

Philosophy of World Languages

Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas. The ability to communicate in a second language increases the opportunities to interact with other people and to understand other cultures. As the world becomes increasingly interdependent, it is important for every person to acquire the skills for communication with others and to attain cross-cultural understanding.

Checkpoint A study of World Languages is the beginning of the curriculum and is a graduation requirement for all students in New York State. Students shall earn at least one unit of credit in a world language other than English in order to complete the world language requirement for the Regents diploma. Assessment is based on the communicative approach in which the structure of the language is ancillary to, and yet supportive of, the primary goal of meaningful communication. **Checkpoint A:**

- emphasizes simple, select sentence structures, not necessarily limited to the present tense;
- sets the stage for oral and written communication for the beginning language learner;
- fosters cultural understanding;
- includes age-appropriate communicative activities, strategies, and goals that address the particular needs and interests of middle school students;
- encourages interdisciplinary connections; and
- is the first step on the pathway to linguistic proficiency.

Checkpoint A is not intended to fully develop linguistic proficiency or grammatical accuracy. It is an introductory-level curriculum that lays the groundwork for future studies. The expected linguistic growth can be demonstrated over time. **Our goal is to promote and support the teaching and learning of one or more languages and cultures, in addition to the English language.**

Implementation

Checkpoint A has traditionally been taught as a two-year program in middle school. With the new graduation requirements and emphasis on raising standards, many schools have opted to teach Checkpoint A over a three-year cycle. Although instruction may occur over any three-year span, most typically this happens in grades 6, 7, and 8. A three-year sequence plan provides greater flexibility in the curriculum and more time to develop the necessary skills to achieve proficiency. As a result, greater success on the Second Language (Regional) Proficiency Examination is expected.

(Students shall earn two *additional* units of study in a world language other than English for a total of *three* units in the *same language* and pass the locally developed Comprehensive Examination in that language, which is aligned to the NYS Learning Standards for World Languages for Checkpoint B).

NYS Learning Standards for World Languages

Anchor Standard: Communication

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

Standard 1: Interpretive Communication

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

Standard 2: Interpersonal Communication

Learners interact and negotiate meaning in spontaneous, spoken, or written communication to exchange information and express feelings, preferences, and opinions.

Standard 3: Presentational Communication

Learners present information and ideas on a variety of topics adapted to various audiences of listeners or readers to describe, inform, narrate, explain, or persuade.

Anchor Standard: Cultures

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

Standard 4: Relating Cultural Practices and Products to Perspectives

Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.

Standard 5: Cultural Comparisons

Learners use the target language to compare the products and practices of the cultures studied and their own.

Checkpoint A performance indicators (listening and speaking):

Students can...

- comprehend simple language consisting of basic 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; and
- 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.

Checkpoint A performance indicators (reading and writing):

Students can...

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

Checkpoint A performance indicator (cultural understanding):

Students can...

- use some key cultural traits of the societies in which the target language is spoken.

NYSED Standards for World Languages (July 2021)

<http://www.nysed.gov/world-languages/standards-and-guidelines>

ACTFL Performance Descriptors for (World) Language Learners used as a guiding resource:

<https://www.actfl.org/resources/actfl-performance-descriptors-language-learners>

- Interpersonal:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpersonal.pdf
- Interpretive: https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpretive.pdf
- Presentational:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Presentational.pdf

ACTFL Proficiency Guidelines (Novice to Distinguished):

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

ACTFL “**Can-Do Statements**” for 1) language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency; 2) educators to write communication learning targets for curriculum, unit and lesson plans; 3) stakeholder to clarify how well learners at different stages can communicate.

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

LOTE Resource Guide for World Languages (Scope and Sequence) as primary resource for units & lessons:

https://www.nysut.org/~media/Files/NYSUT/Resources/1900/January/LOTE_RG.pdf

Additional **resource for administration**, BOE and parents regarding ‘core’ requirements and programs (Q & A):

<http://www.nysed.gov/common/nysed/files/lote-qa.pdf>

World Languages Scope & Sequence

Functions:

- **Socializing:** greeting, leave-taking, introducing, thanking, apologizing
- **Providing and obtaining information about:** facts, events, needs, opinions, attitudes, feelings
- **Expressing personal feelings about:** facts, events, opinions, attitudes
- **Getting others to adopt a course of action by:** suggesting, requesting, directing, advising, warning, convincing, praising

Situations:

- **Listening**
 - Information and announcements from providers of common public services in face-to-face communications
 - Information (bulletins/announcements) provided over loudspeakers, radio, and television
 - Short presentations of interest to the general public given in person, on radio, or on television
 - Songs, live and recorded
 - Feature programs on television, in the movies, and on the radio
 - **Listening/Speaking**
 - Interaction with providers of common public services* in face-to-face communications
 - Informal everyday conversations with individual peers and adults
 - Informal conversations with peers and familiar adults
 - Interaction with providers of common public services* by telephone
 - Group conversations among peers and familiar adults
 - Group discussions with peers
 - Informal presentations to groups of peers and familiar adults
- *sales personnel, bank tellers, ticket agents, police, hotel personnel, etc.

