



## **Foreign Language Curriculum – Early Childhood**

**May 2007**

# Introduction

## *Foreign Language Curriculum*

The Baker Demonstration School is committed to foreign language study as a natural outgrowth of a development curriculum centered on the Fine Arts. In keeping with the developmental readiness and skills of learners, we endorse the study of modern language on the prek-5<sup>th</sup> grade level and the formal study of a classical language on the 6<sup>th</sup> - 8<sup>th</sup> grade level. Arrangements can be made for students in the middle grades to continue modern language skills as an elective.

The Spanish Program at Baker Demonstration School aspires to achieve among students a working knowledge of the Spanish language and an understanding of Hispanic culture through the incorporation of classroom teacher's units while supplementing these lessons with basic vocabulary, grammar, cultural history and projects.

### **1<sup>st</sup> Grade Spanish:**

#### Concepts

Understands instruction in Spanish language

Interacts in the target language in various settings

Understands manners and customs of Hispanic culture

Uses the target language to reinforce and further knowledge of other disciplines

Understands written passages in the target language

Uses the target language to present information, concepts and ideas for a variety of purposes to different audiences

#### Skills and Processes

- Recognizes greetings and good-byes
- Is capable of distinguishing language patterns i.e., questions and comments
- Responds comfortably to simple commands in the target language
- Responds and answers simple questions with and without prompts
- Imitates pronunciation, intonation and inflection sounds unique to the target language
- Uses common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)
- Uses the target language to solve simple math exercises
- Identifies simple geometric shapes, uses numbers to count and do math computations
- Uses target language vocabulary to identify simple science terms referring to weather and nature
- Recognizes the written form of familiar spoken language and can predict meaning of key words in a simple story, poem or song
- Infers meaning of cognates from context
- Can copy/write words
- Can describe basic animals using colors and numbers

### **2<sup>nd</sup> - 3<sup>rd</sup> Grade Spanish/Español:**

#### Concepts

Understands instruction/oral communication in Spanish language

#### Skills and Processes

- Recognizes greetings and leave-takings appropriate to time of day.
- Is capable of distinguishing language patterns i.e., questions and comments
- Follows instructions in the target language, when given in steps, for a

## Concepts

Interacts in the target language in various settings

Understands manners and customs of Hispanic culture

Uses the target language to reinforce and further knowledge of other disciplines

Understands written passages in the target language

Uses the target language to present information, concepts and ideas for a variety of purposes to different audiences

Understands literature and various media of target language societies

Understands history of geographic areas where the language is spoken

Understands geography of various Spanish language

## Skills and Processes

wide range of activities

- Comprehends illustrated stories with some translation
- Responds and answers simple questions without prompts
- Imitates pronunciation, intonation and inflection and feels comfortable using sounds unique to the target language
- Uses and understands body gestures often used by teacher to give commands
- Uses common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, parent, and peer)
- Begins to demonstrate activities (songs dance and games) associated with the target language
- Uses the target language to solve simple math computations
- Identifies simple geometric shapes and uses numbers to count from 0-1000
- Uses target language vocabulary to identify simple science terms referring to weather, nature, harvest and animals
- Identifies and uses vocabulary reflected in each individual teacher's units
- Identifies products that are from Hispanic countries and that are found in the United States economy
- Can use Spanish to estimate time measurements
- Recognizes the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song
- Infers meaning of cognates from context
- Reads simple passages and loan words
- Decodes new vocabulary using contextual clues and drawing on vocabulary from prior lessons
- Comprehends the main message of a variety of written materials with the help of resources
- Can copy/write words and simple phrases using adjectives, plurals and correct grammar sequence
- Can describe himself or herself, activities and objects using colors, numbers and other basic descriptive words
- Identifies main characters, settings and events from samples of children's literature using audio and visual cues
- Can identify different types of literature in target language.
- Can identify primary media sources (i.e. websites and software) in the target language
- Recognizes important people and events in this history of areas where the target language is spoken
- Identifies and uses simple geography vocabulary in Spanish.
- Begins to use maps and other geographic representations to discuss

