

Kindergarten Spanish Immersion- Spanish Language Scope & Sequence

Proficiency Goal: Pre-Novice

ACTFL Standards addressed:

Communication:

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

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:

- 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:

- 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:

- 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.

Unit Title: Scaffolded from Secondary Exploratory Curriculum for Kindergarten	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
Unit 1: ¿Cómo ser estudiante?	8-9 Weeks	-basic greeting vocabulary -informal speech variations -classroom procedures / command -letra, nombre -Morning meeting -el, la, los, las, un, una, unos, unas -yo, ella -hoy -de -y -aquí, está, me/te gusta -tengo, tiene, sube -tarea -gracias -colors -exposure to numbers 0-31	-what is language and how is language learned. -cultural manners and social mores appropriate to greetings -student orientation to language learning -basic introduction to culture of target language Phonics: Vowels, lower and upper case letters -Definite and indefinite articles -prepositions of place -conjunction of the letter "y" (Heggerty Support text)	-What is your name? -How are you? -What is your favorite color? -What day of the week is it? -Where is/Where are_____*(things in the classroom) -Do you like____?	-I can recognize when greetings and leave- taking are expressed. -I can respond to personal questions such as my name or how I am doing. -I can say what colors I like/don't like -I can greet and take leave from someone using polite rehearsed behaviors. -I can identify objects in the classroom -I can give the day of the week

		<ul style="list-style-type: none"> -Days of the week -Objects in the classroom (Use support vocab list from Asi se Dice level I chapter 3 if needed) - HMH Support text: Module 1: Curiosos sobre el Kinder 			
Unit 2: ¿Cómo puedo vestirme?	Suggested Pacing: 8-10 weeks	Vocabulary to Be Introduced/Reviewed: <ul style="list-style-type: none"> -Articles of clothing -Body parts (add cuello) -Parts of the face -Tengo, Tiene, tarea -Sube, ella, gracias -bajo, hay, todo -no, pequeño, grande -Hacer, hace 	Grammar Topics and Concepts to be Introduced/Reviewed <ul style="list-style-type: none"> -Definite/indefinite articles -Question words -Hacer to give weather -Tener- singular forms -llevar singular forms -ponerse singular forms Phonics: letters m, Pp, Ss, Ll, Nn, Dd, Tt, 	Essential Questions: <ul style="list-style-type: none"> -¿Qué tiempo hace? -¿Qué te pones? -¿Qué llevas? -¿Cuál es la temperatura? -¿Cómo está el clima? -¿Cuál es la fecha? -¿Dónde está____(body part)? -¿Cuántos____tienes ? (body part) 	What Can Students Do by the End of the Unit? <ul style="list-style-type: none"> -I can interpret and give weather -I can state and ask what I am wearing and what others are wearing? -I can interpret the date -I can state where things are on my body and how many hands, fingers, eyes, toes, etc.. I have

		-del, le, juntar -muy, escribir, -Expressions for weather -exposure to numbers 0-31 -Can use support vocab list from Asi se Dice Level I, preliminary chapter (pg 17)	Ff, Bb, two letter syllables* (Heggerty Support text)		
Unit 3: Explorando mi cultura y la cultura Hispanohablante	Suggested Pacing: 10-12 weeks	Vocabulary to Be Introduced/Reviewed: -Farm, Farm animals -Pets -Ocean Animals -Tropical Rainforest -Prepositions -Adjectives to describe house, family -Rooms in house -Objects within house/rooms - Support text: HMM modules 7 and 9	Grammar Topics and Concepts to be Introduced/Reviewed -Estar (all forms) with prepositions -Haber (hay only) -Tener (all forms) -Interrogatives -Vivir (singular forms) Phonics: Cc (suave/Fuerte), Qq, Vv, Ll, ll, Gg, Yy, Zz, Hh, Jj, ñ, -Explore 2 syllable words -Heggerty Support text	Essential Questions: -¿Cómo puedo describir a mi casa? -¿Cómo puedo comparar mi cultura con la cultura hispanohablante? -¿Cómo describo a mi familia? -¿Qué mascotas tengo? -¿Dónde viven diferentes tipos de animales en mi cultura y la cultura hispanohablante?	What Can Students Do by the End of the Unit? -I can describe my house and what is in it -I can compare my culture with Spanish speaking cultures -I can talk about what pets I have and where animals live -I can describe who is in my family -I can compare my family traditions to those of Spanish speaking cultures

			(Heggerty Support text)		
Unit 4: Vamos a Comer	Suggested Pacing: 6-9 weeks	Vocabulary to Be Introduced/Reviewed -Food groups: Vegetables, Meat, Fruit, Grains, Dairy, Desserts -Colors -Tastes -Breakfast, Lunch, Dinner -Por la mañana, por la noche, por la tarde - Support text: HMH module 8	Grammar Topics and Concepts to be Introduced/Reviewed -Gustar all forms -Modeling singular/plural of gustar -Comer singular -Tomar singular -Probar -Tener (all forms) Phonics: Ch, Kk, Xx, Ww, Review all letters -Explore 2 and 3 syllable words (Use Heggerty Support text)	Essential Questions: -¿Qué te gusta comer/tomar? -¿Cuáles comidas te gusta(an)? -¿De qué color es____(type of food)? -¿Quieres probar____? -¿Cuáles comidas son sanas/no son sanas? -¿Qué comes para el desayuno/almuerzo /cena?	What Can Students Do by the End of the Unit? -I can state what foods I like/don't like -I can exchange information about what foods I eat for different meals -I can compare what I eat with what is eaten in Spanish speaking countries -I can identify healthy/ unhealthy foods -I can categorize different types of foods -I can describe foods