

# **World Language FLES Program**

## **Monthly Curriculum Outline**

### **Grade 1**

The primary goal of the FLES program is effective, communicative proficiency in Spanish. Language acquisition is a cumulative, ongoing process and accuracy is the result of deliberate interpretive and presentational experiences. All monthly goals and objectives will be continually reinforced and revisited throughout the year. Spanish is taught in context through the use of songs, games, books, crafts, and activities. The Spanish curriculum connects to and expands on topics taught in other disciplines, such as Language Arts, Social Studies, Math, Music, Physical Education, and Art. By enhancing and expanding other content areas, World Language study supports Common Core Standards in those areas. Technology is a tool to access information, make lessons more engaging, and provide students with opportunities to communicate with students in Spanish speaking countries. First grade students will begin matching items with written words through labeling.

#### **World-Readiness Standards for Learning Languages:**

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**Cultures: Interact with cultural competence and understanding**

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations**

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

- 4.1 Language Connections: 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.

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

- 5.1 Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Yearly Theme: Personal and Public Identities: Who am I? What am I like? How do I describe myself in Spanish?**

**Essential Questions:**

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?
- How do I express my feelings?
- How do people in other countries and cultures celebrate holidays?
- How do foods differ among cultures?

**Enduring Understandings:**

**Students will understand that:**

- People in other countries and other cultures communicate using different words to name objects and ideas.
- In order to better understand people of a different culture we must speak their language.
- People across cultures share the same feelings and emotions.
- People in other countries and cultures have different holidays and celebrations.
- People in other countries and cultures use different products (foods) and have different traditions to celebrate their holidays.



## **MONTH: September**

<p><b>Objectives:</b></p> <p>THEME: Getting to Know Each Other Birthdays – Review</p>	<ul style="list-style-type: none"> <li>• Student will interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2)</li> <li>• Students will state their names using Spanish construction. (1.2) (1.2)</li> <li>• Students will celebrate festivals/holidays of the target culture. (Birthdays and name day). (2.1) (2.2) (3.2) (4.2)</li> <li>• Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will count 1-20. (1.1) (1.2) (3.1)</li> <li>• Students will listen to/view Spanish version of familiar English stories (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p><i>Greetings, farewells</i>  <i>GAME: ¿Cómo te llamas?</i>  <i>Me llamo (name)</i>  <i>Birthday, party, gifts, piñata</i>  <i>Numbers 1-20</i>  <i>Family: mom, dad, brother, sister, grandpa, grandma, cousins, aunt, uncle</i>  <i>Politeness words: please, thank you, your welcome</i>  <i>Books: 10 Apples Up On Top; What day is it?; Buenas noches Luna</i>  <i>Song: review all songs from last year; “The more we get together” ¿Cuántos años tienes?” Calico</i></p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Emergent Readers  <b>Math:</b> Counting and One-to-One Correspondence  <b>Music and Physical Education:</b> Rhythm and Movement  <b>Science:</b> weather, seasons  <b>Social Studies:</b> Celebrations, months, days of the week</p>



## **MONTH: October**

<p><b>Objectives:</b></p> <p>THEME: Emotions</p>	<ul style="list-style-type: none"> <li>• Students will use expressions of politeness in Spanish. (1.1) (1.2)</li> <li>• Students will respond physically to classroom directions. (1.2)</li> <li>• Students will respond to question about age with one word answer (number). (1.1) (1.2)</li> <li>• Students will establish connections with students in a bilingual classroom in a neighboring community. (1.1) (1.2) (5.1)</li> <li>• Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p>Alphabet – Spanish letters          ¿Cómo estás?          happy, sad, angry, so-so, bien, mal          Song: “If you’re happy and you know it...”;          “Alphabet”          Books: <u>¿Qué cosas dice mi abuela?</u>; <u>La señorita Nelson ha desaparecido</u>; <u>Caso grave de rayas</u>;  <u>¿Cómo te sientes?</u></p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Emergent Readers  <b>Music and Physical Education:</b> Rhythm and Movement  <b>Social Studies:</b> Emotions (Connections across Communities)</p>



