</b></li> </ul>	

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<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>Write a list of words that are borrowed from Spanish that are used in English</li> <li>Recognize cognates in Spanish by giving the English equivalent</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 or holidays of the target language with their own culture (Halloween and Día de los Muertos, Sweet Sixteen and Quinceañera).</li> </ul>	

## Language Arts Standards for WL20A

Students should know and be able to...		
Common Core Standards	<i>MPS Examples for Support/Clarification</i>	MPS Resources
<b>Reading Standards for Informational Text</b>		
K.RI.1 With prompting and support, ask and answer questions about key details in 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, El mundo hispano, Lectura (Realidades)</li> <li>• Calendars</li> <li>• Menus</li> <li>• Short stories</li> <li>• TPR Stories</li> <li>• Reading and Writing for Success (Realidades Supplement)</li> <li>• Letters</li> <li>• Newspaper/Magazine Articles</li> <li>• Poems</li> <li>• Recipes</li> <li>• Maps</li> <li>• Etc.</li> </ul>	
K.RI.2 With prompting and support, identify the main topic and retell key ideas of a text.		
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
1.RI.5 Know and use various text features (e.g. headings, tables of contents, glossaries, e-menus, icons) to locate key facts or information in a text.		
2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
<b>Reading Standards for Literature</b>		
K.RL.1 With prompting and support, ask and answer questions about key details in a text.		
K.RL.2 With prompting and support, retell familiar stories, including key details		
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.		
K.RL.4 Ask and answer questions about unknown words in a text.		

<b>Students should know and be able to...</b>		
<b>Common Core Standards</b>	<b><i>MPS Examples for Support/Clarification</i></b>	<b>MPS Resources</b>
CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		



## Appendix A

### **Grammar Concepts**

Adjectives (word order and gender/number agreement)

Alphabet (Sounds of letters, combination letters)

Articles (definite and indefinite, gender and number)

Cognates

Expressing agreement and disagreement

Formal and informal greetings

Infinitives

Interrogative words

Negatives

Nouns (gender and number, using a noun to modify another noun i.e. sopa de tomate)

Present indicative tense of regular **-ar**, **-er**, **-ir** verbs

Punctuation, stress and accent marks

Spelling/Pronunciation

Subject Pronouns

Telling Time

- to ask and tell what time it is
- to ask and tell what time something happens

Verb ESTAR

- present indicative (to tell how someone feels, to indicate location)

Verbs GUSTAR & ENCANTAR (with infinitives & singular and plural nouns)

Verb IR

- present indicative (to ask and tell where someone is going, to ask and tell when someone is going)
- ir + a + infinitive

Verb JUGAR

- present indicative
- jugar + a + the sport/game

Verb SER

- present indicative (to describe what a person or thing is like, to tell time)

Other verb which is irregular in the present indicative

Verb VER