

Spanish K – 4 Curriculums:

Students in the K-4 Spanish curriculum will explore the Spanish language through a variety of authentic songs, authentic literature, popular songs and literature translated into the target language, games and hands-on learning activities. Students will also learn about the diverse cultures and celebrations of countries that speak Spanish by experiencing the music, folklore, literature, symbols, celebrations and traditions of these countries.

Kindergarten

At the end of kindergarten, students will be able to answer simple questions in Spanish about themselves and their feelings given the appropriate visual prompts. They will also be able to understand spoken language on familiar topics given the necessary visual support.

Additionally, students will be able to identify and use cognates in order to further their understanding of spoken and written language presented to them in the target language.

The following Spanish vocabulary will be introduced and explored in kindergarten: greetings and leave-takings, emotions, colors, numbers 1-10, shapes, simple commands, classroom objects, family, food, clothing, the community and animals.

Standards Addressed: A2, A3, B1, B2, C1, D1, D2, D3, E1, F1, G1, H1, K3

First Grade

At the end of first grade, students will be able to ask and answer simple questions in Spanish about themselves and their feelings with minimal visual prompts. They will also be able to understand spoken language on familiar topics given the necessary visual support. Students will continue to develop their ability to identify cognates in order to further their understanding of both the spoken and written language. Furthermore, students will be able to paraphrase written material with strong visual support presented to them in the target language.

The following Spanish vocabulary will be expanded on and explored in first grade: greetings and leave-takings, emotions, colors, numbers 1-20, shapes, simple commands, classroom objects, family, food, clothing, the community, animals, and the body.

Standards Addressed: A2, A3, B1, B2, B3, B4, B5, C1, D1, D2, D3, E1, F1, G1, H1, K3

Second Grade

At the end of second grade, students will be able to ask and answer simple questions in Spanish about themselves and their feelings with limited to no visual prompts. Students will begin to explore how to express their personal needs in the target language. Additionally, they will ask for repetition in order to ensure their understanding.

Students will be able to understand spoken language on familiar topics taught in previous grades with limited visual support and new topics introduced in second grade with the necessary visual support. They will also be able to paraphrase written material using the visual support provided in the material and their knowledge of cognates.

In second grade, students will begin to identify the countries that speak Spanish and their geographical location. They will also begin to explore key figures from the various countries that speak Spanish.

The following Spanish vocabulary will be expanded on and explored in second grade: greetings and leave-takings, emotions, colors, numbers 1-40, shapes, simple commands, classroom objects, family, food, clothing, the community, animals, the body, the alphabet, days of the week, months of the year, home and activities. Students in second grade will also begin to explore such grammatical concepts as noun-adjective agreement, plurals and the verb *gustar*.

Standards Addressed: A2, A3, A4, A5, B1, B2, B3, B4, B5, C1, D1, D2, D3, E1, E2, E4, F1, F2, G1, H1, K3

Third Grade

At the end of third grade, students will be able to ask and answer simple questions in Spanish about themselves and their feelings with no visual prompts. Students will be able to express their personal needs in the target language. Additionally, they will ask for repetition in order to ensure their understanding. Finally, students in third grade will begin to carry on short conversations, tell simple stories and make short, oral presentations. They will also begin to use simple commands during classroom activities.

Students will be able to understand spoken language on familiar topics taught in previous years with limited visual support and new topics introduced in third grade with the necessary visual support. They will also be able to paraphrase written material on familiar topics with limited visual support using their knowledge of vocabulary and cognates. Finally, students will begin to be able to write about themselves.

In third grade, students will continue to identify the countries that speak Spanish and their geographical location. They will also continue to explore key figures from the various countries that speak Spanish. Students will have the opportunity to answer and discuss weekly trivia based on the culture of countries that speak Spanish.

The following Spanish vocabulary will be expanded on and explored in third grade: greetings and leave-takings, emotions, colors, numbers 1-60, shapes, simple commands, classroom objects, family, food, clothing, the community, animals, the body, the alphabet, days of the week, months of the year, home and activities. Students in third grade will also explore such grammatical concepts as noun-adjective agreement, plurals, the verb *gustar*, gender, definite articles and indefinite articles.

Standards Addressed: A1, A2, A3, A4, A5, B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, D1, D2, D3, E1, E2, E4, F1, F2, G1, H1, K3

Fourth Grade

At the end of fourth grade, students will be able to ask and answer simple questions in Spanish about themselves and their feelings with no visual prompts. Students will be able to express their personal needs and preferences in the target language. Additionally, they will ask for repetition in order to ensure their understanding of the material presented. Finally, students in fourth grade will be able to carry on short conversations, tell simple stories and make short, oral presentations. They will also use simple commands during classroom activities.

Students will be able to understand spoken language on familiar topics taught in previous years with limited visual support and new topics introduced in fourth grade with the necessary visual support. They will also be able to paraphrase written material on familiar topics with limited visual support using their knowledge of vocabulary and cognates. Additionally, students in fourth grade will be able to write about themselves.

In fourth grade, students will continue to identify the countries that speak Spanish and their geographical location. They will also continue to explore key figures from the various countries that speak Spanish. Students will continue to have the opportunity to answer and discuss weekly trivia based on the culture of countries that speak Spanish. Students will begin to make connections between their own culture and the unique cultures of countries that speak Spanish.

