2-4 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
- Initiate question and answer dialogue or introductions
- Use and respond to leave taking expressions
- Identify additional letters of the Spanish alphabet and their sounds
- Recognize numbers up to 100 in written and spoken form; count numbers to 1000; use numbers to complete basic mathematical operations.
- Know and identify the primary colors in writing and speaking. Understand their placement as an adjective in the Spanish language.
- Use and recognize the vocabulary for the parts of the body and label them; use health related words.
- Use and identify immediate, and extended family members using the possessive my.

- Identify house pets, farm, forest and jungle animals.
- Use days and months in relation to the calendar; read and write the date.
- 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, and identify a table setting.
- Identify the vocabulary for rooms in a house, home furnishings and describe them by color and size.
- Identify familiar places in the community.
- Tell time using hour, minute expressions and identify the time of day.
- Identify different transportation vehicle vocabulary.
- Identify various community occupations.
- Learn about various Spanish speaking countries and their cultures.
- Identify cardinal and intermediate directions. Geographical information.
- Respond to basic classroom action words as commands or requests.
- Understand the concept of noun gender.

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
- magazine cutouts
- sentence strips
- various reproducible worksheets
- teacher made worksheets
- play food
- computers
- globe
- smartboard
- magnetic board
- internet
- cultural props
- games
- dvds/vhs
- dictionary
- 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.