

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Spanish

**Course Length:** Full Year

**Grade:** Kindergarten

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

### Stage 1: Desired Results

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

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.

Our 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 kindergarten, students will progress through the novice levels of the ACTFL proficiency levels within thematic based units. The program is thematically based in kindergarten and covers the themes of Brown Bear, A Zoo in my House, The Funny Farm.

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

- Students understand that animals are characters in our favorite stories and they can be any colors imaginable
- Students will understand that animal families are similar to our own. We can describe animals and we can describe our family members
- Students will understand that animals have sounds and actions. In many stories, these actions are like those of people, which is a little silly!

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

- Are you able to talk about the names and colors of favorite animals in stories and in the world around you?
- If you would invent your own double animal - like a cat/fish - what would it be and what color would it be?
- What animals live at the zoo, how are their families similar to our own? What are the animals and people in the family like?
- What sounds and actions do animals make on the farm?

#### **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 Standards: Language Comparisons,  
World Readiness Standards: Making Connections

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

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<div><div>II. Animals I see</div><div><div>A. State my own name</div><div>B. Emotions/Feelings</div><div>C. Manners</div><div>D. Colors</div><div>E. Animal names</div><div>F. Counting numbers to ten</div></div></div>	<div><div><div>Standards:</div><div>Interpretive Communication</div><div>Making Connections</div><div>Learning Targets Addressed:</div><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><div><div>Key Resources Used:</div><div><ul style="list-style-type: none"><li>• YouTube</li><li>• Rockalingua</li></ul></div></div><div><div>Assessment Map:</div><table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><div>Whole group practice with</div><ul style="list-style-type: none"><li>• Colors</li><li>• Numbers and</li><li>• Animal with songs and chants</li></ul></td></tr><tr><td>Formative</td><td>Skill</td><td><ul style="list-style-type: none"><li>• Understand and identify spoken and written vocab with strong visual support</li></ul></td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none"><li>• Create a mini Brown Bear book.</li><li>• Create and present invented animal</li><li>• Alebrijes-culture connection</li></ul></td></tr></table></div></div>	Type	Level	Assessment Detail	Practice	Knowledge	<div>Whole group practice with</div> <ul style="list-style-type: none"><li>• Colors</li><li>• Numbers and</li><li>• Animal with songs and chants</li></ul>	Formative	Skill	<ul style="list-style-type: none"><li>• Understand and identify spoken and written vocab with strong visual support</li></ul>	Summative	Product	<ul style="list-style-type: none"><li>• Create a mini Brown Bear book.</li><li>• Create and present invented animal</li><li>• Alebrijes-culture connection</li></ul>
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<div>III. A Zoo in my house</div> <div>A. Immediate family members</div> <div>B. Zoo animals</div> <div>C. Animal and family descriptions</div>	<div>Standards</div> <div>Interpretive Communication</div> <div>Making Connections</div> <div>Language Comparisons</div> <div>Learning Targets Addressed:</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>Key Resources Used:</div> <div><div><div>• YouTube</div><div>• Rockalingua</div></div></div> <div>Assessment Map:</div> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><div><div>• Whole group practice</div></div></td></tr><tr><td>Formative</td><td>Skill</td><td><div><div>• Small group activities with strong visual support</div><div>• Understand and identify spoken and written language</div></div></td></tr><tr><td>Summative</td><td>Product</td><td><div><div>• Draw their own family and describe what each person is like</div></div></td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge	<div><div>• Whole group practice</div></div>	Formative	Skill	<div><div>• Small group activities with strong visual support</div><div>• Understand and identify spoken and written language</div></div>	Summative	Product	<div><div>• Draw their own family and describe what each person is like</div></div>
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	Summative	Product Reasoning	<ul style="list-style-type: none"><li>• Create a silly farm and tell what the animals are doing</li><li>• Students match animals with actions narrated by teacher</li></ul>