The following Spanish vocabulary will be expanded on and explored in fourth grade: greetings and leave-takings, emotions, colors, numbers 1-100, shapes, simple commands, classroom objects, family, adjectives, food, clothing, the community, animals, the body, the alphabet, days of the week, months of the year, seasons, weather, home and activities. Students in fourth grade will also explore such grammatical concepts as noun-adjective agreement, plurals, the verb *gustar*, the verb *preferir*, the verb *tener*, gender, definite articles, indefinite articles, possessive adjectives, capital letters, and diminutives.

Standards Addressed: A1, A2, A3, A4, A5, B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, D1, D2, D3, E1, E2, E3, E4, F1, G1, H1, K3

5th grade Spanish

-Class twice a week. (30 minute classes)

Participation and building of confidence is the priority of this year. There is a series of thematic units used to build vocabulary and some sentence structure.

-Greetings/basic conversation

We want the students to be capable of comfortably asking or answering basic conversation. Some of these areas are necessary to understand more grammatically based lessons in middle school Spanish

-Agreement in Spanish

We don't have this concept in English and this is an ideal opportunity to reinforce the idea of adjective agreement. Every lesson throughout the year will reinforce this and they are expected to correctly comment on number and gender by the end of the year.

-Organization of Verb/ sentence structure.

This is far from a grammar class. Rarely are the words adjective, verb, subject, etc. used to present an idea or lesson. Although the language is not taught this way, through the repetition of subject pronouns and specific verbs, the students are able to organize and understand 1st, 2nd and 3rd person singular and plural structural ideas. I call this the "Box of 6".

-Other thematic units that incorporate the above are food, clothing, classes, and the body. These are used throughout the areas listed above as bases for guided lessons.

-The 5 C's of the Spanish World Language are incorporated during the year.

-Communication- We speak it

-Connections- We connect ourselves with all aspects of 2nd language

-Comparisons- We compare all aspects of the two languages

-Culture- Emphasis in understanding all aspects of target language

-Community- How we relate to the language in our own community

6th Grade Spanish

Class 3 times weekly (42 minute classes)

Realidades A

In the 6th grade we enter our first Spanish text book. We use the "Realidades" series. The sixth grade students will each have a copy of the "A" text. This is the first half of Spanish 1, but it goes into greater depth in each area. This allows the class to

reinforce each concept at an appropriate level and speed for a class that meets 3 times weekly. This amazing text builds a solid foundation which allows easy transitioning to all area High Schools. In the 6th grade we will truly begin assessing our ability to communicate in the target language. In addition to class assessments each student will begin building a Spanish portfolio which allows the teacher and student to examine and reflect their work.

STANDARDS: A1, A2, A3, A4, A5, B1, C3, D1, E1, E4, H1, H3

7th Grade Spanish

Class 4 times weekly (42 minute classes)
Realidades B

In the 7th grade we will continue our guided lessons through the second half of Realidades 1, with the “B” text. We will begin the year with a review of the material covered in Realidades “A”. There is clearly more grammar involved at this point and the language can be produced more freely. The communication in class is less set up has simple questions and answers. This “open” approach builds great confidence in the student speaker and helps communication as a class. The assessments used are the basis for each thematic unit developed along side of the Realidades text. The student will have more writing in the target language through a variety of compositions that compliment each unit. More in depth conversations and readings in the target language will strengthen both the language and culture of the Spanish speaking world. By the end of the year the student will have a solid grammatical base which will allow writing and speaking in several simple tenses.

STANDARDS: A2, A3, A4, C2, D3, F1, K3

8th Grade Spanish

Class 4 times weekly (42 minute classes)
Realidades 2

We begin the year with a strong review of the Spanish 1 level texts used in 6th and 7th grade Spanish. At this point we confidently use the target language in class for not only communication but also grammatical lessons. The students will continue building the complexity of the written language by mastering all parts of the written language such as the many pronouns and objects used in Spanish. Again the units are derived from a thematic assessment. Our focus is on what the students are able to do with the language. By graduation the students will be able to communicate through speaking and writing all simple tenses of the target language. In addition to the increased grammar, there is a greater emphasis on speaking the target language in class. This oral emphasis will cover the 3 modes; interpretive, interpersonal and presentational communication. By use of video and other technology and resources that parallel the text, we will work heavily on comprehension by building our listening skills. The tools and resources provided will assist parents in helping the student at home and both are encouraged to work on the

language together. By graduation the 8th graders will have a strong understanding of the Spanish language and be ready for a smooth transition into High School Spanish.

STANDARDS: A1, B1, B2, B3, B4, B5, C4, C5, E2, H4, H5, I2, J2, K3

Conversational Spanish -8th grade elective 2nd semester

This course was introduced in the Spring of 2008 and has been a growing success. Conversational Spanish builds confidence in the speaker and greatly reduces the need to “decode” what is being conversed in the target language. We have two full class periods twice a week to apply the grammar practiced in 8th grade Spanish, and also more complex grammar introduced in this class. In addition to the oral emphasis, we do expand our grammar in the written target language. By graduation the students will have written a children’s book, made their own *Telenovela* (soap opera), and completed many debates and discussions throughout the semester.

*For more information on the Wisconsin Standards of World Languages feel free to contact me or visit the Wisconsin Department of Public Instruction.

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