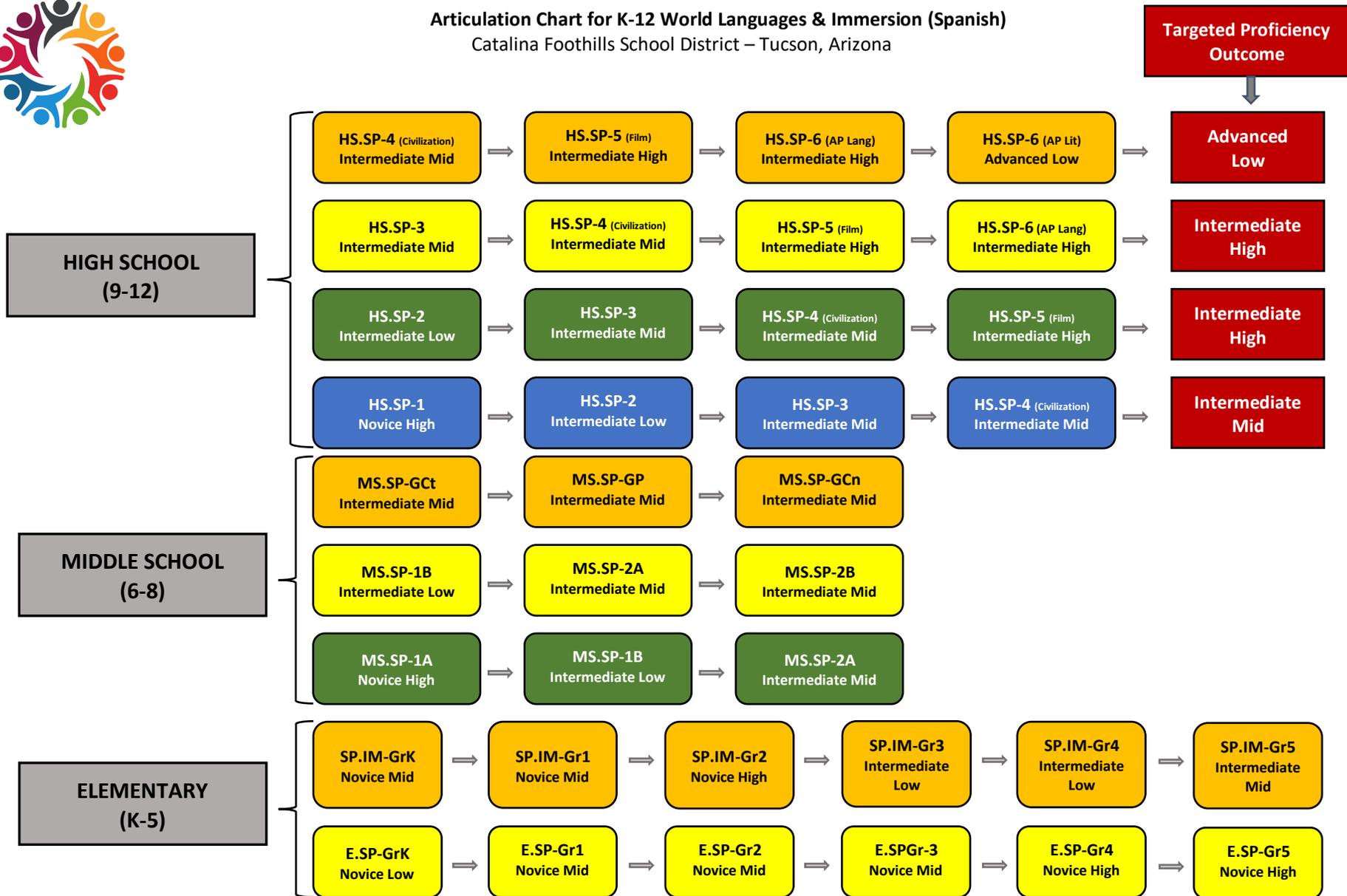




Articulation Chart for K-12 World Languages & Immersion (Spanish) Catalina Foothills School District – Tucson, Arizona



Catalina Foothills School District's (CFSD) *Articulation Chart for K-12 World Languages (Spanish)* is intended to provide guidance on the typical pathways for students. Although proficiency targets may be the same at some grade levels, there are increased curriculum expectations from year to year. Proficiency targets listed are for Interpersonal Speaking/Writing, Presentational Speaking/Writing, and Interpretive Reading. The targets for Interpretive Listening are one (1) sub-level above the listed targets (e.g., For MS.SP-1A, *Novice High* is the target for Interpersonal Speaking/Writing, Presentational Speaking/Writing, and Interpretive Reading while *Intermediate Low* is the target for Interpretive Listening.)

