



**World Languages Standard
Catalina Foothills School District
Grade 3 (E3)**

The Grade 3 Spanish curriculum (E3) is part of a sequential program and leads to communicative proficiency and cultural competence in the target language. Depending on the year of entry, it is a beginning program, which lays the foundation for further language study, or a continuing program, which strengthens and extends concepts and skills introduced during previous year(s) of language study. 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 third grade curriculum; and 5) Awareness that the target language is used beyond the classroom in the real world. Reading and writing are minimally addressed. The major means of communication between students and teacher will be in the target language. Concrete activities involve students in oral language development and include interaction with the teacher and peers in a variety of groupings. The targeted proficiency level by the end of Grade 3 is *Novice High* for speaking, writing, and reading, and *Intermediate Low* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL3.1.1	Exchange information about text, graphs, maps, or pictures (<i>for example: ask/answer formulaic questions about familiar things in a picture; ask/answer about important information in a graph; locate/share information about places on a map</i>) using familiar vocabulary (<i>required: mealtimes; home leisure activities; rooms in the house; furniture in the rooms; activities associated with each room; landforms; time; numbers</i>).
WL3.1.2	Participate in structured conversations using familiar vocabulary (<i>for example: talk about what you like /don't like to eat; talk about/describe a favorite room in the house; required: family; mealtimes; rooms in the house; furniture in the rooms; activities associated with each room; home leisure activities; time</i>).
WL3.1.3	Ask and answer questions about familiar topics (<i>required: family; mealtimes; rooms in the house; furniture in the rooms; places of interest in Tucson; wild/zoo animals; plants</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL3.2.1	Interpret the main idea(s) and some supporting details from simple print and non-print text dealing with basic personal and social needs (<i>for example: rooms of a home; home leisure activities; mealtimes; required: family; mealtimes; home leisure activities; activities associated with each room; places of interest in Tucson; time</i>).
WL3.2.2	Use listening and reading strategies to interpret meaning (<i>for example: cognates; borrowed words; oral/visual/contextual clues; intonation; required: family; mealtimes; rooms in the house; furniture in each room; wild/zoo animals; plants; landforms</i>).
WL3.2.3	Follow two-step sequential directions and requests in age- and level-appropriate classroom and cultural activities (<i>for example: Line up and walk quietly. Toss the ball and name a color; Go to corner number one and form a circle; required: commands, routines, and procedures related to classroom and cultural activities</i>).

3. ORAL AND WRITTEN PRESENTATION	
WL3.3.1	Create role-plays/presentations on familiar topics (<i>for example: mealtimes; animals; likes/dislikes; favorites; free time activities</i>) using rehearsed material and authentic scenarios (<i>required: family; mealtimes; rooms in the house; furniture in the rooms; home leisure activities; places of interest in Tucson; wild/zoo animals</i>).
WL3.3.2	Write short descriptions, notes, or messages (<i>for example: post card; thank you note; basic descriptive passage supported by sentence frames, e.g., My room is pretty. I have a bed, dresser, nightstand, and bookcase; required: rooms in the house; furniture in the rooms; activities associated with each room; home leisure activities; time</i>).
4. CULTURAL COMPETENCE	
WL3.4.1	Compare tangible and intangible products of own and target culture (<i>required: Chile – flag, anthem, housing/homes, furniture, places, food</i>).
WL3.4.2	Compare practices of own and target culture (<i>required: Chile – holiday traditions, mealtimes, family life, home/leisure activities</i>).
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL3.5.1	Perform level-appropriate social studies tasks (<i>for example: identifies geographical features (landforms) and locates landforms on a map; labels maps of countries where target language is spoken</i>) using information acquired in the target language (<i>required: locates Chile on a map and globe; labels major landforms of Chile on a map – Andes Mountains; Atacama Desert; Loa River; Valle de la Luna; Pacific Ocean</i>).
WL3.5.2	Perform level-appropriate mathematics tasks (<i>for example: telling time to the hour and half hour; multiplying single-digit numbers</i>) (<i>required: time; multiplication facts 0-9; solving simple word problems using basic operations; interpreting information represented in a graph, e.g., determining how many Spanish-speaking countries there are in South America</i>).
WL3.5.3	Identify connections between English and the target language (<i>for example: borrowed words, cognates</i>).
6. COMMUNICATION ACROSS COMMUNITIES	
WL3.6.1	Communicate with Spanish-speaking peers (<i>for example: school and classroom community ePals, iChat, Skype, sister school program, etc.; required: exchange basic information with a peer from Chile; describe your room/house to a Chilean peer</i>).
WL3.6.2	Attend, participate in, or view target language culture events and shares with others (<i>for example: rhymes, chants, celebrations, games</i>)(<i>required: May 1 – Labor Day; September 18 – Independence Day; play a game of soccer – national pastime; chant Caballito Blanco – nursery rhyme</i>).