

Lower School Course Outline Pre-Kindergarten

Subject: Spanish



Introduction:

The primary focus of the Spanish program in Pre-Kindergarten is the exposure to a foreign language. Since students are introduced to a language and culture that may not be familiar, an appreciation for diversity and an awareness of different cultures are sparked. Each class meets with a Spanish teacher for two 20-minute periods. Students are led in conversation, games, movement, and songs to learn and practice new Spanish vocabulary.

Content:

Verbal Communication:

Students will be exposed to spoken Spanish in the form of simple commands, questions, statements and short conversations. They will learn common expressions for greetings and farewells and for expressing a negative or affirmative response.

Vocabulary:

Students will become familiar with the sounds of the Spanish language and will begin to label and describe themselves and their surroundings. They will learn Spanish vocabulary for colors, numbers, shapes, weather, family members, body parts, clothing, food, and animals.

Cultural Awareness:

Students develop an understanding of the similarities and differences of the Spanish language. Customs and traditions of Spanish-speaking cultures are explored.

Materials:

Children's literature written in Spanish, videos, games, and pictures comprise the list of materials.

Evaluation:

Teacher observations form the core of the evaluation process at the Pre-Kindergarten level.

Lower School Course Outline Kindergarten

Subject: Spanish

Introduction:

The primary focus of the Spanish program in Kindergarten is the exposure to a foreign language. Since students are introduced to a language and culture that may not be familiar, an appreciation for diversity and an awareness of different cultures are sparked. Each class meets with a Spanish teacher for two 20-minute periods. Students are led in conversation, games, movement, and songs to learn and practice new Spanish vocabulary.

Content:

Verbal Communication:

Students will be exposed to spoken Spanish in the form of simple commands, questions, statements and short conversations. They will learn common expressions for greetings and farewells and for expressing a negative or affirmative response.

Vocabulary:

Students will become familiar with the sounds of the Spanish language and will begin to label and describe themselves and their surroundings. Previously learned vocabulary is reinforced and new vocabulary introduced in each thematic category. They will learn Spanish vocabulary for colors, numbers, shapes, weather, family members, body parts, clothing, food, days of the week, rooms in a house, and animals.

Cultural Awareness:

Students develop an understanding of the similarities and differences of the Spanish language. Customs and traditions of Spanish-speaking cultures are explored.

Materials:

Children's literature written in Spanish, videos, games, and pictures comprise the list of materials.

Evaluation:

Teacher observations form the core of the evaluation process at the Kindergarten level.

Lower School Course Outline First Grade

Subject: Spanish

Introduction:

The Spanish program in First Grade continues to expose students to a foreign language. Since students are introduced to a language and culture that may not be familiar, an appreciation for diversity and an awareness of different cultures are sparked. Each class meets with a Spanish teacher for two 20-minute periods. Students are led in conversation, games, movement, and songs to learn and practice new Spanish vocabulary.

Content:

Verbal and Written Communication:

Students will be exposed to spoken and written Spanish in the form of simple commands, questions, statements and short conversations. They will learn common expressions for greetings and farewells and for expressing a negative or affirmative response. Students are encouraged to respond in complete sentences.

Vocabulary:

Students will label and describe themselves and their surroundings in oral and written form. Previously learned vocabulary is reinforced and introduced as written words. New vocabulary is introduced in each thematic category. They will learn Spanish vocabulary for colors, numbers, shapes, weather, family members, body parts, clothing, food, days of the week, rooms in a house, places (city, park, beach) and animals.

Cultural Awareness:

Students develop an understanding of the similarities and differences of the Spanish language. Customs and traditions of Spanish-speaking cultures are explored.

Materials:

Children's literature written in Spanish, videos, games, and pictures comprise the list of materials.

Evaluation:

Teacher observations form the core of the evaluation process at the First Grade level.

Lower School Course Outline Second Grade

Subject: Spanish

Introduction:

The Spanish program in second grade continues to expose students to the Spanish language and Spanish-speaking cultures, to introduce Spanish in written form, and to engage students in using Spanish as a communicative tool. Students continue to reflect on cultural/linguistic similarities and differences. Each class meets with a Spanish teacher for two 25-minute periods. Students are led in conversation, games, movement, and songs to learn and practice new Spanish vocabulary.

Content:

Verbal and Written Communication:

Students will be exposed to spoken and written Spanish in the form of commands, questions, statements and short conversations. Spanish verbs and masculine and feminine nouns are introduced. The students will begin to use complete sentences and with prompting, will write in Spanish.

Vocabulary:

Students will continue to listen to and produce the sounds (alphabet and vowels) of the Spanish language and will label and describe themselves and their surroundings. Previously learned oral and written vocabulary is reinforced and new vocabulary introduced in each thematic category. They will learn Spanish vocabulary for numbers, amounts, sizes, weather, family members, body parts, clothing, food, days of the week, rooms in a house, classroom objects, places (city, park, beach) and animals.

Cultural Awareness:

Students develop an understanding of the similarities and differences of the Spanish language. Important people, customs and traditions of Spanish-speaking cultures are explored.

Materials:

Children's literature written in Spanish, videos, games, and pictures comprise the list of materials.

