

Subject: __Spanish 1

Grade: Checkpoint A

Months : September – June

Checkpoint A has a goal of students attaining a Novice High Proficiency: Novice High learners are usually comprehensible to a person accustomed to engaging with language learners

Months/Standard	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
<p>September – October</p> <p>Standards/performance indicators below are applied to the context of each topic</p> <p>Communication:</p> <p>I can identify the topic and some isolated facts in short informational and literary texts as well as understand familiar questions and statements from simple sentences in conversations that are spoken, written or signed</p> <p>I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations, most of the time</p> <p>I can present information about my life and activities, and state preferences and</p>	<p>Identity and Social Life</p>	<p>Describe Self Introduce self and others Speak about family and family members Speak about celebrations and customs</p>	<p>Avancemos text Somos curriculum</p>	<p>End of unit assessment Vocabulary quizzes Presentational writing Response to listening</p>

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<p>opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken, written or signed language</p> <p>Culture: I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.</p> <p>I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support</p>				
<p>November – December</p> <p>Standards/performance indicators are applied to the context of each topic</p>	<p>Food and Meal Taking</p> <p>House and Home</p>	<p>Describe and express likes and dislikes in context of food</p> <p>Classify and categorize basic foods</p> <p>Describe living spaces and basic items found there</p>	<p>Avancemos text</p> <p>Somos curriculum</p>	<p>End of unit assessment</p> <p>Vocabulary quizzes</p> <p>Presentational writing</p> <p>Response to listening</p>

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January – February Standards/performance indicators are applied to the context of each topic	School Life and Education Travel and leisure	Identify classes and basic materials needed for classes Express likes and dislikes in the context of school Speak about travel to and from basic locations Identify and express travel and modes of transportation Identify geographic locations and cultural activities	Avancemos text Somos curriculum	End of unit assessment Vocabulary quizzes Presentational writing Response to listening
March – April Standards/performance indicators are applied to the context of each topic	Communities and Neighborhoods Shopping	Express living locations Describe types of locations Identify and express activities and locations in communities Express likes/dislikes in context of shopping Ask for price Identify and describe basic articles of clothing Use basic vocabulary to make a purchase	Avancemos text Somos curriculum	End of unit assessment Vocabulary quizzes Presentational writing Response to listening

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May – June Standards/performance indicators are applied to the context of each topic	Health and Wellness Climate, Environment, Weather and Geography	Name basic body parts Describe general health Express simple symptoms of common illnesses Describe basic state of being with regard to health Inquire of others' state of health Describe basic weather Ask for basic weather information Speak about places to do activities and basic weather conditions ideal to an activity	Avancemos text Somos curriculum	End of unit assessment Vocabulary quizzes Presentational writing Response to listening
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