The pathways (indicated by color) represent multiple entry and exit points; students may advance based on proficiency after Grade 5.	➔	YELLOW Pathway: For students who begin WL in ELEMENTARY (K-5)	ORANGE Pathway: For students who begin immersion in ELEMENTARY (K-	GREEN Pathway: For students who begin WL in MIDDLE SCHOOL (6-8)	BLUE Pathway: For students who begin WL in
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Articulation Chart for CFSD World Languages Program for Spanish: Correlation Between Length of Study and Proficiency

There are multiple entry points for language instruction depending on when a student enrolls in the Catalina Foothills School District. A student who begins the study of a second language in the early elementary grades and continues an uninterrupted sequence of instruction may advance further than a student who does not begin language study until high school. However, student proficiency in a second language may be achieved over different periods of time depending on a variety of factors (e.g., age of learner, varying learning speeds and learning styles of students, teaching methodologies, abilities and interests of the instructor, scheduling patterns of the language program, scope and sequence of the language program, authenticity of the cultural environment and materials). The *Standard for K-12 World Languages* in CFSD presumes that sequential study for an extended period of time—beginning in the early grades and continuing through middle and high school—is the ideal for achieving the highest levels of proficiency.

PROGRAM	GRADE	K-12 WL PATHWAY	K-12 PATHWAY (with immersion experience or heritage learner background)	6-12 PATHWAY	9-12 PATHWAY
Elementary School Program	Kindergarten	E.SP-GrK	SP.IM-GrK		
	Grade 1	E.SP-Gr1	SP.IM-Gr1		
	Grade 2	E.SP-Gr2	SP.IM-Gr2		
	Grade 3	E.SP-Gr3	SP.IM-Gr3		
	Grade 4	E.SP-Gr4	SP.IM-Gr4		
Middle School Program	Grade 5	E.SP-Gr5	SP.IM-Gr5		
	Grade 6	MS.SP-1B	MS.SP-GCt	MS.SP-1A	
	Grade 7	MS.SP-2A	MS.SP-GP	MS.SP-1B	
High School Program	Grade 8	MS.SP-2B	MS.SP-GCn	MS.SP-2A	
	Grade 9	HS.SP-3	HS.SP-4 (Civilization)	HS.SP-2 or HS.SP-3	HS.SP-1
	Grade 10	HS.SP-4	HS.SP-5 (Film)	HS.SP-3 or HS.SP-4	HS.SP-2
	Grade 11	HS.SP-5	HS.SP-6 (AP Lang)	HS.SP-4 or HS.SP-5	HS.SP-3
	Grade 12	HS.SP-6	HS.SP-6 (AP Lit)	HS.SP-5 or HS.SP-6	HS.SP-4

To attain the targeted proficiency outcome for grades K-12 in CFSD (yellow pathway), students enrolled in the elementary program in 1st through 5th grades meet 2-4 times a week (for a total of 120 minutes/week) while kindergartners meet 2 times a week (for a total of 60 minutes/week). Middle school classes meet 5 days a week (for a total of 243 minutes/week). High school classes meet 4 days a week (for a total of 240 minutes/week). The proficiency target for each sequence of study is based on anticipated language proficiency as aligned to the *World-Readiness Standards for Learning Languages*, the *Arizona World and Native Languages Standards*, the *CFSD Standard for World Languages*, *American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines*, and *ACTFL Performance Guidelines for K-12 Learners*. While CFSD's level- and course-specific benchmarks reflect differences in student cognitive development, maturity, and interests, the measurement topics at all levels offer a vision of what students should know and be able to do in another language.

KEY: ABBREVIATIONS and COURSE NUMBERS							
ELEMENTARY SPANISH (E.SP)		ELEMENTARY SPANISH (SP.IM)		MIDDLE SCHOOL SPANISH (MS.SP)		HIGH SCHOOL SPANISH (HS.SP)	
E.SP-GrK	Kindergarten	SP.IM-GrK	Kindergarten Immersion	MS.SP-1A	Level 1 Grades 6-8	HS.SP-1	Level 1 Grades 9-12
E.SP-Gr1	Grade 1	SP.IM-Gr1	Grade 1 Immersion	MS.SP-1B	Level 2 Grades 6-8	HS.SP-2	Level 2 Grades 9-12
E.SP-Gr2	Grade 2	SP.IM-Gr2	Grade 2 Immersion	MS.SP-2A	Level 3 Grades 7-8	HS.SP-3	Level 3 Grades 9-12
E.SP-Gr3	Grade 3	SP.IM-Gr3	Grade 3 Immersion	MS.SP-2B	Level 4 Grades 7-8	HS.SP-4	Level 4 <i>Spanish: Ancient and Modern Civilizations</i> Grades 9-12
E.SP-Gr4	Grade 4	SP.IM-Gr4	Grade 4 Immersion	MS.SP-GCt	<i>Global Solutions Program* - Global Citizens</i> Grade 6	HS.SP-5	<i>Honors Hispanic Culture Through Film</i> Grades 11-12 (Grade 10 with teacher recommendation)
E.SP-Gr5	Grade 5	SP.IM-Gr5	Grade 5 Immersion	MS.SP-GP	<i>Global Solutions Program* - Global Perspectives</i> Grade 7	HS.SP-6	<i>AP Spanish Language & Culture</i> and <i>AP Spanish Literature & Culture</i> Grades 11-12 (Grade 10 with teacher recommendation)
				MS.SP-GCn	<i>Global Solutions Program* - Global Connections</i> Grade 8		

* The *Global Solutions Program* serves CFSD students in grades 6-8 who have prior Spanish immersion experience or heritage learner background.