Evaluation:

Teacher observations form the core of the evaluation process at the Second Grade level.

Lower School Course Outline Third Grade

Subject: Spanish

Introduction:

The Spanish program in third grade continues to expose students to the Spanish language and Spanish-speaking cultures, to introduce Spanish in written form, and to engage students in using Spanish as a communicative tool. Students continue to reflect on cultural/linguistic similarities and differences. Each class meets with a Spanish teacher for two periods with a total of 65 minutes of Spanish instruction per week. Students are led in conversation, games, and role plays to learn and practice new Spanish vocabulary.

Content:

Verbal and Written Communication:

Students will be exposed to spoken and written Spanish in the form of commands, questions, statements and short conversations. They will continue their work with a number of verbs and prepositions. Agreement of nouns and adjectives is introduced. The students will begin to use complete sentences and with prompting, will write in Spanish.

Vocabulary:

Students will continue to listen to and produce the sounds (alphabet and vowels) of the Spanish language and will label and describe themselves and their surroundings. Previously learned oral and written vocabulary is reinforced and new vocabulary introduced in each thematic category. They will learn Spanish vocabulary for numbers, amounts, sizes, weather, family members, body parts, clothing, food, days of the week, animals, rooms in a house, classroom objects, places (city, park, beach, classroom) and objects in these places.

Cultural Awareness:

Students develop an understanding of the similarities and differences of the Spanish language. Important people, customs and traditions of Spanish-speaking cultures are explored.

Materials:

Children's literature written in Spanish, videos, games, and pictures comprise the list of materials.

Evaluation:

Teacher observations form the core of the evaluation process at the Third Grade level.

Lower School Course Outline Fourth Grade

Subject: Spanish

Introduction:

The Spanish program in Fourth Grade continues to expose students to the Spanish language and Spanish-speaking cultures, to introduce Spanish in written form, and to engage students in using Spanish as a communicative tool. Students continue to reflect on cultural/linguistic similarities and differences. The program begins to focus heavily on their pronunciation. Each class meets with a Spanish teacher for four 45-minute periods in a five-day cycle. Students are led in conversation, games, and skits to learn and practice new Spanish vocabulary and sentence composition.

Content:

Verbal and Written Communication:

Students will be exposed to spoken and written Spanish in the form of commands, questions, statements and short conversations. They will continue their work with prepositions and the agreement of nouns and adjectives. Conjugation of verbs and indefinite articles are introduced. The students will begin to use complete sentences and will write in Spanish often. In small groups, the students also will be expected to write, produce and direct their own Spanish skits.

Vocabulary:

Students will continue to listen to and produce the sounds (alphabet and vowels) of the Spanish language and will label and describe themselves and their surroundings. Previously learned oral and written vocabulary is reinforced and new vocabulary introduced in each thematic category. They will learn Spanish vocabulary for numbers, amounts, sizes, weather, family members, occupations, body parts, clothing, food, days of the week, animals, opposites, sports, rooms in a house, classroom objects, places (city, park, beach, classroom) and objects in these places.

Cultural Awareness:

Students develop an understanding of the similarities and differences of the Spanish language. Important people, customs and traditions of Spanish-speaking cultures are explored.

Materials:

Spanish is Fun – Book A (Wald), videos, and games comprise the list of materials.

Evaluation:

Formal and informal assessment tools include teacher observation and oral and written exams.

Lower School Course Outline Fifth Grade

Subject: Spanish

Introduction:

The Spanish program in Fifth Grade continues to expose students to the Spanish language and Spanish-speaking cultures, to introduce Spanish in written form, and to engage students in using Spanish as a communicative tool. Students continue to reflect on cultural/linguistic similarities and differences. The program begins to focus heavily on their pronunciation. Each class meets with a Spanish teacher for six 45-minute periods in a six-day cycle. Students are led in conversation, games, and skits to learn and practice new Spanish vocabulary and sentence composition.

Content:

Verbal and Written Communication:

Students will be exposed to spoken and written Spanish in the form of commands, questions, statements and short conversations. They will continue their work with prepositions and the agreement of nouns and adjectives. Conjugation of verbs and indefinite articles are introduced. The students will begin to use complete sentences and will write in Spanish often. In small groups, the students also will be expected to write, produce and direct their own Spanish skits.

Vocabulary:

Students will continue to listen to and produce the sounds (alphabet and vowels) of the Spanish language and will label and describe themselves and their surroundings. Previously learned oral and written vocabulary is reinforced and new vocabulary introduced in each thematic category. They will learn Spanish vocabulary for numbers, amounts, sizes, weather, family members, occupations, body parts, clothing, food, days of the week, animals, opposites, sports, rooms in a house, classroom objects, places (city, park, beach, classroom) and objects in these places.

Cultural Awareness:

Students develop an understanding of the similarities and differences of the Spanish language. Important people, customs and traditions of Spanish-speaking cultures are explored. The students will also read and discuss elements of Spanish and Hispanic history.

Materials:

Spanish is Fun – Book A (Wald), videos, and games comprise the list of materials.

Evaluation:

Formal and informal assessment tools include teacher observation and oral and written exams.