**Danville Area School District**
**Course Overview and Scope and Sequence**

**Course Title: Elementary Spanish**
**Content Area: Spanish**
**Grade Level: First Grade**
**Date Developed:** 9/28/23

COURSE OVERVIEW: The curriculum is based on thematic units throughout marking periods which correlate with on-level goals of the elementary curriculum. Each subsequent school year, staff will build on the previous year's curriculum adding greater detail, rigor, and breadth. Students develop skills in reading, writing, speaking and listening in the target language. Students meet 40 minutes once every six days in the cycle.

ANCHOR STANDARDS:
ACTFL (American Council on the Teaching of Foreign Language) National Standards for Foreign Language Education

COMMUNICATION - Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. **Interpersonal**
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. **Interpretive**
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Presentational**

CULTURES - Gain Knowledge and Understanding of Other Cultures

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS - Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS - Develop Insight into the Nature of Language and Culture

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES - Participate in Multilingual Communities at Home & Around the World

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

KEY COURSE TEXT AND MATERIALS: A variety of materials are being used for the elementary Spanish classes.
Music and songs will be used throughout the lessons to teach vocabulary and communication elements. Also, videos and classroom manipulatives that are student and teacher generated will be utilized throughout all instruction.

KEY ASSESSMENTS:
Diagnostic:
Formative: Demonstrate individual communication skill and topic throughout the year on each topic – ongoing process.
Student samples of work, etc.
Summative: Students sing, play games, speak, answer questions etc. about learned material.

| SCOPE AND SEQUENCE | | | | | |
|---|---|---|---|---|---|
| Unit | PRIORITY STANDARDS | SUPPORTING STANDARDS | ASSESSMENT | MATERIALS | TIMEFRAME |
| **Greetings and Alphabet** | Communications:<br>Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | Learning the alphabet K-2 | Introduce oneself<br><br>Say the alphabet<br>Sing the alphabet | Songs, videos and classroom manipulatives that are student and teacher generated will be utilized throughout all instruction. | 2 cycles |
| **Classroom Tools and Command/Instructional Expressions** | Communications:<br>Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | | Identify Classroom objects with pictures and words. Follow directions and use the correct classroom tools when needed. | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, writing assignments | 2 cycles |
| **¿Cómo se escribe?** | Communications:<br>Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | | Spell your name in Spanish | Teacher observations, discussions, comprehension | 2 cycles |

| | | | | | |
|---|---|---|---|---|---|
| | | | | checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | |
| **Los Números** | Communications:<br>Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | Learning numbers<br>K-2 | Say the numbers<br>1- 50 | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | 2 cycles |
| **Los Días de Los Muertos** | Cultures<br>2.1, l2.2 | | Tell the basics for the reason for the holiday. | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, | 2 cycles |

| | | | | | |
|---|---|---|---|---|---|
| | | | | bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | |
| **La Familia** | Cultures 2.1, 2.2<br>Communications:<br>Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | | Associate vocabulary with own family | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | 2 cycles |
| **El Día de Acción de Gracias** | Cultures<br>2.1, l2.2 | | Associate vocabulary with the American Thanksgiving Holiday | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | 2 cycles |
| **La Navidad** | Cultures<br>2.1, l2.2 | | Associate vocabulary with the | Teacher observations, | 2 cycles |

| | | | | | |
|---|---|---|---|---|---|
| | | | American Christmas Holiday | discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | |
| **Días y Meses** | Comparisons<br>4.1, 4.2<br>Communications:<br>Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | | | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | 2 cycles |
| **¿Cómo estás?** | Communications:<br>Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | | | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, | 2 cycles |

| | | | | | |
|---|---|---|---|---|---|
| | | | | comprehension worksheets, writing assignments | |
| **Las Formas y Los Colores** | Comparisons 4.1, 4.2<br>Communications: Interpersonal 1.1<br>Interpretive 1.2<br>Presentational 1.3 | | | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | 2 cycles |
| **El Tiempo** | Comparisons 4.1, 4.2 | | | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | 2 cycles |
| **El Cuerpo** | Comparisons 4.1, 4.2 | | | Teacher observations, discussions, comprehension | 2 cycles |

| | | | | | |
|---|---|---|---|---|---|
| | | | | checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | |
| **Me gusta con Acciones** | Connections 3.1, 3.2 | | | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing assignments | 2 cycles |
| **Me gusta con Comida** | Connections 3.1, 3.2 | | | Teacher observations, discussions, comprehension checks, circling, questions, games, speaking activities, listening activities, bell ringers, exit tickets, retells, comprehension worksheets, writing | 2 cycles |

| | | | | | |
|---|---|---|---|---|---|
| | | | | assignments | |