

Year-at-a-Glance (YAG) --- World Languages --- Spanish Grades K-1



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

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First Semester	Second Semester
<p><u>Unit 1A: Welcome to Spanish!</u></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. 1.4 I can introduce myself.</p> <p>Supporting Learning Targets:</p> <ul style="list-style-type: none"> • I can say “good morning”, “good afternoon”, and “good evening”. • I can act according to teacher commands. • I can identify classroom items and objects. • I can recognize when a question is being asked. • I can name colors. • I can count to ten. 	<p><u>Unit 1B: Sing Me a Song</u></p> <p>2.1 I can sing and understand a song in Spanish. 2.2 I can show my understanding of a song through drawing, acting, and use of props.</p> <p>Supporting Learning Targets:</p> <ul style="list-style-type: none"> • I can identify target vocabulary in the context of a song. • I can tell how I feel about a song. <p><u>Unit 1C: Let’s Celebrate!*</u></p> <p>3.1 I can sing and understand a song in Spanish about a holiday we celebrate at school. 3.2 I can say basic expressions related to holidays. 3.3 I can use memorized phrases to talk about things I am thankful for and who I love. 3.4 I can express my feelings.</p> <p>Supporting Learning Targets:</p> <ul style="list-style-type: none"> • I can identify target vocabulary in the context of a song. • I can name and show basic feelings using facial expressions.
<p>*Flex Unit: 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>	