

World Language Spanish

Appendix

Grades K-2

Interdisciplinary Connections

Kindergarten: Social Studies

Students will draw the members of their family and label each person in the drawing in Spanish.

Grade 1: ELA, Math, etc.

Students will create a poster about their favorite subject, including as many descriptive words in Spanish as possible labeled on the poster.

Grade 2: ELA

Students will create a poster about their favorite storybook character, including as many descriptive words in Spanish as possible labeled on the poster.

Climate Change

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in the students' own cultures. Have students talk within their small group about what things at school can be recycled and why it is important to do it after listening, viewing and discussing. Have groups of 2-4 students name things that can be reused with a new purpose from the video or other experiences, for example an empty bottle of water can be turned into a piggy bank

[DÍA DEL RECICLAJE para niños](#)

[!\[\]\(4b7a79268f6ba26c1471d4232fffa85a_img.jpg\) QUÉ ES EL RECICLAJE para niños !\[\]\(87d978583253c9bde1db2d6dfafe8de0_img.jpg\) CUENTO de la tierra](#)

Amistad

Students will recognize the Spanish connection with Amistad.

[The Amistad was a ship](#) on which a successful revolt by enslaved Africans occurred in 1839.

The revolt drew considerable international attention and made many in the United States take a closer look at the issue of slavery. An 1817 treaty between England and Spain left the Spanish colony of Cuba in a peculiar situation. Slavery remained legal, but further importation of enslaved people was prohibited. In spite of the ban, slave-traders continued to smuggle in enslaved people for several decades and tried to pass them off as legal.

21st Century Skills and Career

9.1.2.CAP.1: Core Idea: Different types of jobs require different knowledge and skills (example: bilingual)

Grades 3-5

Interdisciplinary Connections

3rd Grade: Science

Students will create a poster in Spanish or a brief recording in Spanish about their favorite season, describing the typical weather and naming some clothing worn during this time, as well as naming an important holiday in their culture and a Spanish-speaking country, on an educational platform, such as [Seesaw](#)

4th Grade: Social Studies

Have students create a model of their dream house, labeling each room in Spanish. Students will write a short paragraph explaining how many rooms there are, what colors they are and other details of their dream house in Spanish.

5th Grade: Science

Students will present their favorite Caribbean animal and explain why they chose that animal using as much Spanish in their presentation as required according to the teacher rubric that will include translation of: the animals' place of origin (Cuba, Dominican Republic or Puerto Rico), where one might find or see this animal, its eating habits and its predators, where it lives and its appearance. They will also present a drawing of the animal in its natural habitat with labels in Spanish.

[Wildlife In Puerto Rico: Discover Amazing Puerto Rican Animals!](#)

[Cuba's Animal Underworld | Wild Caribbean | BBC Earth](#)

[Inside Monkeyland - Punta Cana, Dominican Republic](#)

Climate Change

Listen to and discuss three things they can do each day to help the planet

[Earth Day for Kids! ~ Día de la Tierra para Niños! \(Spanish & English\) | Mi Camino Spanish](#)

Amistad

Students will recognize the role of [Spanish individuals in the Amistad event](#).

- In February of 1839, Portuguese slave hunters abducted a large group of Africans from Sierra Leone and shipped them to Havana, Cuba, a center for the slave trade. This abduction violated all of the treaties then in existence. Two Spanish plantation owners, Pedro Montes and Jose Ruiz, purchased 53 Africans and put them aboard the Spanish schooner Amistad to ship them to a Caribbean plantation. On July 1, 1839, the Africans seized the ship, killed the captain and the cook, and ordered Montes and Ruiz to sail to Africa. Montes and Ruiz actually steered the ship north; and on August 24, 1839, the Amistad was seized off Long Island, NY, by the U.S. brig Washington. The schooner, its cargo, and all on board were taken to New London, CT. The plantation owners were freed and the Africans were imprisoned on charges of mutiny and murder.

