



**World Languages Standard
Catalina Foothills School District
Middle School 1-B (MS1-B)**

The Middle School 1-B Spanish curriculum is part of a sequential program that builds on the previous study of the target language and its culture(s) in Middle School 1-A or the elementary grades. Emphasis is placed on the ongoing progressive development of the four skills of listening, speaking, reading, and writing within a given context, extending to the use of the language beyond the classroom in the real world. The major means of communication between students and teacher will be in the target language. The content, vocabulary, and topics of the course reflect the lives, needs, and experiences of adolescents, but also expand into other aspects of life in order to expose students to a variety of customs and lifestyles. Students need to practice the language outside of the classroom and interact with authentic resources on a regular basis in order to achieve or exceed this course’s targeted levels of proficiency. The targeted proficiency level by the end of Middle School 1-B is *Intermediate Low* for speaking, writing, and reading, and *Intermediate Mid* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.MS1B.1.1	Exchange information (including use of technology-email, letters, telephone) about a variety of familiar topics (<i>required: around the house, daily routines, health/body parts, invitations/social occasions</i>).
WL.MS1B.1.2	Ask and answer questions about familiar topics (<i>required: school, family, interests, preferences, etc.</i>).
WL.MS1B.1.3	Asks for and gives directions with the help of a map or other visual aid (<i>for example: tell someone where something is located</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.MS1B.2.1	I interpret the main idea(s) and some supporting details from level-specific print and non-print texts dealing with basic personal and social needs.
WL.MS1B.2.2	Use listening and reading strategies (<i>required: visual/contextual clues, cognates, intonation, scanning and skimming</i>) to interpret meaning on familiar topics.
WL.MS1B.2.3	Respond appropriately to oral and written requests, commands, and directions.
3. ORAL AND WRITTEN PRESENTATION	
WL.MS1B.3.1	Describe (in oral and written form) an event or personal experience with at least three relevant details (<i>for example: special celebrations, family trip, basic illness</i>).
WL.MS1B.3.2	Develop and present short, original works (<i>for example: skits, songs, poems, stories</i>) that have been rehearsed.
WL.MS1B.3.3	Write short notes (email, phone invitations) or simple requests to obtain information (<i>for example: phone numbers, dates, locations</i>).

4. CULTURAL COMPETENCE	
WL.MS1B.4.1	Compare tangible and intangible products of own and target culture (<i>required: house/apartment, furniture, gifts, food, clothing, sports equipment</i>).
WL.MS1B.4.2	Compare practices and perspectives of own and target culture (<i>for example: housing, celebrations, traditions, personal distances, death</i>).
WL.MS1B.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.MS1B.5.1	Organize and present new information about a topic studied in other subject areas acquired through media, technology, or print resources in the target culture (<i>for example: historical events, health issue, geography</i>).
WL.MS1B.5.2	Perform level appropriate tasks in art (<i>for example: compares the styles of artists and artwork from the target culture with those of own culture; discuss a picture of contemporary art</i>) and music (<i>for example: sings or plays authentic music, demonstrate styles of music or dance, creates music video and lyrics</i>) using information acquired in target culture resources.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.MS1B.6.1	Communicate with <i>e-pals</i> or pen pals about topics of personal and/or community interest (<i>for example: school-related activities, popular fashions</i>).
WL.MS1B.6.2	Recreate and perform cultural games, music, and activities for school and community celebrations (<i>for example: sports, mealtimes, routines, school life, holidays</i>) from target language countries.
WL.MS1B.6.3	View (<i>for example: news stories via media</i>) or attends cultural events and/or social activities and describe experience with others.