

Subject: Spanish as a Foreign Language

Overview: The Spanish as a Foreign Language Program at BNS focuses on the development of communication skills. The kindergarten class is designed as an introductory course, with emphasis on oral language. The first and second grade classes are designed as a sequence where the emphasis continues to be oral, but with an introduction to written language (reading and writing). The third and fourth grade classes are also designed as a sequence, and see an increased emphasis on the written forms of the language and on the production of language. The main focus continues to be communication. The classes meet for one hour per week for Kindergarten to second grades, and two hours per week for third and fourth grades.

Grade: K (Introductory Spanish)

Book: Demado, John, Tibensky, Linda W., Lozano, Patti, Jacobsen-Brown, Jane, and Christine Wolinski Szeszol. *¡Viva el español! System A*. McGraw Hill. 2005.

Goal: Comprehension Skills

A. Listening Skills:

- Listen to authentic language through videos, readings, stories, and teacher spoken language
- Follow oral directions given in Spanish (for example, *color the apple red*)
- Respond appropriately with TPR (Total Physical Response) to oral directions given in Spanish

B. Reading Skills:

- Exposure to written words that accompany pictures or objects
- Match written words with pictures
- Introduction to the Spanish language alphabet, with emphasis on the consonant sounds that are similar to English

C. Vocabulary

- Recognizes spoken words on familiar topics such as greetings, feelings, numbers 1 to 30, colors, days of the week, weather, classroom materials, body parts, family, animals, clothing

Goal: Production Skills

A. Speaking Skills:

- Respond appropriately when greeted in Spanish
- Respond to basic questions about familiar topics (such as their name, feelings, colors, etc.)
- Repeat after the teacher with accurate pronunciation of consonants and vowels
- Recall and sing songs related to the topics learned
- Count to thirty

B. Writing Skills:

- Mark pictures in response to teacher's directions
- Match written words with pictures

C. Vocabulary:

- Recall and produce words on familiar topics such as: feelings, colors, weather, calendar, classroom materials, numbers 1 to 30

Goal: Cultural Exposure:

- Receive exposure and develop awareness of the Spanish language and culture, the people who speak it, and the places where they come from through music, videos, and stories

Grade: 1st (two year sequence with 2nd grade)

Book: Demado, John, Tibensky, Linda W., Lozano, Patti, Jacobsen-Brown, Jane, and Christine Wolinski Szeszol. *Viva el español! System A*. McGraw Hill. 2005.

Goal: Comprehension Skills

A. Listening Skills:

- Listen to authentic language through videos, readings, and teacher spoken language
- Follow oral directions given in Spanish
- Respond appropriately with TPR (Total Physical Response) to oral directions given in Spanish
- Listen to stories and culture lessons
- Listen to peers responses
- Understand personal subject pronouns for first, second, and third person singular

B. Reading Skills:

- Recognize written words that accompany pictures or objects
- Match written words with pictures
- Name and identify the sounds of the letters of the Spanish language alphabet
- Produce correct pronunciation of written words
- Identify written articles to indicate gender and number agreement
- Identify plural nouns
- Read simple sentences about familiar topics
- Identify personal subject pronouns for first, second, and third person singular

C. Vocabulary

- Recognize and read words on familiar topics such as: feelings, classroom materials, colors, weather, seasons, days of the week, months, numbers 1 to 50, animals, clothing, family and familiar people, activities done at school, transportation

Goal: Production Skills

A. Speaking Skills:

- Greet others in Spanish
- Respond appropriately when greeted in Spanish
- Respond to basic questions about themselves (name, age, clothing, likes/dislikes, family, etc.)
- Respond to basic questions about others (their friends/family name, age, clothing, likes/dislikes)
- Respond to basic questions about familiar topics (weather, calendar, school, etc.)
- Repeat after the teacher with accurate pronunciation of consonants and vowels
- Recall and sing songs related to the topics learned
- Count to fifty by ones and by tens
- Use the verb "tener" to indicate physical well being
- Tell a story from looking at pictures
- Identify a vocabulary word from a word pool