**Concepts**

societies

Uses the target language to demonstrate knowledge and understanding of a variety of career options

Assessments

**Skills and Processes**

the countries where Spanish is spoken

- Utilizes Spanish to identify common professions and occupations
- Uses Spanish to identify a variety of professions in which the target language may be used
- Students are quizzed on vocabulary that is student generated for each unit. Students learn basic test-taking skills and appropriate responses

**4<sup>th</sup> - 5<sup>th</sup> Grade Spanish/Español:****Concepts**

Understands oral instruction/communication in Spanish language

Interacts in the target language in various settings

Understands manners and customs of Hispanic culture

Uses the target language to reinforce and further knowledge of other disciplines

**Skills and Processes**

- Recognizes greetings and leave-takings appropriate to the time of day
- Is capable of distinguishing language patterns i.e., questions and comments
- Follows instructions in the target language, when given in steps, for a wide range of activities
- Comprehends illustrated stories, audiovisual programs or websites
- Responds and answers simple questions without prompts
- Poses questions in a structured setting attempting to frame questions with Spanish and English combinations
- Can produce language with improved pronunciation, intonation and inflection and feels comfortable using sounds unique to the target language
- Responds to open-ended questions and initiates communication in settings
- Uses and understands body gestures often used by teacher to give commands, using appropriate non-verbal cues common in areas where language is spoken
- Uses common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, and parent)
- Begins to demonstrate activities associated with the target language
- Identifies sample art works and their creators associated with areas where the target language is spoken (i.e., Diego Rivera, Frida Kahlo and artisan work of specific Latin American countries)
- Describes selected art forms using vocabulary from the target language
- Uses the target language to solve simple math computations
- Identifies simple geometric shapes, uses numbers to count and do math computations in addition, subtraction, multiplication and division
- Uses target language vocabulary to identify simple science terms referring to weather, nature, solar system, soil sciences, and body parts
- Identifies and uses vocabulary reflective to each individual teacher's units
- Identifies products that are from Hispanic countries and that are found in the United States economy

## Concepts

Understand written passages in the target language

Uses the target language to present information, concepts and ideas for a variety of purposes to different audiences

Understands literature and various media of target language societies

Understands history of areas where the language is spoken

Understands geography of various Spanish language societies

Uses the target language to demonstrate knowledge and understanding of a variety of career options

Verb identification and use

Assessments

## Skills and Processes

- Can use Spanish to make, use and estimate measurements (e.g. time and linear)
- Uses target language vocabulary while participating in physical activities (i.e., games, dances: salsa, cha-cha, merengue)
- Recognizes the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song
- Infers meaning of cognates from context
- Can read simple passages and identify loan words
- Decodes new vocabulary using contextual clues and drawing on vocabulary from prior lessons
- Can copy/write words and phrases
- Can describe himself or herself and basic animals using colors and numbers
- Writes on familiar subjects using appropriate grammar and capitalization
- Presents a simple written or oral report on a given subject
- Presents an original production (skit or song) using known vocabulary and grammatical structures
- Identifies different types of literature in Spanish. Can identify main characters, settings and events from selected samples of children's literature using audio and visual cues
- Summarizes the main points of selected media presentations in Spanish
- Reads, discusses, and writes about themes in the target language with use of glossaries and dictionaries
- Recognizes important people and events in this history of areas where the target language is spoken
- Uses simple history vocabulary to identify historical concepts and trends
- Identifies and uses simple geography vocabulary of the Spanish language
- Begins to use maps and other geographic representations to discuss the countries where Spanish is spoken
- Recognizes and identifies Hispanic countries, locations and capitals
- Utilizes Spanish to identify common professions and occupations
- Uses Spanish to identify a variety of professions in which the target language may be used
- Applies the target language to describe activities and characteristics of selected occupations and work places
- Uses the target language to explain and describe general career choices where we can be used
- Recognizes that verbs end in -ar, -er, -ir
- Conjugates verbs in the present tense
- Begins conjugations in preterite (simple past tense)
- Students are quizzed on vocabulary that they generate for each unit

## Concepts

## Skills and Processes

- Students are also taught basic test-taking skills