

## Grade 8 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:***

- ▲ 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.

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## 10 Week Matrix

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	A. Introduction		YP.A	-Realidades A Para Empezar	Alphabet, 3 Rules of Stress, Numbers, Days, Months, Seasons, Dates, Spanish Speaking Countries
NYS A1.1, NYS A1.2, NYS A2.1	B. Leisure	VERBS/GRAMMAR: Gustar, -AR/-ER/-IR Verbs	YP.C	-Realidades A Tema 1A	Things you like to do
NYS A1.1, NYS A1.2, NYS A2.1	C. Personal ID	VERBS/GRAMMAR: Ser, Nouns, Adjectives, Noun/Adj Agreement Subject Pronouns	YP.B	-Realidades A Tema 1B	
NYS A1.1, NYS A1.2, NYS A2.1	D. Education	VERBS/GRAMMAR: Tener, Gustar, Estar, Prepositions	YP.D	-Realidades A Tema 2A, 2B	Time, Classes, Classroom Objects, Places in school
NYS A1.1, NYS	E. Current	VERBS/GRAMMAR:		-Día de los muertos	

A1.2, NYS A2.1	Events/Culture	Review/Reiew		-Book of Life DVD -Coco DVD	
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### 20 Week Matrix

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	A. House and Home	VERBS/GRAMMAR: Tener, Vivir, Estar, Haber (Hay)	YP.F		Chores, Activities, Locations, Prepositions (Near, Next to, Far, etc.)
NYS A1.1, NYS A1.2, NYS A2.1	B. Family Life	VERBS/GRAMMAR: Vivir, Tener, Estar, Haber (Hay)	YP.E	-Realidades B Tema 5A -Quinceañera DVD	Possesive Adjectives
NYS A1.1, NYS A1.2, NYS A2.1	C. Community/ Neighborhood	VERBS/GRAMMAR: Estar, Vivir, Tener, Ir (to go)	YP.G		Places, Activities, Things to do in the Community
NYS A1.1, NYS A1.2, NYS A2.1	D. Earning a Living	VERBS/GRAMMAR: -AR Verbs, Ser	YP.E		Professions, Possesive Adjectives, Noun/Adjective Agreement
NYS A1.1, NYS A1.2, NYS A2.1	E. Physical Environment	VERBS/GRAMMAR: Ser, Estar	YP.G		Seasons, Weather
	F. Current	VERBS/GRAMMAR:		-Las Posadas DVD	

NYS A1.1, NYS A1.2, NYS A2.1	Events	Review/Reiew		-La Navidad -La Nochebuena	
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30 Week Matrix

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	A. Health and Welfare	VERBS/GRAMMAR: Tener, Estar	YP.J	-Realidades A Tema 3B	Body Parts, Illnesses
NYS A1.1, NYS A1.2, NYS A2.1	B. Shopping/Clothing	VERBS/GRAMMAR: -AR/-ER/-IR, Querer	YP.H		Places to Shop, Articles of Clothing, Colors, Noun/Adjective Agreement
NYS A1.1, NYS A1.2, NYS A2.1	C. Current Events	VERBS/GRAMMAR: Review/Reiew		-McFarland USA DVD	
NYS A1.1, NYS A1.2, NYS A2.1	D. Services (not historically on NYS Proficiency)			-Semana Santa	

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40 Week Matrix

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	A. Food	VERBS/GRAMMAR: Gustar, -ER Verbs, Comer, Querer, Pedir	YP.I	Realidades A Tema 3A/3B/4A	Food, Beverages, Ordering, Likes/Dislikes
NYS A1.1, NYS A1.2, NYS A2.1	B. Travel/Transportation	VERBS/GRAMMAR: -Ir (to go), Revisitar - AR, -ER, -IR Verbs	YP.G	Realidades A Tema 4A	Modes of Transportation, Lodging
NYS A1.1, NYS A1.2, NYS A2.1	C. Current Events	VERBS/GRAMMAR: Review/Reiew		Cinco de Mayo DVD	
NYS A1.1, NYS A1.2, NYS A2.1	D. Services (not historically on NYS Proficiency)				

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**Yo puedo (I can)....**

**¡Mucho gusto! (It's nice to meet you!)**

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

### **Culture & Cultural Comparisons:**

- I can tell you how...
  - people greet each other that they know in Spanish-speaking cultures.
  - people greet each other that they don't know in Spanish-speaking cultures.
  - personal space is different in Spanish-speaking cultures.
  - 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)