B. Writing Skills:

- Copy vocabulary words from a word pool
- Write simple sentences on familiar topics
- Write the appropriate article to indicate gender and number agreement
- Form plurals of nouns

C. Vocabulary:

- Recall and produce words on familiar topics such as feelings, classroom materials, colors, weather, season, days of the week, months, numbers to 50, animals, clothing, family and familiar people, activities done at school, transportation

Goal: Cultural Exposure:

- Receive exposure and develop awareness of the Spanish language and culture, the people who speak it, and the places where they come from through music, videos, and stories
- Emphasis on similarities shared with children growing up speaking Spanish, while developing awareness of cultural differences

Grade: 2nd (continuation of 1st grade)

Book: Demado, John, Tibensky, Linda W., Lozano, Patti, Jacobsen-Brown, Jane, and Christine Wolinski Szeszol. *¡Viva el español! System B*. McGraw Hill. 2005.

Goal: Comprehension Skills

A. Listening Skills:

- Listening skills listed in 1st grade
- Listen to peers' questions and statements
- Listen to peers during group work in Spanish
- Identify plural and gender agreement from spoken language

B. Reading Skills:

- Reading skills listed in 1st grade
- Recognize written words in Spanish
- Choose a vocabulary word from a pool
- Match written words with pictures
- Name and identify the sounds of the letters of the Spanish language alphabet
- Correct pronunciation of written words
- Identify written articles to indicate gender and number agreement
- Identify plural and gender agreement in written form
- Be able to tell if a written sentence is a statement or a question
- Read sentences about familiar topics

C. Vocabulary

- Recognize and read spoken words on familiar topics such as: topics covered in first grade, greetings, feelings, likes/dislikes, parts of the house, furniture, weather and seasons, activities related to each season, numbers 1-100, food, classes at school, zoo animals, places around town, musical instruments, people in the community

Goal: Production Skills

A. Speaking Skills:

- Speaking skills listed in 1st grade
- Greet and respond to greetings in Spanish
- Recall and sing songs in Spanish
- Recall and produce vocabulary words to identify pictures or objects
- Respond to basic questions about themselves and others
- Ask and respond to basic questions about familiar topics (weather, calendar, etc.)
- Repeat after the teacher with accurate pronunciation of consonants and vowels
- Use the question "¿Cómo se dice?" to ask for clarification
- Count to one hundred by ones and by tens
- Use the verb "tener" to indicate physical well being

- Use the verb "gustar" to indicate likes and dislikes
- Use the verb "estar" to indicate where someone or something is located
- Tell a story from looking at pictures
- Use personal subject pronouns for first, second, and third person singular
- Form statements
- Use prepositions of location to explain where something or someone is located

B. Writing Skills:

- Writing skills listed in 1st grade
- Write vocabulary words
- Write simple sentences on familiar topics
- Write the appropriate article to indicate gender and number agreement
- Form plurals
- Write sentences with the verb "tener" to indicate feelings and age
- Use personal subject pronouns for first, second, and third person singular
- Use the verb "gustar" to indicate likes and dislikes
- Use the verb "estar" to indicate where someone or something is located
- Write sentences to tell a story guided by pictures

C. Vocabulary:

- Recall and produce words on familiar topics such as: greetings, feelings, likes/dislikes, parts of the house, furniture, weather and seasons, activities related to each season, numbers 0-100, food, classes at school, zoo animals, places around town, musical instruments, people in the community

Goal: Cultural Exposure:

- Receive exposure and develop awareness of the Spanish language and culture, the people who speak it, and the places where they come from through music, videos, and stories
- Emphasis on similarities shared with children growing up speaking Spanish, while developing awareness of cultural differences
- Observe a map and point out places where Spanish is spoken

Grade: 3rd (two year sequence with 4th grade)

Books: Tibensky, Linda W., Demado, John. *Viva el español! Hola*. McGraw Hill. 2005.
 Tibensky, Linda W., Demado, John. *Viva el español! Hola Workbook* McGraw Hill. 2005.

