



**World Languages Standard  
Catalina Foothills School District  
Kindergarten (EK)**

The Kindergarten Spanish curriculum (EK) begins a sequence of instruction leading to the development of communicative proficiency and cultural competence in the target language. The emphasis at this grade level is on: 1) Oral language development with a focus on listening and speaking skills; 2) Awareness of other cultures; 3) Comparison of language and culture to the students' own language and culture; 4) Connections to the kindergarten curriculum; and, 5) Awareness that the target language is used beyond the classroom in the real world. Reading and writing are minimally addressed. Instead, varied and concrete experiences engage students in oral language development. The major means of communication between students and teacher will be in the target language. By the end of Kindergarten, students will exhibit Novice Low proficiency in speaking, writing, and reading, and Novice Mid in listening (ACTFL Proficiency Guidelines).

<b>1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)</b>	
WLK.1.1	Exchange greetings and leave takings ( <i>required: hello - hola; goodbye - adios</i> ).
WLK.1.2	Answer simple questions ( <i>for example: What is your name? How old are you?</i> ) on familiar topics with single-word descriptions, including yes/no, either/or ( <i>required: name; age; body part; day of the week; color; shape; size; numbers; favorite, such as pet, color, shape, day of week</i> ).
WLK.1.3	Express the appropriate reaction ( <i>for example: positive; negative; sympathetic; agreement</i> ) to a statement using gestures ( <i>required: positive, negative gestures</i> ).
<b>2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)</b>	
WLK.2.1	Interpret commonly used words (in isolation) and memorized expressions, including cognates when supported by context, visuals and gestures provided to the class ( <i>required: name; age; days of the week; weather; colors; numbers; body parts; common pets; family</i> ).
WLK.2.2	Follow high frequency one-step teacher commands and directions when supported with visual/auditory cues and gestures ( <i>for example: raise your hand – teacher raises hand; required: stand up; sit down; raise your hand; walk; come Here; form a line</i> ).
<b>3. ORAL AND WRITTEN PRESENTATION</b>	
WLK.3.1	Present chants, rhymes, or songs using appropriate body movements ( <i>for example: songs/chants/rhymes about counting; Happy Birthday; songs/chants/rhymes that relate to theme, contain much repetition, and can be understood through the use of visuals and gestures; required: Manzanita del Perú; Dale, Dale, Dale; La Raspa; Pin Uno; 123 Chocolate; Number Song; Color Song</i> ).
WLK.3.2	Present simple information about self and immediate surroundings ( <i>required: colors; family members; body parts; shapes; sizes; pets</i> ).
<b>4. CULTURAL COMPETENCE</b>	
WLK.4.1	Compare tangible and intangible products of own and target culture ( <i>required: Mexico – flag, emblem, legend, piñata; party foods, traditional foods of Mexico, e.g., tortilla</i> ).

WLK.4.2	Compare practices of own and target culture ( <i>required: Mexico – El Grito, La Raspa, piñata, Dale, Dale, Dale, Manzanita del Perú, 123 Chocolate, holiday traditions</i> ).
<b>5. MAKING CONNECTIONS THROUGH LANGUAGE</b>	
WLK.5.1	Perform level-appropriate mathematics tasks in context ( <i>required: counting forward to 20; using units of time to state days of week; sorting objects according to attributes – color, shape, size</i> ) using information acquired in the target culture.
WLK.5.2	Use calendar features and concepts in target culture resources ( <i>required: print calendar; naming today, yesterday, tomorrow</i> ) to find information ( <i>for example: day of the week</i> ).
WLK.5.3	Identify connections between English and the target language ( <i>for example: borrowed words, cognates</i> ).
<b>6. COMMUNICATION ACROSS COMMUNITIES</b>	
WLK.6.1	Communicate with Spanish-speaking peers ( <i>for example: school and classroom community sister school program; required: introduces self to members of another school community class, such as a First Grade class, by playing Manzanita del Perú</i> ).
WLK.6.2	Attend, participate in, or view target language culture events and shares with others ( <i>for example: rhymes; chants; celebrations; games</i> )( <i>required: performs La Raspa in celebration of El Grito; participates in/plays Manzanita del Perú, Pin Uno, 123 Chocolate, and Dale, Dale, Dale</i> ).