

**Preston Public Schools
Preston, CT**

**World Language Curriculum – Spanish
1st Grade**

Performance Standards	Comprehension Skills (Speaking/Listening/Reading)	Production Skills (Writing/Presenting)	Assessment
1. Communication: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
<i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Students are able to:			
--Express basic courtesies, greetings and farewells,	X	X	--Observation.
--Actively listen and follow speaker.	X		--Observation.
--Understand and make appropriate verbal or nonverbal responses to questions about feelings and preferences.	X		--Observation.
--Replicate and produce comprehensible pronunciation of key vocabulary. Recite rhymes and songs from memory.	X	X	Individual observation and/or choral responses.
--Share (often only in their home language) personal connections with the learned vocabulary	X	X	--Observation; --Technology-based assessment.

<i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Students are able to:			
--Answer simple questions with strong gestural and visual support and in context of the familiar vocabulary of learned songs and narratives: <ul style="list-style-type: none"> • Yes/no and either/or questions; • Open-ended questions; • True/false questions; • Simple descriptions of size, shape, color. 	X	X	--Observation; --Technology-based assessment.
--Demonstrate understanding of oral classroom language in Spanish including directions, commands and requests.	X		Observation
--Interpret the main idea of unfamiliar narratives, video material and informational texts.	X		--Observation --Technology-based assessment.
--Name and identify functional vocabulary of familiar narratives.	X	X	--Observation; --Written assessment; --Technology-based assessment.
--Recognize and identify keywords in a text.	X		--Observation; --Written assessment; --Technology-based assessment.
--Produce some words of familiar texts, oral narratives, songs and chants.	X	X	--Observation; --Technology-based assessment
<i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Students are able to:			
--Apply learned vocabulary to act out familiar narratives.	X		--Observation.
--Demonstrate mastery of key words in simple narratives.	X	X	--Observation; --Technology-based assessment.

2. Cultures: Students interact with cultural competence and understanding.			
<i>Relating cultural practices/products to perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationships between the practices/products and perspectives of the cultures studied.			
Students are able to:			
--Understand that Spanish is spoken in certain countries. --Recognize Spanish language and gestures as distinct from their own. --Acquire knowledge about a few differences in customs and traditions. --Demonstrate familiarity with celebrations of holidays in Spanish-speaking countries.	N/A	N/A	Not assessed.
3. Connections: Students connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.			
<i>Making connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Students are able to:			
--Apply prior knowledge of number sense and mathematical concepts from 0 to 20: <ul style="list-style-type: none"> • Rote counting • Quantify objects • Respond to questions regarding quantity (How many?); • Patterning and sequencing. 	X		--Observation.
--Apply prior knowledge of social studies (specifically the calendar, and seasons) to interpret and negotiate meaning of videos and other media.	X		--Observation.

--Apply prior knowledge of Science (specifically, weather and shelters) to interpret and negotiate meaning of videos and other media.	X		--Observation.
4. Comparisons: Students develop insight into the nature of language and culture in order to interact with cultural competence.			
<i>Language comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i> Students are able to:			
--Extract meaning of texts, songs, and other media by identifying aural and written English cognates.	N/A	N/A	Not assessed.
--Identify aural and written English cognates and expressions.	N/A	N/A	Not assessed.
--Recognize similarities and differences in punctuation (periods, commas, quotation marks, exclamatory and interrogative marks).	N/A	N/A	Not assessed.
--Develop listening skills on a range of familiar and age-appropriate topics (listening for familiar words in unfamiliar textual, and/or audio/visual narratives).	N/A	N/A	Not assessed.
<i>Cultural comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i> Students are able to:			
--Evidence familiarity with how celebrations of Spanish speaking countries compare with celebrations in their own country.	N/A	N/A	Not assessed.

5. Communities: Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.			
<i>Lifelong learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Students are able to:			
--Understand the impact and importance of multiple languages on their personal and professional goals both in higher level educational circumstances as well as in life in general.	N/A	N/A	Not assessed.