



Greenwich Public Schools Curriculum Overview

Grade K: FLES Spanish & French

Families as Partners in Learning

The GPS FLES (Foreign Language in Elementary School) program is offered at each elementary school. Spanish is offered in the majority of our schools beginning in grade 3. Our magnet schools which include Hamilton Avenue, International School of Dundee, Julian Curtiss and New Lebanon, begin Spanish instruction in kindergarten. Julian Curtiss School--A Magnet School of World Languages--offers students the option of Spanish or French beginning in kindergarten.

The GPS FLES program is designed to provide a solid foundation for World Language learning in preparation for secondary study and beyond. Instruction is delivered in the target language with an initial emphasis on speaking and listening, followed by reading and writing as students become more proficient. Our program provides students with the opportunity to communicate about relevant and meaningful content in thematic units related to specific core content, and to their personal experiences. FLES instruction is delivered 3 - 5 times per week, depending on the grade level, to provide students frequent interaction in the target language in order to build their linguistic proficiency and knowledge of other cultures.

As students progress through grade levels, they become more proficient in each of the four basic language skills: speaking, listening, reading, and writing as well as in their cultural understanding. Reading and writing, competencies acquired in the target language, are used to reinforce the content students have learned to communicate while they are refining these skills in English. The FLES program's goal is to help students develop confidence in speaking, and provide an introduction to reading and writing, which will translate into a higher level of proficiency in a world language as they continue to pursue language study through middle school, high school, college and beyond.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, World Language instruction is an integrated part of the elementary curriculum and school environment. Participation in it will prepare students for a global, multilingual and multicultural environment through tolerance, understanding and the ability to communicate across language barriers.



Unit	Student Learning Expectations
<p>Unit 1: Welcome to Kindergarten</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Using another language helps us understand and connect with others around the world. We can describe the world around us by using words and phrases in another language. Colors, shapes, and numbers help us describe the world around us. 	<p>Students will:</p> <ul style="list-style-type: none"> Provide and obtain information about themselves and others Express feelings and emotions in the target language Respond to classroom directions Follow 1 - 2 step directions Use gestures, single word and short responses to demonstrate recognition of key vocabulary such as colors, shapes, numbers, greetings and farewell expressions Count from 0 - 20 in the target language <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 2: Weather and Calendar</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> We can make observations and describe weather changes everyday. We read calendars to keep track of days, weeks, months, and important days. 	<p>Students will:</p> <ul style="list-style-type: none"> Express the date, their birthday and age in the target language Describe common types of weather Answer questions about the calendar Exchange personal information with the teacher and peers about their age and birth month Express opinions using like and don't like in the target language about the weather/season Ask about the day's weather and be able to respond to the same question Practice using the verbs "<i>haber</i>" and "<i>estar</i>" in Spanish or "<i>Il fait,</i>" <i>Ilya,</i>" and "<i>Il</i>" in French as they relate to weather Use modifiers such as "<i>mucho/muy/poco</i>" or "<i>beaucoup/très/un peu</i>" <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC</p>



	<p>WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 3: Our School Community</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Our school is a place to explore and learn. • Our school community supports our learning and growth. • Students learn by engaging in many activities in school. 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify classroom objects and school supplies • Ask for school materials in the target language using “I want...”Give me...” • Use polite expressions such as please and thank you • Sing songs and communicate about school activities using Me gusta and Vamos a/J'aime and the verb “Aller” • Respond to classroom directions/commands in the target language (e.g. put, take, sit down, stand up, point to, touch) • Describe people who work in their school <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 4: My Family Members</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • There are different types of families. • Each family member has unique likes and dislikes. • Families spend time together in different ways. 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify each of their family members • Describe family members using adjectives • Count family members in the target language • State the leisure time activities in which they and their family members participate • Express their opinion of different activities (<i>Me gusta, no me gusta</i>)/(<i>J'aime, je n'aime pas</i>) • Ask and answer questions related to name, age, quantity, size, physical description, likes and dislikes • Listen to stories related to families and family activities, physical description and leisure-time activities. <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>



Unit 5: Pets and Farm Animals

Enduring Understandings:

- Farm animals and pets have different characteristics and behaviors.
- Farm animals and pets like to eat specific foods and can make unique sounds.
- Some animals make great pets and can live at home with us.

Students will:

- Identify and name a variety of pets and farm animals
- Describe pets and farm animals by size and color and the sounds they make
- Express which animals they like
- Create and describe a farm
- Classify farm animals and pets according to size, color, eating habits, and where they live
- Listen to descriptions of animals and identify them
- Describe and differentiate animal sounds in Spanish

Click on the link to the WRSLL [World Readiness Standards for Learning Languages](#) and to the WLRSAAC [WL Readiness Standards Alignment with Common Core Standards](#) to learn more.