



**World Languages Standard  
Catalina Foothills School District  
Grade 1 (E1)**

The Grade 1 Spanish curriculum (E1) is part of a sequential program of study and leads to communicative proficiency and cultural competence in the target language. Depending on the year of entry, it can be 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 following areas of emphasis are applied to both beginning and continuing programs: 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 first grade 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. The targeted proficiency level by the end of Grade 1 is *Novice Mid* for speaking, writing, and reading, and *Novice High* for listening (based on the ACTFL Proficiency Guidelines).

<b>1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)</b>	
WL1.1.1	Introduce self using culturally appropriate greetings ( <i>required: hello; good morning, afternoon, night; My name is ___; Nice to meet you – mucho gusto</i> ).
WL1.1.2	Express preferences ( <i>for example: likes/dislikes</i> ) on familiar topics ( <i>for example: favorite fruit</i> ) ( <i>required: I like/do not like _____; My favorite _____ is _____</i> ).
WL1.1.3	Ask and answer formulaic questions on familiar topics with simple descriptions ( <i>for example: How are you? What is your name? It is sunny. Today is Monday</i> ) ( <i>required: name; age; day of the week; month; weather; numbers; classroom objects; fruits and vegetables</i> ).
<b>2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)</b>	
WL1.2.1	Connect sounds to the letters of the writing system in the target language ( <i>for example: points to the letter when hears the sound</i> )( <i>required: Spanish alphabet</i> ).
WL1.2.2	Interpret highly contextualized words and phrases used in everyday and familiar situations including cognates and words shared by languages ( <i>required: classroom objects; fruits and vegetables; family; emotions; body parts; shapes and sizes; numbers; school places; classroom objects</i> ).
WL1.2.3	Follow two- and three-step oral directions and commands when there is repetition and they are accompanied by gestures ( <i>required: push in your chair; write your name and class; take out your <u>classroom object</u>; start when I say <u>teacher signal</u></i> ).
<b>3. ORAL AND WRITTEN PRESENTATION</b>	
WL1.3.1	Produce and presents lists of familiar words and phrases about level-specific topics in authentic contexts ( <i>required: colors; emotions; body parts; family; patterns; fruits and vegetables; shapes and sizes; numbers; classroom objects; school places</i> ).
WL1.3.2	Role-play simple interactions ( <i>required: introductions – name, age, How are you; How old are you; leave-takings; activities and events at home and school</i> ).

<b>4. CULTURAL COMPETENCE</b>	
WL1.4.1	Compare tangible and intangible products of own and target culture ( <i>required: Spain – flag, anthem, music, poetry, Moorish tiles, Picasso’s artwork</i> ).
WL1.4.2	Compare practices of own and target culture ( <i>required: Spain – Flamenco dancing, tunas, holiday traditions, school days, family life</i> ).
<b>5. MAKING CONNECTIONS THROUGH LANGUAGE</b>	
WL1.5.1	Perform level-appropriate science/health tasks in context ( <i>for example: identifying and classifying common animals, fruits, vegetables</i> ) using information acquired from the target culture ( <i>required: classifying fruits and vegetables, for example, using attributes of color to classify, deciding which plants are called fruit and which are referred to as vegetables; classifying common animals by shared attributes, such as number of legs, fur/no fur</i> ).
WL1.5.2	Perform level-appropriate mathematics tasks in context using information acquired from the target culture ( <i>required: repeating patterns; counting forward to 30; addition math facts 0-9; counting by 2s, 5s, and 10s to 30; solving simple addition problems using numbers 0-9; shapes and sizes</i> ).
WL1.5.3	Identify connections between English and the target language ( <i>for example: borrowed words, cognates</i> ).
<b>6. COMMUNICATION ACROSS COMMUNITIES</b>	
WL1.6.1	Communicate with Spanish-speaking peers ( <i>for example: school and classroom community, sister school program; required: visits and interacts in target language with another class in the school community</i> ).
WL1.6.2	Attend, participate in, or view target language culture events and shares with others ( <i>for example: rhymes, chants, celebrations, games; required: performs/participates in, with whole class, regional dances of Spain such as flamenco style; plays culturally appropriate game/sport; sings traditional song from Spain</i> ).