**Spanish 1**

**LANGUAGES OTHER THAN ENGLISH**

**NYS LEARNING STANDARDS**

**Checkpoint A- Standard 1:**

***Students will be able to use a language other than English for communication.***  **A1.1.** Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

***Students can:***

* comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
* comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words
* call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English
* use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. ***This is evident, for example, when students:***

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| --- | --- |
| ▲ | exchange simple greetings and answer questions about self and family |
| ▲ | listen to radio broadcasts and answer questions about main ideas |
| ▲ | speak in complete sentences, using present tense and, occasionally, markers for past and future tenses |
| ▲ | ask for information or directions |
| ▲ | discuss classroom activities with a peer |
| ▲ | use appropriate body language and gestures to supplement the spoken word. |

**A1.2.** Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

***Students can:***

* understand the main idea and some details of simple informative materials written for native speakers • compose short, informal notes and messages to exchange information with members of the target culture.

***This is evident, for example, when students:***

▲ obtain information from materials written in the target language including short notes, brief messages, posters, printed advertisements, illustrated simple texts from newspapers and magazines

▲ guess the meaning of more complex written material, using context, recognition of cognates, accompanying illustrations, and prior knowledge of situations and issues

▲ write a brief message about an everyday activity, using simple sentence structure, not necessarily limited to the present tense.

**Checkpoint A- Standard 2:**

***Students will develop cross-cultural skills and understandings.***

**A2.1.** Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

***Students can:***

* use some key cultural traits of the societies in which the target language is spoken. ***This is evident, for example, when students:***

▲ recognize cultural patterns and traditions of the target cultures in the target language;

▲ understand the cultural implications of the spoken language and of the dynamics of social interaction; and

▲ correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain.

**Spanish 1**  10 Week Matrix

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| --- | --- | --- | --- | --- | --- |
| NYS Standards for  World Languages | Theme/  Unit | Objectives/  Performance  Targets | Learning Targets  (Yo Puedo  Statements) | Resources | Suggested Activities |
| NYS A1.1, NYS  A1.2, NYS A2.1            NYS A1.1, NYS  A1.2, NYS A2.1      NYS A1.1, NYS  A1.2, NYS A2.1            NYS A1.1, NYS  A1.2, NYS A2.1      NYS A1.1, NYS | 1. Introduction                1. Leisure          1. Personal ID                1. Education          1. Current | VERBS/GRAMMAR:  Gustar,  -AR/-ER/-IR Verbs    VERBS/GRAMMAR:  Ser, Nouns,  Adjectives, Noun/Adj  Agreement  Subject Pronouns    VERBS/GRAMMAR:  Tener, Gustar,  Estar, Prepositions    VERBS/GRAMMAR: | YP.A              YP.C        YP.B              YP.D | -Realidades A  Para Empezar            -Realidades A Tema 1A      -Realidades A Tema 1B            -Realidades A Tema 2A, 2B      -Día de los muertos | Alphabet, 3 Rules of  Stress, Numbers, Days, Months,  Seasons, Dates,  Spanish Speaking Countries    Things you like to do                    Time, Classes,  Classroom Objects, Places in school |
| A1.2, NYS A2.1 | Events/Culture | Review/Reiew |  | -Book of Life DVD -Coco DVD |  |

**Spanish 1** 20 Week Matrix

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| NYS Standards for World Languages | Theme/  Unit | Objectives/ Performance Targets | Learning Targets (Yo Puedo Statements) | Text Resources | Suggested Activities |
| NYS A1.1, NYS A1.2,  NYS A2.1        NYS A1.1, NYS A1.2,  NYS A2.1      NYS A1.1, NYS A1.2,  NYS A2.1      NYS A1.1, NYS A1.2,  NYS A2.1          NYS A1.1, NYS A1.2,  NYS A2.1 | 1. House and   Home         1. Family Life          1. Community/ Neighborhood        1. Earning a   Living           1. Physical Environment      1. Current | VERBS/GRAMMAR:  Tener, Vivir, Estar,  Haber (Hay)      VERBS/GRAMMAR:  Vivir, Tener, Estar,  Haber (Hay)    VERBS/GRAMMAR:  Estar, Vivir, Tener, Ir  (to go)    VERBS/GRAMMAR:  -AR Verbs, Ser          VERBS/GRAMMAR:  Ser, Estar    VERBS/GRAMMAR: | YP.F          YP.E        YP.G        YP.E            YP.G | -Realidades B  Tema 5A  -Quinceañera DVD                              -Las Posadas DVD | Chores, Activities,  Locations,  Prepositions (Near,  Next to, Far, etc.)    Possesive Adjectives      Places, Activities,  Things to do in the  Community    Professions,  Possessive Adjectives,  Noun/Adjective  Agreement    Seasons, Weather |
| NYS A1.1, NYS A1.2,  NYS A2.1 | Events | Review/Reiew |  | -La Navidad  -La Nochebuena |  |