- **Reading**

- Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.
- Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes
- Simple business correspondence and pamphlets
- Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)
- Letters to the editor and feature articles from general-interest publications
- Excerpts from poetry and prose for cultural appreciation

- **Writing**

- Forms to be filled out for the use of common public services
- Informal notes for communications in everyday life situations
- Brief reports describing simple situations and sequences of events
- Personal letters to acquaintances and friends (peers and adults)
- Formal letters to agencies, institutions, and businesses on topics of personal needs
- Short samples of expository or creative writing

LOTE Topics & Overview
Semester 1, 2021-2022 School Year
 (*Priority topics - Checkpoints A-B)

<http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf> (July 2021)

Teacher: Biancucci Biancucci Biancucci	Class: Spanish 1A (7th grade) Spanish 1B (8th grade) Spanish II (9th grade)		
STANDARD	UNIT	ESSENTIAL SKILLS: What do students absolutely need for the next grade level?	ASSESSMENT
Reference outlined Standards 1-5 for World Languages above	*Personal Identification	Biographical Information (name, age, nationality, address, telephone number, family information, occupation, place & date of birth) Physical Characteristics (height, weight, complexion, facial features, body shape, color of hair & eyes, disabilities) Psychological Characteristics (character, personality, likes & dislikes, tastes & interests) Biographical, Physical & Psychological Characteristics (Review) to include: <ul style="list-style-type: none"> ● <i>soy vs. estoy & tengo</i> ● <i>me gusta(n) & me encanta(n)</i> ● <i>es vs. son</i> 	Formative & summative assessments include the use of: <ul style="list-style-type: none"> ● Interview questions ● Google Forms/Quiz ● Question of the Day ● Edpuzzle listening comprehension checks ● Gimkit vocabulary challenges ● Open-ended/free responses in Docs ● Slide creations/CFU's ● Exit tickets ● Postcards

		<ul style="list-style-type: none"> ● subject pronouns ● noun-adjective agreement <p>Biographical, Physical & Psychological Characteristics (Review) to include:</p> <ul style="list-style-type: none"> ● <i>ser vs. estar & tener</i> ● <i>gustar & encantar</i> ● verbs like <i>gustar</i> ● indirect object pronouns ● present tense of regular verbs ● interrogatives <ul style="list-style-type: none"> ○ noun/verb placement ○ asking a question 	<ul style="list-style-type: none"> ● Authentic reading comprehension passages ● Flipgrid audio submissions ● Doceri video creations ● <i>Voces</i> electronic textbook assessments ● Mini-lesson checks
	Travel	<p>Transportation (means of transportations, maps, timetables & fares, signs & instructions, interaction at ticket counters, advertisements/promotional information, itineraries, interaction at travel agencies & with travel agents, travel information agencies & websites, online reservations)</p> <p>Lodging (youth hostels, camping/caravanning, hotels & pensions, private guest arrangements, online sites)</p> <p>Holiday Travel Patterns (destinations, activities)</p>	
	*Current Events	Geography of Spanish-speaking world	

- Map identification to include bodies of water, borders, cities
- Identification of nationalities, hispanic vs. latino/latinex, Spanish...

Cultural Aspects

(arts (theater/cinema/music), people in the arts, special events, institutions/facilities, historical & artistic sites, folklore, trends)

(Review) to include:

- Discussion of 'culture'
- Communication in L2

(Review to include):

- Country spotlights/highlights
 - traditions, food, people, entertainment, places, currency, geography...