21st Century Skills and Career

9.2.5.CAP.3: Core Idea: An individual's passions, aptitude and skills can affect his/her earning potential (i.e. bilingual)

Grades 6-8

Interdisciplinary Connections

- Use mathematics skills to convert U.S. dollars to the currencies of other countries in order to understand prices of items such as clothing, tickets, and restaurant meals.
- Use mathematics skills to convert weights and measures from the American system to the metric system in order to understand distances, quantities of fruits and vegetables, etc.
- Use science knowledge and skills to record daily temperatures and weather in different locations around the world, giving reasons for temperatures based on location and time of year.
- Use knowledge from health and science classes to compare healthy-eating recommendations using food pyramids or the equivalents from different countries.
- Use skills from social studies and English language arts to present short biographical sketches of people from the past and present who have had a positive influence locally and globally.

Amistad

Celebrate Black History Month: February 1 - 28.

Highlight Afro Latino/Hispanic Americans with origins from Mexico, Central and South America, the Caribbean, and the Philippines and their contributions to the United States of America.

- Look at the most recent U.S. Census and identify the percentages of Spanish speaking Afro Latino/Hispanic City. <https://www.census.gov/data.html>
- [Black History Month In Latin America: How Much Do YOU Know?](#)
- <https://www.oprahdaily.com/entertainment/g36942648/famous-afro-latinos/?slide=6>

Climate Change

- Present the video [Diego Torres - Color Esperanza \(Videoclip\)](#) to the students. Ask students to analyze the weather in the video and its impact on the planet. Have the students write about the impact of climate change after they watched the video and compare the climate with the climate in his/her own community. Request the students to present ideas to improve climate change.

21st Century Skills and Career

9.2.8.CAP.3: Core Idea: An individual's strengths, lifestyle goals, choices and interests affect employment and income (i.e. bilingual)

Differentiated Student Access to Content: Recommended Strategies & Techniques

Core Strategies & Techniques

- Integrate authentic audio-visual resources from diverse Spanish speaking cultures
- Using music and songs as a learning tool
- Gamification of the learning process
- Integrate authentic audio-visual resources from Hispanic cultures
- Use Total Physical Response (TPR) when introducing new vocabulary
- Multileveled textbook, workbook and online components.

Principles of Second Language Acquisition:

- Be aware of students' feelings and relationships in the classroom
- Promote cooperative learning activities
- Use language skills and cultural knowledge of multilingual students as resources in the classroom
- Arrange for peer study partners
- Provide meaningful writing opportunities
- Make authentic reading resources available
- Don't correct students' mistakes all the time, especially when correction interrupts communication
- Use students' errors as indicators of their progress in developing second language skills
- Provide comprehensible input within meaningful contexts
- Allow students to show comprehension/competency non-verbally

Alternate Strategies & Techniques

IEP/504/At-Risk

Enable lessons with a multisensory-structured approach. Strategies, e.g.: Multisensory, Repetitive, Structured, Sequential, Cumulative, Alphabetic/Phonetic, Metacognitive, Analytic/Synthetic

- Combine sound, writing and visuals
- Offer more time to complete assignments in all language skills
- Utilize a multi-sensory (VAKT) approach during instruction
- Include SEL activities during the lesson such as coloring and drawing
- Provide a word bank
- Convert true-or-false questions to yes-or-no questions
- Create matching items and use pictures
- Word bank & visual glossary
- Group students in mixed-level pairs for peer support as they follow along
- Paragraph frames & speaking frames: Have students use the speaking frames as they participate in the group discussion, e.g., sentence starters, transition words, etc.

ELL Strategies & Techniques

www.spanishdict.com

Sensory Supports:

- Pictures & photographs
- Videos & films
- Real-life objects (realia)

- Manipulatives
- Illustrations, diagrams, & drawings
- Magazines & newspapers
- Physical activities
- Broadcasts
- Models & figures

Interactive Supports:

- In pairs or partners
- In triads or small groups
- In a whole group
- Using cooperative group structures
- With the Internet (websites) or software programs
- In the native language (L1)
- With mentors

Graphic Supports:

- Graphic organizers
- Charts
- Tables
- Graphs
- Timelines
- Number lines

G&T Strategies & Techniques

- Write emails and letters
- Make videos with Spanish dialogues
- Participate to live show, lectures and conferences in Spanish
- Watch movies, cartoons, and TV News in Spanish
- Listen to radio and podcasts in Spanish
- Independent read (authentic text)
- Socratic seminars with student created questions
- Student created questions
- Frequent student facilitator roles