Goal: Comprehension Skills

A. Listening Skills:

- Class will be conducted entirely in Spanish
- Listen to authentic language through videos, readings, and teacher spoken language
- Listen to music in Spanish
- Follow oral directions given in Spanish (for example, color the apple red)
- Respond appropriately with TPR (Total Physical Response) to oral directions given in Spanish (get up, sit down, come, go, point, etc.)
- Listen to peers' questions and statements
- Listen to peers during group work in Spanish
- Listen to teacher or recordings of conversations and fill in blanks with what was heard
- Listen for cognates to aid in comprehension
- Take dictation of familiar vocabulary words

B. Reading Skills:

- Correct pronunciation of written words
- Identify consonants and vowels
- Comprehension of written words, sentences, and short paragraphs on familiar topics
- Identify written articles to indicate gender and number agreement
- Identify plural forms in a written form
- Be able to tell if a written sentence is a statement or a question
- Identify cognates in written form to aid in comprehension
- Be able to answer content questions after reading short paragraphs about familiar topics
- Read a calendar

C. Vocabulary

- Recognize and recall spoken words on familiar topics such as: classroom materials, colors, shapes, descriptive adjectives, calendar, places around school and town, classes, activities, seasons and weather, feelings and conditions, family members, domestic animals, numbers 0-1,000

Goal: Production Skills

A. Speaking Skills:

- Greet and respond to greetings in Spanish
- Introduce themselves and others in Spanish
- Tell how they feel and ask how someone else feels
- Identify classroom objects and school supplies
- Respond to basic questions about themselves and others
- Ask and respond to basic questions about familiar topics (weather, days of the week, etc.)
- Use the question "¿Cómo se dice?" to ask for clarification
- Describe color, shape, and size of an object
- Identify and describe animals
- Read a calendar and identify days of the week and months
- Talk about their schedules
- Inquire about someone's schedule
- Use the verb *to go* ("IR") to indicate future tense
- Describe the weather
- Count to one hundred by ones, tens, and fives
- Say a basic Math equation in Spanish
- Use the verb "tener" to indicate physical well being
- Use the verb "gustar" to indicate likes and dislikes (self and others)
- Use the verb "estar" to indicate where someone or something is located
- Tell a story from looking at pictures
- Use personal subject pronouns for first, second, and third person singular and plural
- Use prepositions of location to explain where something or someone is located
- Tell time in Spanish
- Describe their family and inquire about someone's family
- Talk about their favorite classes and their school days

B. Writing Skills:

- Write vocabulary words with accurate spelling, both from a word pool and through dictation
- Create flash cards to aid in vocabulary retention
- Write complete, simple sentences on familiar topics
- Write the appropriate article to indicate gender and number agreement
- Form plurals
- Write correct endings on adjectives for number and gender agreement

- Write sentences with the verb "tener" to indicate feelings and age
- Use personal subject pronouns for first, second, and third person singular and plural
- Use the verb "gustar" to indicate likes and dislikes (self and others)
- Use the verb "estar" to indicate where someone or something is located
- Write sentences to tell a story guided by pictures
- Write a short paragraph following a set of questions
- Conjugate the present tense of "-ar verbs" and fill in blanks correctly to match a subject
- Conjugate irregular verbs "tener", "ir", "ser" and "estar" and fill in blanks correctly
- Write simple sentences about their families

C. Vocabulary:

- Recall and produce words on familiar topics such as classroom materials, colors, shapes, descriptive adjectives, days of the week, months, places around school and town, classes, activities, seasons and weather, descriptions of physical well being (using "tener"), family members, domestic animals, numbers 0-1,000

Goal: Cultural Exposure:

- Receive exposure and develop awareness of the Spanish language and culture, the people who speak it, and the places where they come from through music, videos, and stories
- Discuss cultural differences with emphasis on similarities shared with children growing up speaking Spanish, while developing awareness of cultural differences regarding schooling, family, and pets
- Observe a map and identify places where Spanish is spoken
- Develop awareness of cultural differences among Spanish speaking people

Grade: 4th (continuation of 3rd grade)

Books: Tibensky, Linda W., Demado, John. *¡Viva el español! ¿Qué Tal?*. McGraw Hill. 2005.

