

Spanish Curriculum 2020-2021

	September	October	November	December	January	February	March	April	May	June
Kindy	<ul style="list-style-type: none"> Days of the week Months Greetings/Feelings Colors Classroom objects Dia de los Muertos (Day of the Dead) 				<ul style="list-style-type: none"> Shapes Weather Animals 			<ul style="list-style-type: none"> Animals Introduction to sentence formation Numbers 0-10 Numbers 10-20 Cinco de Mayo (May 5th) 		
First	<ul style="list-style-type: none"> Calendar (Days, Months, Seasons) Greetings and Feelings Fruits & Vegetables Extended sentence formation Dia de los Muertos (Day of the Dead) 				<ul style="list-style-type: none"> Farm Animals Family Members Numbers 0-30 Sentence formation 			<ul style="list-style-type: none"> Family Members Sentence formation Numbers 0-30 Cinco de Mayo (May 5th) 		
Second	<ul style="list-style-type: none"> Fruit and Vegetables Foods and Beverages Extended sentence formation Dia de los Muertos (Day of the Dead) 				<ul style="list-style-type: none"> Restaurant Language (Skit) Parts of the body Clothes Extended sentence formation 			<ul style="list-style-type: none"> Clothes Extended sentence formation Cinco de Mayo (May 5th) 		
Third	<ul style="list-style-type: none"> Things in the Bedroom Things in the Kitchen Extended sentence formation and structure Dia de los Muertos (Day of the Dead) 				<ul style="list-style-type: none"> Rooms in the House Zoo Animals Extended sentence formation and structure 			<ul style="list-style-type: none"> Zoo Animals Zoo Animal report Extended sentence formation and structure Cinco de Mayo (May 5th) 		
Fourth	<ul style="list-style-type: none"> Realidades Chapter PE (Practice and Communicate) Realidades Ch. 1A (Verbs, What do you like to do?) Dia de los Muertos (Day of the Dead) Extend Sentence Formations 				<ul style="list-style-type: none"> Realidades Ch. 1B (Adjectives, describe yourself and others) Countries that Speak Spanish (Culture and Language) Extend sentence Formation 			<ul style="list-style-type: none"> Countries that Speak Spanish (Culture and Language) Introduction to Conjugating Verbs Cinco de Mayo (May 5th) 		
Fifth	<ul style="list-style-type: none"> Introduction to Conjugating Verbs Realidades Ch. 2A (Your day in school) Dia de los Muertos (Day of the Dead) 				<ul style="list-style-type: none"> Realidades Ch. 2BA (Your Classroom) Conjugating Verbs Spanish Speaking Country Presentation 			<ul style="list-style-type: none"> Realidades Ch. 3A (Breakfast or Lunch) News in Spanish: Current Events (Articles and Videos) Cinco de Mayo (May 5th) 		

Reading Fluency	Student can read words, phrases, and sentences with minimal errors in pronunciation. Student is reading smoothly, and pronunciation is not adding pauses to the pace.
Reading Comprehension	Student can understand and communicate what was read or what he/she read.
Oral Communication	Student can communicate effectively using Spanish Vocabulary orally. Student is able to understand dialogue and respond using Spanish.
Writing	Student can construct meaningful sentences that inform about or explain a topic.
Vocabulary	Student uses and understands precise language and domain-specific vocabulary.
Language Comparisons	Student uses the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Cultural Comparisons	Student uses the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Spanish Standards-OSPI Language Standards

1. Communication: Communicate in Languages Other Than English

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures: Gain Knowledge and Understanding of Other Cultures

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

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

4. Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5. Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.