**Spanish 1** 30 Week Matrix

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| NYS Standards for World Languages | Theme/  Unit | Objectives/ Performance Targets | Learning Targets (Yo Puedo Statements) | Resources | Suggested Activities |
| NYS A1.1, NYS A1.2,  NYS A2.1    NYS A1.1, NYS A1.2,  NYS A2.1          NYS A1.1, NYS A1.2,  NYS A2.1    NYS A1.1, NYS A1.2,  NYS A2.1 | 1. Health and   Welfare     1. Shopping/Clothing              1. Current Events        1. Services (not historically on   NYS Proficiency) | VERBS/GRAMMAR:  Tener, Estar    VERBS/GRAMMAR:  -AR/-ER/-IR, Querer          VERBS/GRAMMAR:  Review/Reiew | YP.J      YP.H | -Realidades A  Tema 3B                -McFarland USA  DVD  -Semana Santa | Body Parts, Illnesses    Places to Shop,  Articles of Clothing,  Colors,  Noun/Adjective  Agreement |
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**Spanish 1** 40 Week Matrix

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| NYS Standards for World Languages | Theme/  Unit | Objectives/ Performance Targets | Learning Targets  (Yo Puedo  Statements) | Resources | Suggested Activities |
| NYS A1.1, NYS A1.2,  NYS A2.1        NYS A1.1, NYS A1.2,  NYS A2.1          NYS A1.1, NYS A1.2,  NYS A2.1    NYS A1.1, NYS A1.2,  NYS A2.1 | 1. Food            1. Travel/Transportation              1. Current Events        1. Services (not historically on NYS   Proficiency) | VERBS/GRAMMAR:  Gustar, -ER Verbs,  Comer, Querer, Pedir    VERBS/GRAMMAR:  -Ir (to go), Revisit -  AR, -ER, -IR Verbs        VERBS/GRAMMAR:  Review/Reiew | YP.I          YP.G | Realidades A  Tema 3A/3B/4A        Realidades A  Tema 4A          Cinco de Mayo DVD | Food, Beverages,  Ordering,  Likes/Dislikes      Modes of  Transportation,  Lodging |
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**Yo puedo (I can)…. ¡Mucho gusto! (It’s nice to meet you!)**

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| **INTERPRETIVE** | | **INTERPERSONAL** | **PRESENTATIONAL** | |
| **Listening** | **Reading** | **Person - to - Person** | **Speaking** | **Writing** |
| I can recognize some common  greetings & expressions.  I can understand someone saying a date.  I can understand someone saying his/her name, talking about his/her age, where he/she is from & his/her birthday. | I can understand basic personal information from communications such as emails and personal profiles.  I can identify some cognates or characters that help me understand the meaning of a passage. | I can greet and say goodbye to people.  I can introduce myself and ask someone his/her name.  I can answer questions about my name, age, where I am from and telephone number.  I can ask what the date is and answer questions about the date.  I can tell someone when my birthday is and ask him/her about his/her birthday. | I can greet people.  I can tell my age and my birthday.  I can tell where I am from.  I can tell the date.  I can tell my telephone number.  I can introduce myself. I can introduce someone else. | I can write an introduction of myself.  I can write my age and my birthday.  I can write where I am from.  I can write my phone number.  I can write the date. |

**Culture & Cultural Comparisons:**

* I can tell you how… o people greet each other that they know in Spanish-speaking cultures. o people greet each other that they don’t know in Spanish-speaking cultures.
  + personal space is different in Spanish-speaking cultures. o there is a difference in dates and phone numbers in Spanish-speaking cultures.
  + a calendar is organized differently in Spanish-speaking cultures.
* I can use different greetings at different times of day.
* I can use numbers to perform mathematical operations (ACTFL – CONNECTIONS)