



# Greenwich Public Schools Curriculum Overview

## Grade 1: 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><b>Unit 1: Calendar and Weather</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Weather patterns and temperature change according to the season.</li><li>• Weather affects the decisions people make.</li><li>• Time is counted in days, weeks, months and years on a calendar.</li></ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Learn how weather changes from season to season</li><li>• Read a weather forecast in the target language</li><li>• Make decisions regarding activities they do based on the weather</li><li>• Describe the four seasons using weather and temperature</li><li>• Ask and answer questions about a calendar</li><li>• Express the month and season of their birthday</li></ul> <p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAACC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>
<p><b>Unit 2: My Family and Me</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• There are different types of families.</li><li>• Family members have different personality traits and physical characteristics.</li><li>• There are many ways to describe ourselves and others.</li></ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Identify each of their family members</li><li>• Use adjectives to describe and count family members</li><li>• Describe their age and that of other family members</li><li>• Ask and answer questions related to name, age, quantity, size, physical description, personality, likes and dislikes</li><li>• Listen to stories related to families and family activities, physical description and recreational activities</li></ul> <p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAACC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>



<p><b>Unit 3: Community and Professions</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Our community is made up of different places and people who hold different jobs.</li><li>• Many different people provide important goods and services in our communities.</li><li>• Maps provide information needed to locate and describe a variety of places in the community.</li></ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Locate places on a map and describe their proximity</li><li>• Describe their favorite places in their community</li><li>• Identify professions in their community and where people work</li><li>• State how students go to different locations in their neighborhood using transportation vocabulary</li></ul> <p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAACC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>
<p><b>Unit 4: World Geography</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Maps provide information needed to locate and describe the continents and major bodies of water across the world.</li><li>• Weather conditions are influenced by geography.</li></ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Identify the continents and oceans on a map</li><li>• Read the names of the continents in the target language</li><li>• Describe the continents in terms of size and shape</li><li>• Communicate where you live (town, country, continent)</li><li>• Identify some animals and say where they live</li><li>• Identify the four cardinal points on a compass</li><li>• Identify the climate in each continent</li></ul> <p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAACC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>



## Unit 5: Animal Survival

### ***Enduring Understandings:***

- Animals can be described in terms of what they look like, eat, do and where they live.
- Animals live in varied habitats that provide them with food, shelter and weather conducive to animal survival.
- Animals interact with their environment, according to their unique characteristics and basic needs for food, water and protection.

### **Students will:**

- Label the continents
- Use cardinal direction words
- Describe and classify animals and habitats (using color, size, physical characteristics, weather and location)
- Compare and contrast animals by color and size
- Provide and obtain information about animals and their habitats
- Ask and state animals' likes and dislikes
- Express what animals, activities and weather students prefer

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