



**World Languages Standard
Catalina Foothills School District
Middle School 2-B**

The Middle School 2-B Spanish curriculum continues to build on the previous study of the target language, focusing on the development of communicative competence and understanding of the culture(s) of the people who speak the language. Emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing. Students perform the basic functions of the language using increasingly complex structures and become familiar with detailed elements of its culture(s). The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. The major means of communication between students and teacher will be in the target language. An important component of the language class is the use of the language beyond the classroom in the real world. By the end of the Middle School 2-B course (MS2-B), students will exhibit Intermediate Mid proficiency in speaking, writing, and reading and Intermediate High proficiency in listening (ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.MS2B.1.1	Engage in conversations with details about activities/events and future plans (<i>required: academic, personal, health goals/plans, hopes and wishes, environment/conservation, professions, people's actions or reactions; makes predictions</i>).
WL.MS2B.1.2	Give and follow a series of instructions (<i>required: what to do, what not to do, recipes</i>).
WL.MS2B.1.3	Compare personalities, attitudes, and appearance of friends, family, and extended family in conversations.
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.MS2B.2.1	Interpret the main idea(s) and some supporting details from a variety of level-specific print and non-print texts (<i>for example: articles, narratives, literary selections</i>) dealing with current/historical events in the target culture.
WL.MS2B.2.2	Use listening and reading strategies to interpret meaning (<i>required: visual/contextual clues, cognates, intonation, scanning and skimming; for example: graphic organizers</i>).
3. ORAL AND WRITTEN PRESENTATION	
WL.MS2B.3.1	Report information about important past or present activities/events (<i>required: school activity, childhood/family event/experience, environmental issue, professions, cooking</i>) in oral and written form (including use of technology, such as a PowerPoint, iMovie, podcast, and or SMARTBoard).
WL.MS2B.3.2	Present an opinion about a topic or idea from the target culture with one or two reasons to support it (<i>for example: cell phones/handheld devices in schools; school uniforms/dress; environment/conservation issues, technology, goals and events</i>).
WL.MS2B.3.3	Compare people, places, and current/historical events of own culture with the target culture in oral and written form.

4. CULTURAL COMPETENCE	
WL.MS2B.4.1	Compare tangible and intangible products and perspectives of own and target culture <i>required: food, menus, newspaper articles, summary of movies, solutions for environmental problems, professions).</i>
WL.MS2B.4.2	Compare practices and perspectives of own and target culture (<i>required: preparing food, ordering meals in a restaurant, writing for a newspaper, building/sustaining relationships, careers and professions, phone etiquette, paying bills, solutions for environmental issues</i>)
WL.MS2B.4.3	Use culturally appropriate verbal and nonverbal behaviors (know “what to do when,” and “what to say while doing it”) in real or simulated family and social situations.
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.MS2B.5.1	Compare ideas and information in social studies and English language arts/literature to topics discussed in the language class (<i>for example: authors and popular literature from countries of the target culture with those of own culture, historical events that involve target language countries</i>).
WL.MS2B.5.2	Perform level-appropriate tasks on topics of personal interest (<i>required: environment, health, media/technology, professions/occupations, community people and places,</i>) using authentic resources (<i>for example: articles, videos, authentic text selections, Internet</i>) intended for same-age speakers of the target culture.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.MS2B.6.1	Communicates (<i>for example: pen pals, e-mail, IEARN</i>) with peers of the target culture to discuss perspectives on familiar topics (<i>for example: art, music, fashion, current news</i>).
WL.MS2B.6.2	Participates in real or simulated cultural-related practices or events observed by the target culture (<i>for example: holidays, games, sports, entertainment</i>).