K-1 Spanish

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Ongoing**
Length: **Ongoing**
Status: **Published**

Big Idea

Students will be submerged in a predominantly Spanish language environment during their once a week, class period.

Enduring Understanding

Interpretive Mode
7.1.NMA - A.B.C.D.E It is important to speak another language in our society as well as understand and appreciate other cultures.
Interpersonal Mode
7.1 NMB – A.B.C.D.E Learning about everyday life, family, celebrations and traditions allows for a better understanding of similarities and differences across cultures.
Presentational Mode
7.1 NMC – A.B.C Expanding language through additional vocabulary helps to enhance communication and fluency.

Essential Questions

- How important is it to communicate with people of other cultures?
- Is one's personal identity developed through experiences that occur within once family, community and the culture at large?
- How does acquiring additional vocabulary help to build a foundation for fluency?

Skills

- Use and respond to basic greetings
- Use and respond to leave taking expressions
- Identify additional letters of the Spanish alphabet and their sounds
- Count numbers up to 100 by tens. Use numbers 1-20 in classroom setting. Use number 1-31 in calendar activity.
- Know and identify the primary colors in spoken activities.
- Learn and use the vocabulary for the parts of the body through games such as Simon says and through computer activities.
- Use and identify immediate, and extended family members.
- Identify house pets, farm, forest, and jungle animals.

- Use days and months in relation to the calendar.
- Use present, past, and future tense of the verb to be to express the days of the week.
- Respond to questions regarding birthday, and favorite day.
- Know about cultural holidays and celebrations as they occur during the year.
- Tell about their likes and dislikes regarding personal preferences to all vocabulary presented.
- Recognize in spoken form the classroom items, in-school locations/rooms, and school personnel, and classroom commands.
- Identify clothing items/seasonal attire.
- Use the vocabulary for meals, food names, categorize vocabulary by the four food groups.
- Identify different transportation vehicle vocabulary.

Standards

FL.K-2.7.1.A.1	Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.
FL.K-2.7.1.B.1	Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
FL.K-2.7.1.C.1	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Assessments

Oral Recitation
• Songs
• Games
• Children's stories
• Internet sites
• Internet games

Other Evidence:
• Observations
• Class participation
• Class work

Using the four language domains:
• Listening
• Speaking
• Reading
• Writing

Resources/Instructional Materials

Various forms of world language media

- maps
- pictures
- flash cards
- crayons, scissors, markers, paper, construction paper
- sentence strips
- various reproducible worksheets
- play food
- computers
- internet
- cultural props
- games
- dvd/vhs
- posters

Modifications

Individual accommodations:
• Additional support
• Adapting lessons to meet various learning styles

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability

- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to community explorations.
- Adult Connections - Projects connect students with the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.