



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

#DiscoverGreatness

Phipps Administration Building
Office of Instruction
345 Lakeville Road
Great Neck, New York 11020

516.441.4009
516.441.4010
Fax 516.441.4992

Curriculum Profile: Spanish Checkpoint A

<u>Department</u>	World Languages
<u>Course Name</u>	Checkpoint A - Spanish 6, Spanish 7, Spanish 8
<u>Course Length</u>	3 Years - 6th, 7th, and 8th Grade
<u>High School Credits</u>	Spanish 6 and 7 - No high school credit Spanish 8 - 1 unit of credit
<u>Description</u>	This course introduces students to the Spanish language and cultures in which Spanish is spoken. A communicative approach to language acquisition helps to foster basic proficiency in the areas of listening, speaking, reading, and writing. The course of study culminates with a language proficiency exam ("FLACS Exam") administered at the end of the Spanish 8 level.
<u>Target / eligible students</u>	6th, 7th, and 8th grade language eligible students
<u>State Learning Standards Link(s)</u>	New York State Learning Standards for World Languages (Modern Languages) - 2021 Anchor Standard: Communication <u>Standard 1: Interpretive Communication</u> - Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources <u>Standard 2: Interpersonal Communication</u> - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. <u>Standard 3: Presentational Communication</u> - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade. Anchor Standard: Cultures <u>Standard 4: Relating Cultural Practices and Products to Perspectives</u> - 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. <u>Standard 5: Cultural Comparisons</u> - Learners use the target language to compare the products and practices of the cultures studied and their own.
<u>Primary texts and materials</u>	The course does not follow a specific textbook. All materials are teacher-generated and adhere to the Checkpoint A themes and topics set by the NYSED Office of Bilingual Education and World Languages.
<u>Scope / Sequence</u> *All themes and topics, as prescribed by Checkpoint A, are covered during the three-year language sequence. While the scope and learning objectives are consistent, small variations in the sequence of topics may exist across schools.	
<u>Identity</u>	Anchor Standard: Communication - Engage in basic conversation - State and spell my name - Greet and say goodbye to others at different times of day and with an appropriate title - Indicate my age and birthday - Identify my place of origin

	• State my phone number • Describe my physical appearance • Describe my personality • Indicate what I do and do not like to do Anchor Standard: Culture • Compare how people in Hispanic countries and the United States greet one another • Compare how people in Hispanic communities and the US state their phone number
Family & Social Relationships	Anchor Standard: Communication • Exchange information about the names and relations of the members of my family • Indicate the age of my family members • Describe my family and identify how many people are in my family • Interpret others' familial relationships on a family tree • Describe the physical appearance and personalities of my family members • Indicate what my family members do and do not like to do • Describe the occupations of my family members Anchor Standard: Culture • Compare typical family dynamics and living arrangements of Hispanic families and those in our community • Compare famous families in America to those in the Spanish-speaking world
House & Home	Anchor Standard: Communication • Indicate whether I live in (house or apartment, city or town, etc.) • Identify the rooms and spaces in my house • Describe the color of my house and the rooms • Exchange information about what my family and I do in each of the rooms and spaces of my house • Describe the color of and location of common household items that are in the rooms and spaces of my house • Describe the household chores that my family and I do in the rooms and spaces of my house Anchor Standard: Culture • Compare typical homes of families in Hispanic countries to those in my community
School Life & Education	Anchor Standard: Communication • Identify the classes that I take each day in school • Indicate the times at which my classes meet • Exchange information about my favorite classes • Identify the names of my teachers • Describe each of my classes • Explain what school supplies I use in each of my classes • Describe the features and materials in a classroom • Describe what my classmates and I do in each class • Interpret a school schedule Anchor Standard: Culture • Compare my hourly school schedule to that of students in various Spanish-speaking countries • Compare classes that students in Spanish-speaking countries take to those taken in my school • Identify similarities and differences between my classrooms and those of students from Spanish-speaking countries • Describe the use of the standard American 12-hour clock and the universally used 24-hour clock
Communities & Neighborhood	Anchor Standard: Communication • Identify the names of places in my community • Exchange information about where my family and I or my friends and I go on weekdays, after school, and on weekends • Describe the reasons for which I visit various places in my community • Indicate the means of transportation I take to get to various places in my community

	Anchor Standard: Culture • Compare my community to that of communities in the Spanish-speaking world
Food & Meal Taking	Anchor Standard: Communication • Identify different categories of foods • Express preferences about food and drink • Describe taste and appearance of food items • Describe a table setting • Identify and interpret parts of a menu • Exchange information with restaurant staff Anchor Standard: Culture • Compare foods that my family eats with foods from the Spanish-speaking world • Compare the meal times and traditions in my community to those in the Spanish-speaking world
Health & Wellness	Anchor Standard: Communication • Identify the different parts of the body • Describe my daily routine • State how I and others feel • Identify different health concerns • Describe symptoms and illnesses • Describe/suggest remedies for various ailments • Understand and analyze basic medicine labels • Exchange/provide information with/to a healthcare worker • Describe a healthy and unhealthy way of living Anchor Standard: Culture • Compare natural/home remedies used in Spanish-speaking countries and the US
Leisure	Anchor Standard: Communication • Exchange information about what I do and do not like to do / express agreement and disagreement • Describe where I go in my free time • Indicate with whom I spend time • Describe how often I go places and do various activities Anchor Standard: Culture • I can compare what people in Spanish-speaking countries do in their free time and people in my community.
Physical Environment	Anchor Standard: Communication • Describe the daily weather • Indicate the weather in different seasons • Indicate the weather in different regions based on the physical environment • Identify activities I can do during different seasons • Identify the Spanish-speaking countries on a map • Analyze the calendar (days, months, etc.) Anchor Standard: Culture • Compare weather and seasons in Spanish-speaking countries with the US
Technology, Media, & Social Media	Anchor Standard: Communication • Identify the different platforms in technology/social media • Analyze the advantages and disadvantages of technology, media and social media in my daily life • Express my social media preferences and why • Identify how language is used in text messaging and social media Anchor Standard: Culture • Compare social networks that are popular in the United States to those that are popular in

	Spanish-speaking countries • Compare how technology and social media is used in the Spanish-speaking world and the US
Shopping	Anchor Standard: Communication • Describe the outfits I and others wear in various situations. • Describe clothing in terms of its patterns, colors, styles, and price • State which stores are my favorite and why • Exchange information with a sales clerk about clothing preferences • Identify different currencies • Identify and discuss where different food/variety items are bought Anchor Standard: Culture • Compare clothing traditionally worn by people in my community to those in the Spanish-speaking world.
Travel	Anchor Standard: Communication • Express opinions about ideal locations for travel • Describe how to prepare for a trip on a plane or train • Exchange information with train station and airport personnel. • Identify best practices for air and rail travel Anchor Standard: Culture • Identify similarities and differences in modes of transportation in the US to those in the Spanish-speaking world • Identify major landmarks and attractions in the Spanish-speaking world • Compare long-distance travel companies in Spanish-speaking countries (such as Renfe and Iberia) to those in the United States
Celebrations, Customs, & Traditions	Anchor Standard: Communication • Describe how family events are celebrated • Identify the preparations for different celebrations • Accept and decline invitations • Discuss and describe various aspects of going to special events • Discuss different types of art and visiting museums. Anchor Standard: Culture • Compare customs and traditions in America and those in the Spanish-speaking world (Quinceañeras, etc.)
Additional Notes:	