# Elementary Spanish gr K (FD) 2023

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **Full year**
Status: **Published**

## Brief Summary of Unit

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students now and as they advance through the program/grade levels in preparation for a future in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. The goal of the elementary Spanish program in kindergarten is to give them exposure to the language and culture of a world outside of their own as they build upon much of the same content as they are learning in their kindergarten classroom.

Kindergarten-aged students become familiar with the pronunciation of Spanish vowels and sounds as their auditory skills are attuned to hearing Spanish spoken in the classroom setting. Beginning Spanish instruction in Kindergarten allows for the inception of language proficiency with an emphasis on aural skills, as well as providing a gradual introduction to aural literacy.

Units of Study:

a. Colors: rojo, azul, amarillo, verde, gris, negro, blanco, naranja, rosa
b. Numbers: 1-10
c. Clothing: los pantalones, los pantalones cortos, las gafas de sol, las botas, los guantes, el abrigo, la camisa
d. Weather: hace sol, hace frío, hace calor,
e. Emotions: bien, asi asi, mal
f. Animals: gorila, jirafa, león, oso, perro, gato, elefante
g. Shapes: círculo, triángulo, cuadrado, rectángulo, corazón, estrella
h. Family: mamá, papá, hermano, hermana, bebé
i. House: casa, silla, cama, plato, puerta, lámpara, teléfono, reloj
j. Body parts: cabeza, brazo, rodillas, cuello, espalda, cadenas, dedos del pie
k. Greetings: hola, buenos días, buenas tardes, buenas tardes, adios

Revision Date: June 2023

## Essential Questions

What strategies can help me to understand what I am reading?

What strategies can help me to understand when I am listening?

How does my culture compare with cultures where the target language is spoken?

How can I exchange basic information and ideas in conversations?

What does Spanish sound like?

How can I greet someone in Spanish?

How can we identify colors, numbers, clothing, weather, emotions, animals, shapes, family, greetings, house and body parts in Spanish that is heard?

## Students will know / Students will be skilled at

Students Will Know

how to communicate independently at the word level when identifying colors, numbers, clothing, weather, emotions, animals, shapes

how to communicate independently at the word level and/or using memorized words and phrases when identifying vocabulary associated with colors, numbers, clothing, weather, emotions, animals, shapes

vowels and consonants sound differently in Spanish than in English.

Students will be skilled at

listening in the target language with the intent to understand.

identifying and recognizing Spanish words for colors, numbers, clothing, weather, emotions, animals, shapes, family, greetings, house and body parts.

producing some words in Spanish that relate to colors, numbers, clothing, weather, emotions, animals, shapes, family, greetings, house and body parts.

## Learning Plan

Teacher will:

Provide instruction of new vocabulary on a variety of topics.

Provide weekly practice with vocabulary and phrases through games, songs, role play, and repetition.

Introduce new vocabulary and pronunciation related to the unit of study.

Provide students with visual and audio materials to encourage language acquisition.

Increasingly use the target language to communicate with students.

Utilize technology to present and reinforce vocabulary and expressions (SMARTPanel, Google Suite,

Rockalingua, WordWall, Blooket, Cuentos)

Recycle vocabulary throughout the year to encourage retention.

Add to and access instructional resources from https://drive.google.com/drive/folders/1ElmAFH3YiBXAjIfDAIz22zBKjSRKkwGW?usp=sharing grade level resource folders

Integrate authentic, age appropriate stories

Units of Study: colors, numbers, clothing, weather, emotions, animals, shapes, family, greetings, house and body parts

Link to thematically based resources to support learning:
https://docs.google.com/document/d/1NxaZbj4GzfC0rf8btDLdo5PJA49PY5J8e8XzsdHEN5U/edit

## Evidence / Performance Tasks

When taking a World Language, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the communicative modes (Interpretive, Presentational and Interpersonal) demonstrates the development of communicative proficiency over time. The content-based performance indicators for trimester grade reporting for all elective courses at the elementary level include:

Proficient (P) - - - Indicates that the student consistently and independently demonstrates proficiency at the grade level standard.

Progress observed (PO) ---- Indicates that the student is progressing toward consistent and independent proficiency at the grade level standard.

With Assistance (WA) ---- Indicates that the student is beginning to progress toward the grade level standard with additional time and support.

The elementary Spanish report card provides feedback via the content-based performance indicators above as related to the following communicative areas :

Interpretive mode:

- Identifies familiar people, places, and/or objects based on what is seen, heard and/or read.

Interpersonal / Presentational mode:

- Responds to what is seen, heard and/or read using memorized words and/or phrases.

The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Engagement in interpersonal communication:

- Follow and respond appropriately to simple oral directions, commands and requests for participating in age-appropriate classroom activities.
- Imitate appropriate gestures and intonation of the target language during greetings and daily interactions.
- Exchange information using words or phrases practiced in class on familiar topics.

Engagement in presentational communication:

- Recite simple rhymes, songs and skits using new and previously learned vocabulary.
- Name and label pictures of new and previously learned vocabulary.
- Practice and perform Spanish songs, utilizing vocabulary from the units learned.

Engagement in interpretative communication:

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate

physical and verbal responses.

- Respond to songs, videos and stories that incorporate vocabulary related to the units of study.

Common grading and assessment information: Kindergarten Spanish instruction is for exploratory purposes only. Students are not assessed on content or communicative proficiency until grade 1 when the following information is applicable
https://docs.google.com/document/d/16G5DYtxwm_JHnI2woOyso6NUT76kmIQDQSc74rw_dQ4/edit

Elementary Spanish Common Course Expectations Plan: Kindergarten Spanish instruction is for exploratory purposes only. Students are not assessed on content or communicative proficiency until grade 1 when the following information is applicablehttps://docs.google.com/document/d/13izbIzBISTg1EzBUpz2rtATBNGAdPdO_Glt4pDoo7GA/edit

## Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

Online Materials:

Rockalingua

Google Slides

Youtube

SMARTPanel Interactive Activities

Blooket

WordWall

Cuentos

Additional Materials:

Visual Representations of Vocabulary

Teacher created games, worksheets and activities

instructional resources for K can be accessed from here: https://drive.google.com/drive/folders/1ElmAFH3YiBXAjIfDAIz22zBKjSRKkwGW?usp=sharing grade level resource folder

## Standards

Interpersonal Mode of Communication

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

HE.K-12.P.10 Using technology tools responsibly

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

## Suggested Strategies for Modification

This link includes content specific accommodations and modifications for the populations listed

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing