

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Spanish

**Course Length:** Full Year

**Grade:** 1st Grade

**Date Last Approved:** March 18, 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

**Vision:** The vision of the Swallow Spanish language program is to equip students with the skills to communicate in multiple contexts as a contributing global citizen.

**Mission:** The mission is to provide high quality Spanish instruction within a nurturing environment at a developmentally critical time in a student's language development. Students will be able to communicate in Spanish while being exposed to the practices and perspectives unique to Spanish-speaking cultures.

During second grade students will progress through the novice levels of the ACTFL proficiency levels within thematic based units. The program is thematically based in second grade and covers the themes of community with places and people along with leisure activities.

#### **Enduring Understanding(s):**

- Everyone lives in a community.
- Every community offers unique activities to its members. There are heroes in our school community, village community, and state community, etc.

#### **Essential Question(s):**

- Where do you live? Where are you going in your community?
- What do you want to do today and where are you going to do it?
- What activities are unique to your community?
- What activities are unique to other communities in Spain and Mexico?
- What qualities define heroes? Do our interpretations of what a hero is affect our career choices?
- Do our personal experiences with heroes in our lives influence our career choices?

#### **Learning Targets:**

1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.
2. Students can understand written and spoken instructions and texts appropriate to their level.

### Stage 2: Learning Plan

#### **I. Welcome to Language Class**

- A. What is proficiency
  - a. Levels of proficiency
  - b. Progression through levels
  - c. Language goal setting
  - d. Modes of communication

#### **Standards:**

World readiness Standard: Language Comparisons  
World readiness Standard: Making connections

#### **Learning Targets Addressed:**

1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.
2. Students can understand written and spoken instructions and texts appropriate to their level.

|   | <div><div><div><b>Key Resources Used:</b></div><div><ul style="list-style-type: none"><li>• YouTube</li><li>• Rockalingua</li></ul></div></div><div><div><b>Assessment Map:</b></div><table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none"><li>• Identify modes of communication<br/>identify proficiency levels</li></ul></td></tr><tr><td>Formative</td><td>Knowledge</td><td><ul style="list-style-type: none"><li>• Identify and explain modes and proficiency</li></ul></td></tr><tr><td>Summative</td><td>Skill</td><td><ul style="list-style-type: none"><li>• Set and monitor proficiency goals</li></ul></td></tr></table></div></div>  | Type  | Level | Assessment Detail | Practice | Knowledge | <ul style="list-style-type: none"><li>• Identify modes of communication<br/>identify proficiency levels</li></ul> | Formative | Knowledge | <ul style="list-style-type: none"><li>• Identify and explain modes and proficiency</li></ul>                    | Summative | Skill   | <ul style="list-style-type: none"><li>• Set and monitor proficiency goals</li></ul>   |
|---|--|---|-------|-------------------|----------|-----------|---|-----------|-----------|---|-----------|---------|---|
| Type  | Level  | Assessment Detail   |       |                   |          |           |   |           |           |   |           |         |   |
| Practice  | Knowledge  | <ul style="list-style-type: none"><li>• Identify modes of communication<br/>identify proficiency levels</li></ul>   |       |                   |          |           |   |           |           |   |           |         |   |
| Formative   | Knowledge  | <ul style="list-style-type: none"><li>• Identify and explain modes and proficiency</li></ul>  |       |                   |          |           |   |           |           |   |           |         |   |
| Summative   | Skill  | <ul style="list-style-type: none"><li>• Set and monitor proficiency goals</li></ul>   |       |                   |          |           |   |           |           |   |           |         |   |
| <div><div><b>II. Mi casa es su casa</b></div><div><div>A. House</div><div>B. Rooms and objects in the house</div></div></div> | <div><div><b>Standards:</b> Language Comparisons:Making connections</div><div><div><b>Learning Targets Addressed:</b></div><div>1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.</div><div>2.Students can understand written and spoken instructions and texts appropriate to their level.</div></div><div><div><div><b>Key Resources Used:</b></div><div><ul style="list-style-type: none"><li>• YouTube</li><li>• Rockalingua</li></ul></div></div><div><div><b>Assessment Map:</b></div><table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Skill</td><td><ul style="list-style-type: none"><li>• Daily oral questions and conversation, whole group and partner</li></ul></td></tr><tr><td>Formative</td><td>Skill</td><td><ul style="list-style-type: none"><li>• Small group and partner activities with strong visual support</li></ul></td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none"><li>• Students listen to a narration about who is in each room. Students paste that person into that room of the house.</li></ul></td></tr></table></div></div></div> | Type  | Level | Assessment Detail | Practice | Skill     | <ul style="list-style-type: none"><li>• Daily oral questions and conversation, whole group and partner</li></ul>  | Formative | Skill     | <ul style="list-style-type: none"><li>• Small group and partner activities with strong visual support</li></ul> | Summative | Product | <ul style="list-style-type: none"><li>• Students listen to a narration about who is in each room. Students paste that person into that room of the house.</li></ul> |
| Type  | Level  | Assessment Detail   |       |                   |          |           |   |           |           |   |           |         |   |
| Practice  | Skill  | <ul style="list-style-type: none"><li>• Daily oral questions and conversation, whole group and partner</li></ul>  |       |                   |          |           |   |           |           |   |           |         |   |
| Formative   | Skill  | <ul style="list-style-type: none"><li>• Small group and partner activities with strong visual support</li></ul>   |       |                   |          |           |   |           |           |   |           |         |   |
| Summative   | Product  | <ul style="list-style-type: none"><li>• Students listen to a narration about who is in each room. Students paste that person into that room of the house.</li></ul> |       |                   |          |           |   |           |           |   |           |         |   |
| <div><div><b>III. Where are you going?</b></div></div>  | <div><div><b>Standards:</b></div></div>  |   |       |                   |          |           |   |           |           |   |           |         |   |

**What do you want to do?**

- A. Community locations
- B. Activities/Objects that relate to specific locations

Language Comparisons

Making connections

**Learning Targets Addressed:**

1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.
2. Students can understand written and spoken instructions and texts appropriate to their level.

**Key Resources Used:**

- YouTube
- Rockalingua

**Assessment Map:**

| Type      | Level     | Assessment Detail   |
|-----------|-----------|---|
| Practice  | Knowledge | <ul style="list-style-type: none"><li>• Daily oral questions and conversation, whole group and partner</li></ul>  |
| Formative | Skill     | <ul style="list-style-type: none"><li>• Small group and partner activities with strong visual support</li></ul>   |
| Summative | Product   | <ul style="list-style-type: none"><li>• Students will present a story about where they go and what they would want to do if they got to choose the activities They share with the class, what their perfect week would look like to do and where they would go and what they would want to do each day.</li></ul> |

**IV. Who is your hero and why?**

- A. Qualities of a Hero
- B. Professions and Roles in the Community

**Standards:**

Language Comparisons

Making connections

**Learning Targets Addressed:**

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2. Students can understand written and spoken instructions and texts appropriate to their level.

**Key Resources Used:**

- YouTube
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|  |                        |              |   |
|--|------------------------|--------------|---|
|  | <b>Assessment Map:</b> |              |   |
|  | <b>Type</b>            | <b>Level</b> | <b>Assessment Detail</b>  |
|  | Practice               |              | <ul style="list-style-type: none"><li>Daily oral questions and conversation, whole group and with partners</li></ul>  |
|  | Formative              |              | <ul style="list-style-type: none"><li>Small group and partner activities with strong visual support</li></ul>   |
|  | Summative              |              | <ul style="list-style-type: none"><li>Students interview classmates to discover what each person wants to be when he grows up. Students fill in graphs with class career preferences.</li></ul> |
|  |                        |              |   |