

CURRICULUM GUIDE

Spanish Grade K

LENGTH: 36 WEEKS
LEVEL: Kindergarten
PREREQUISITE: None
REVISION: June/July 2007

I. COURSE DESCRIPTION

The overall purpose of this course is to develop and reinforce communicative competency in listening, speaking, and culture. Through essentially and inductive approach, students will gain an intuitive understanding of how language is acquired and how they can use this knowledge to express themselves linguistically. By developing and refining their intuitive skills, students also acquire a basic understanding and appreciation of the diversity of cultures in the Spanish-speaking world.

II. GENERAL OBJECTIVES

- 1.0 To foster spontaneous non-threatening, and meaningful communication.
- 2.0 To parallel the manner in which children learn their first language.
- 3.0 To relate language directly to students' surroundings, needs, interests, and everyday life.

III. NEW JERSEY CORE CONTENT STANDARDS

Standard 7.1 (Communication) All students will be able to communicate in at least one World Language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Standard 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

III. TOPICAL OUTLINE & PACING TIMELINE

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|---|-----------|
| 1.0 Concepts/Vocabulary- | |
| 1.1 Greetings/farewell expressions | September |
| 1.2 Names/Introductions | September |
| 1.3 Classroom Objects | October |
| 1.4 School personnel | October |
| 1.5 Numbers 0-10 | October |
| 1.6 Express feelings with "Tener/Estar" | November |
| 1.7 Colors | December |
| 1.8 Days of the week | December |
| 1.9 Numbers 11-20 | January |
| 1.10 Shapes | January |

1.11 Parts of the body	February
1.12 Domestic farm animals	March
1.13 "Tener" –tell what they have	April
1.14 Health expressions with "tener"/"doler"	May
1.15 Telling age	June
1.16 Cognates	Sept/June
1.17 Spanish alphabet	Sept/June

2.0 Culture – {adjusted to seasonal calendar}

- 2.1 Greetings based on mealtimes
- 2.3 Names of Spanish-speaking countries
- 2.4 Colors/symbols of flags/Mexico/Spain
- 2.5 Typical Latin American musical instruments
- 2.6 Simple Spanish songs/Rhymes/Folktales
- 2.7 Spanish animal sounds
- 2.8 Pets/animals- attitudes towards them
- 2.9 Cinco de Mayo celebration
- 2.10 Posadas
- 2.11 Parks/social importance
- 2.12 Bilingual Children's literature
- 2.13 Tropical fruits
- 2.14 Typical Spanish costume/dress
- 2.15 Important holidays/festivals/celebrations
- 2.16 Typical Spanish names
- 2.17 Role of the family in Latin American countries
- 2.18 Poinsettias
- 2.19 Piñatas
- 2.20 Rainforest

IV. PERFORMANCE OBJECTIVES AND NEW JERSEY STANDARDS

Standard 7.1 - Communication

1.0 Student will be able to understand simple Spanish sentences and phrases when spoken at normal speed.

1.1 When listening to Spanish words and phrases, student will be able to discriminate Spanish sounds.

1.2 When asked, student will be able to understand questions relating to concepts/vocabulary presented.

1.3 Student will repeat phrases and sentences in Spanish

1.4 Student will choose appropriate vocabulary according to situation given

Standard 7.2 Culture

2.0 Student will demonstrate a basic understanding and appreciation of the diversity of cultures in the Spanish-speaking world.

2.1 Student will be able to compare the customs of their own culture to the culture they are studying.

2.2 Student will be able to interact with others while gaining a greater understanding of and respect for cultural practices and products.

2.3 Student will be able to participate in multilingual communities at home and around the world.

V. METHODS OF EVALUATION/ASSESSMENT

- Teacher observation
- Total Physical Response
- Following directions
- Identification of vocabulary
- Classroom participation
- Hands on projects
- Games/manipulatives

VI. METHODS AND MATERIALS OF INSTRUCTION

Methods-

- Oral presentation by teacher
- Oral feedback by students
- Vocabulary flashcards
- Vocabulary coloring sheets
- Culture coloring sheets
- Bilingual children's literature
- Vocabulary charts
- Audio CD's
- Videos
- Maps
- Seasonal posters
- Artifacts
- Folktales
- Folksongs
- Technology: CD's/Video Streaming
- Cultural crafts
- Realia

Materials/Resources

- Viva el Español-Systems A& B (McGraw Hill – Wright Group)
- Spanish and Bilingual Children's Literature(Dr.Seuss stories, The Hungry Caterpillar, The Very Busy Spider, The Big Brown Bear)
- Teacher produced handouts and worksheets
- Videos - Latin American culture/geography
- Videos –Spanish vocabulary identification
- Videos- folktales and children's stories in Spanish(TheLittle Red Hen, Little Red Riding Hood
- Puppets