Political, Social & Economic Aspects

(miscellaneous news, political parties, present governments, current political issues, current economic issues, general description of society, executive, legislative & judicial, status of the economy, trends in the economy, social classes & their relations, social programs, current social issues)

Relations Between United States & Target Language Countries

(opportunities for exchange, influence of one country on another, cultural links, economic

		relations, governmental relations, individual perceptions)	
	<p>*Leisure</p>	<p>Activities (hobbies/sports/other interests, use of media, organizations & facilities, cultural resources) (Review) to include:</p> <ul style="list-style-type: none"> ● <i>me gusta vs. me gustan</i> ● <i>me encanta vs. me encantan</i> ● regular verbs as infinitives <ul style="list-style-type: none"> ○ -ar, -er, -ir endings ● first person singular usage <p>Special Occasions (religious events, traditions & customs, family occasions) (Review) to include:</p> <ul style="list-style-type: none"> ● regular verb usage (all forms) ● <i>El Día de los Muertos</i> ● <i>La Quinceañera</i> ● <i>Las Posadas</i> ● <i>La Navidad/El Año Nuevo</i> ● <i>El Día de los Reyes Magos</i> ● <i>El Cinco de Mayo</i> <p>Available Leisure Time (after school, weekends, holidays, vacations) (Review) to include:</p> <ul style="list-style-type: none"> ● third person singular & plural ● narration ● <i>EL Dia de la Virgen de Guadalupe</i> ● <i>La Pascua/La Semana Santa</i> 	

		<ul style="list-style-type: none"> • <i>El Carnaval</i> • <i>El Día de César Chávez</i> • <i>El Primero de Mayo/El Día del Trabajador</i> • <i>La Tomatina</i> • <i>La Fiesta de San Fermín</i> 	
	*Family Life	<p>Family life (family members, activities, roles & responsibilities, rapport among family members)</p> <ul style="list-style-type: none"> • identification <p>(Review) to include:</p> <ul style="list-style-type: none"> • use of <i>de</i> to show possession • MFSP - gender of nouns • definite and indefinite articles • making nouns plural <p>(Review) to include:</p> <ul style="list-style-type: none"> • gender of nouns (objects, places, non-specific people) • third person singular and plural usage of verbs 	
	Education	<p>Secondary School Organization (types of schools, subjects, schedule/school year, programs, content, examinations/grading, diploma, students' organizations)</p> <p>School Life (extracurricular activities, relationships among students, relationships between staff and</p>	

		<p>students, discipline, roles/responsibilities/expectations)</p> <p>Educational System (structure, personnel, society's needs/expectations)</p>	
	Health & Welfare	<p>Parts of the Body (identification, care)</p> <p>Illness & Accidents (symptoms of illness, medical services/treatments, insurance/social services)</p>	
	Physical Environment	<p>Physical Features (big city, small town, village, suburb, country, geography of area)</p> <p>Climate & Weather (seasons, temperature/precipitation/wind, natural catastrophes, flora & fauna, impact on human life)</p> <p>Quality of Environment (opportunities for recreation & entertainment, ecology, economy, aesthetics)</p>	
	House & Home	<p>Types of Lodging (house, apartment, rental/ownership)</p> <p>Rooms & Other Lodging Components (identification, size/function, furnishings, garden/terrace/balcony, appliances)</p>	
	Community/Neighborhood	Community/Neighborhood	

		(common activities, local stores/facilities, recreational opportunities, responsibilities/expectations, rapport among members of the community)	
	Public & Private Services	Communications (telephone, mail, email, Internet) Government Agencies (post office, Customs, police, embassies & consulates) Finances (banks, currency exchange offices)	
	Earning a Living	Types of Employment (commonly known occupations, summer/part-time employment, volunteer work) Work Conditions (preparation/training, work roles/responsibilities, remunerations/benefits, relations with colleagues & employer) Major Issues in Employment	
	*Meal-Taking/Food/Drink	Types of Food & Drink (everyday family fare, regional and national specialties, fast food, food and drink preparation, special occasion menus) (Review) to include: <ul style="list-style-type: none"> ● <i>Tener</i> expressions ● <i>La Comida Latinoamericana</i> ● <i>La Comida Española</i> 	

		<ul style="list-style-type: none"> ● Use of verbs as participles/adjectives (food preparation) <p>Mealtime Interaction (regular family meals, eating with friends/relatives, eating out, socializing in public establishments)</p> <p>(Review) to include:</p> <ul style="list-style-type: none"> ● Socializing ● Providing & Obtaining Information ● Conversation Circles/Fishbowling 	
	<p>Shopping</p>	<p>Shopping Facilities & Products (shopping centers, specialty shops, neighborhood merchants, department stores, markets, mail-order companies)</p> <p>Shopping Patterns (time & hours, currency, interaction with sales staff, staples & everyday purchases, modes of payment, weights/measurements/sizes)</p> <p>Shoppers' Information (prices, advertisements, consumer publications, labels/information brochures/directions)</p>	