Tibensky, Linda W., Demado, John. *¡Viva el español! ¿Qué Tal? Workbook*. McGraw Hill. 2005.

Goal: Comprehension Skills

A. Listening Skills:

- Class will be conducted entirely in Spanish
- Listening skills listed in 3rd grade
- Listen to music in Spanish and identify words
- Follow oral directions given in Spanish and respond appropriately
- Listen to peers during increased amounts of group work in Spanish
- Listen to teacher or recordings of conversations and fill in blanks with what was heard
- Discern words with similar sound patterns (such as *hermano/la mano* and *caro/carro*)

B. Reading Skills:

- Reading skills listed in 3rd grade
- Use correct pronunciation of written words
- Comprehend written words, sentences, and paragraphs
- Identify written articles, adjectives, verbs, and nouns
- Identify verb forms to infer the subject of a sentence
- Tell if a written sentence is a statement or a question
- Infer meaning in context when reading about familiar topics
- Use cognates to aid in comprehension
- Answer content questions after reading short paragraphs about familiar topics

- discern words with similar spelling patterns (such as *hombro/hambre/hombre*)

C. Vocabulary

- Recognize and recall spoken and written words on familiar topics such as vocabulary included in 3rd grade, body parts, clothing, physical traits, parts of the house, furniture, kitchen appliances, household chores, place setting, fruit, meals, locations in town and at school, professions, numbers 0-1,000

Goal: Production Skills

A. Speaking Skills:

- Speaking skills listed in 3rd grade
- Talk about body parts
- Talk about aches
- Describe what they are wearing by name, color, size, shape
- Talk about buying clothing
- Describe physical traits of self and others
- Compare physical traits
- Describe their house and inquire about someone else's house
- Tell what items are used in the kitchen
- Describe meals and inquire about someone else's meals
- Talk about preferences regarding food and meals
- Order food from a menu
- Ask for things needed at a restaurant (such as utensils or condiments)
- Describe where something or someone is located
- Talk about chores, what needs to be done, what was just done, and inquire about someone else's chores
- Use subject pronouns (singular and plural)
- Use accurate verb endings

B. Writing Skills:

- Writing skills from 3rd grade
- Write with accurate spelling
- Write sentences to tell a story guided by pictures
- Write a short paragraph following a set of questions
- Create a menu for a mock restaurant
- Conjugate the present tense of "-ar, -er, and -ir verbs" and fill in blanks correctly
- Conjugate irregular verbs "tener", "ir", "ser", "pedir", "servir", and "estar" and fill in blanks correctly
- Write sentences about their chores
- Write a description of their homes and schools
- Write sentences about their preferences regarding food
- Write sentences about their likes and dislikes
- Write questions to inquire about someone else's preferences and opinions
- Take dictation of sentences

C. Vocabulary:

- Recall and produce words on familiar topics such as vocabulary included in 3rd grade, body parts, clothing, physical traits, parts of the house, furniture, kitchen appliances, household chores, place setting, fruit, meals, locations in town and at school, professions, numbers 0-1,000

Goal: Cultural Exposure:

- Receive exposure and develop awareness of the Spanish language and culture, the people who speak it, and the places where they come from through music, videos, and stories
- Discuss cultural differences with emphasis on similarities shared with children growing up speaking Spanish, while developing awareness of cultural differences regarding food, meals, restaurants, family, housing, and celebrations.
- Produce the culturally accurate subject pronouns when addressing others (*tú/usted*)
- Observe a map and identify places where Spanish is spoken
- Develop awareness of cultural differences among Spanish speaking people with emphasis on variation in pronunciation and semantics.