

# Year-at-a-Glance (YAG) --- World Languages --- Spanish Grades 2-5



ACTFL National Standards	MPS World Languages Standards addressed throughout the course:
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions.</li> <li>• Understand the main idea of oral communications, i.e., short stories, short informative narratives, messages, and announcements.</li> <li>• Understand the main idea of written communications, i.e., short stories, short informative narratives, personal notes, letters, and invitations.</li> <li>• Use strategies to gather information from a text, i.e., props, charts, graphic organizers, gestures, visual clues.</li> <li>• Ask and answer oral and written questions with a word, phrase, and/or a short sentence on familiar topics.</li> <li>• Exchange information on familiar tasks and topics, i.e., express basic needs, basic courtesies, activities, likes and dislikes, agreement and disagreement, feelings, places.</li> <li>• Use a series of phrases and sentences to provide basic information about familiar topics, i.e.,               <ul style="list-style-type: none"> <li>○ Give commands, directions, instructions, and make requests.</li> <li>○ Present prepared material orally and in writing to audience.</li> <li>○ Retell or rewrite a simple story.</li> <li>○ Retell or rewrite a story or a narrative from a different perspective, i.e., single or many.</li> <li>○ Write a short, personal note, letter, or invitation.</li> <li>○ Summarize main idea of a short text or information presented in class.</li> </ul> </li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• Understand the relationship between the perspectives and practices of the culture(s).               <ul style="list-style-type: none"> <li>○ Identify some commonly held generalizations about the culture studied.</li> <li>○ Recognize and interpret language and behaviors that are appropriate in the target culture.</li> <li>○ Identify social and geographical factors that affect cultural practices.</li> <li>○ Identify common words, phrases, and idioms that reflect the culture.</li> </ul> </li> <li>• Understand the relationship between the perspectives and products (contributions) of the cultures.               <ul style="list-style-type: none"> <li>○ Identify and recognize the products and the contributions, including the expressive forms, stories and literatures, music and songs, visual arts, dance of the target country/countries.</li> <li>○ Explain how the needs, behaviors, and beliefs of the cultures are reflected in the products/contributions of the culture studied.</li> </ul> </li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Identify through foreign language resources, information for use in other disciplines.</li> <li>• Identify and apply, within a familiar context, information and skills common to the foreign language classrooms and other disciplines.</li> <li>• Use authentic sources to identify the perspectives of the target culture.</li> <li>• Extract information from sources intended for native speakers of the language.</li> </ul>
<b>Comparisons</b>	<ul style="list-style-type: none"> <li>• Identify the sound patterns, structural patterns, idiomatic expressions of the target language and compare them to the student's own language.</li> <li>• Identify connections among languages, i.e., cognates and borrowed words.</li> <li>• Explain (in English) how the new language forms sentences.</li> <li>• Identify the similarities and differences between the target culture(s), i.e., behavior patterns and forms of expressions, daily objects, and compare them to the student's own culture.</li> <li>• Compare daily life in another place in the world to my own life.</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Identify the use of target language in the daily life in student' environment.</li> <li>• Share knowledge of target language with others.</li> <li>• Locate connections with the target culture through the use of technology, media, and authentic sources.</li> <li>• Locate resources in the community to research the target culture(s).</li> </ul>

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First Semester	Second Semester
<p><b><u>Unit 2A: Welcome to Spanish!</u></b></p> <p>1.1 I can greet my friends and Spanish teacher.                      1.2 I can respond to classroom commands.                      1.3 I can answer <i>YES/NO</i> questions, <i>what/where/who</i> questions, and multiple-choice questions about immediate surroundings and myself.                      1.4 I can introduce myself with basic memorized phrases.                      1.5 I can locate and name Spanish-speaking countries on the map.</p> <p><b>Supporting Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can say “good morning”, “good afternoon”, and “good evening”.</li> <li>• I can act according to teacher commands.</li> <li>• I can identify classroom items and objects.</li> <li>• I can recognize when a question is being asked.</li> <li>• I can name colors.</li> <li>• I can say my name, where I live, and how old I am.</li> <li>• I can find Minnesota on a map.</li> <li>• I can organize countries by region (North America, South America, Central America, Caribbean, and Europe)</li> </ul> <p><b><u>Unit 2B: Tell Me a Story</u></b></p> <p>2.1 I can sequence events from a story.                      2.2 I can retell a legend/folktale from a Spanish-speaking country.</p> <p><b>Supporting Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify target vocabulary in the context of a story.</li> <li>• I can show my understanding of a story through acting and use of props.</li> <li>• I can tell how I feel about a story.</li> </ul>	<p><b><u>Unit 2C: Let’s Celebrate! *</u></b></p> <p>3.1 I can describe how people celebrate.                      3.2 I can categorize similarities and differences between holidays from different cultures.                      3.3 I can create an artifact that represents a celebration.</p> <p><b>Supporting Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can label specific holidays on a calendar.</li> <li>• I can recognize important symbols of Spanish-speaking holidays and celebrations.</li> <li>• I can name basic elements of celebrations.</li> </ul> <p><b><u>Unit 2D: Famous Spanish-Speaking People</u></b></p> <p><b>Grade 2-3</b></p> <p>4.1 I can make and label a family portrait for a famous person and myself.                      4.2 I can describe a person’s key characteristics and traits.</p> <p><b>Supporting Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can describe physical appearance.</li> <li>• I can describe personality traits.</li> </ul> <p><b>Grade 4-5</b></p> <p>4.3 I can name a person’s place of origin.                      4.4 I can sequence important events in a person’s life.                      4.5 I can state why a famous person is important to the target culture.</p> <p><b>Supporting Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify ways that a famous person has influenced the target culture.</li> <li>• I can tell what the famous person did in history.</li> </ul>
<p><b>*Flex Unit:</b> As holidays come up that are relevant to the school year (Thanksgiving, Valentine’s Day, Spring Break, etc.), students will learn related vocabulary to talk about their vacation and break plans and activities.</p>	<p><b>Note:</b> Within Units 2 and 4, information about natural wonders of the world (Machu Picchu, etc.) and aspects of modern Latin America can be explored.</p>