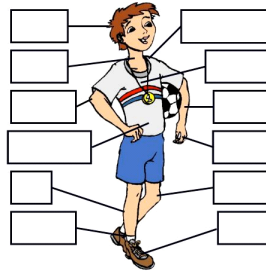
## **MONTH: November**

<p><b>Objectives:</b></p> <p>THEME: School</p>	<ul style="list-style-type: none"> <li>• Students will count 1-20, using manipulatives. (1.1) (1.2) (3.1)</li> <li>• Students will identify classroom objects and places in the school. (1.1) (1.2) (3.1)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> <li>• Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will recognize and create labels for classroom objects. (1.1) (1.2) (3.1)</li> </ul>
<p><b>Language:</b></p>	<p>Classroom objects: escuela, cafetería, biblioteca, door, window, books, ruler, pens, pencils, desks, carpet, etc.</p> <p>calendario: meses del año</p> <p>numbers 1-100</p> <p>Basic signs for permission (to bathroom, drink, etc)</p> <p>Book: <u>David va a la escuela</u></p> <p>Song: “los meses”; “Cuenta!”; “los colores”</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Writing Unit: Label Drawings; Word Recognition; Emergent Readers: emotions</p> <p><b>Math:</b> Counting and One-to-One Correspondence to 100</p> <p><b>Music and Physical Education:</b> Rhythm and Movement</p> <p><b>Social Studies:</b> School</p>



## MONTH: December

<p><b>Objectives:</b></p> <p>THEME: Holidays - expansion</p>	<ul style="list-style-type: none"> <li>• Students will celebrate Spanish traditions. (2.1) (2.2) (3.1) (3.2) (4.2)</li> <li>• Students will expand their family vocabulary. (1.1) (1.2) (3.1)</li> <li>• Students will listen to/view holiday books. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)</li> <li>• Students will create 2 dimensional star shaped piñata in art. (1.1) (1.2) (3.1)</li> <li>• Students will sing traditional Spanish songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p>Holiday vocabulary: Christmas, New Years, Epiphany, gifts, tree, decorations, lights, posada  Extended family vocabulary: aunt, uncle, cousin, grandmother, grandfather  Books: <u>9 Days 'til Christmas</u>  Song: “De Colores”; “Campanas de Belén”; “Viene la navidad”; “Rodolfo el Reno”</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Label Drawings; Word Recognition  <b>Music and Physical Education:</b> Rhythm and Movement  <b>Social Studies:</b> Family and Holidays (traditions/celebrations)</p>



## **MONTH: January**

<p><b>Objectives:</b></p> <p>THEME: Body parts</p>	<ul style="list-style-type: none"> <li>• Students will sing Spanish version of English song and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will identify various body parts in Spanish. (2.1) (4.2)</li> <li>• Students will compare and contrast popular sports in their culture and the target culture. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p>Language:</p>	<p>Body parts: arms, legs, face, eyes, nose, mouth, fingers, toes, hands, feet</p> <p>Sports: Which body parts do you use in each sport?</p> <p>Books: <u>El cuerpo</u>; <u>Un día de nieve</u>; <u>Un beso en mi mano</u>; <u>¿Cómo se cuidan los dinosaurios?</u></p> <p>Songs: “El hombre de nieve”; “Head, shoulders, knees, and toes” “Dolor de cabeza”</p>
<p>Connections to Content Areas:</p>	<p><b>Language Arts:</b> Simple Texts, Repeated Patterns</p> <p><b>Music and Physical Education:</b> Rhythm and Movement; sports in various cultures</p> <p><b>Science:</b> weather, seasons, climate</p>



## MONTH: February

<p><b>Objectives:</b></p> <p>THEME: Clothing</p>	<ul style="list-style-type: none"> <li>Students will identify weather during the 4 seasons and what clothes are worn. (1.1) (1.2) (3.1)</li> <li>Students will sing songs about weather. (1.1) (1.2) (4.1)</li> <li>Students will answer questions about clothing and seasons/climate. (1.1) (1.2)</li> <li>Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p>Basic clothing for the weather: hats, coats, gloves, scarf, shoes, boots, bathing suit, pants, shorts, shirts, sweaters</p> <p>Books: <u>Froggy se viste</u>; <u>La llama llama rojo pijama</u>; <u>Fiesta fiasco</u></p> <p>Songs: “La primavera”; “La vaca Beatriz” “Te Quiero”, “Día del Amor y la Amistad” “La lavadora”</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Art:</b> Craft organizing clothing and seasons</p> <p><b>Language Arts:</b> Simple Texts, Repeated Patterns</p> <p><b>Music and Physical Education:</b> Rhythm and Movement</p> <p><b>Science:</b> Weather, Change of Seasons</p> <p><b>Social Studies:</b> traditional clothing of other cultures</p>





## **MONTH: March**

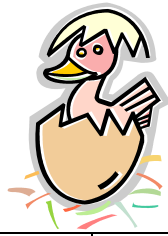
<p><b>Objectives:</b></p> <p>THEME: Animals and Habitats</p>	<ul style="list-style-type: none"> <li>• Students will identify typical habitats and a few animals that live in those habitats in Spanish speaking cultures. (1.1) (1.2) (3.1)</li> <li>• Students will identify on a map the habitats of various animals and the weather in those areas. (1.1) (1.2) (3.1) (4.1)</li> <li>• Students will identify the weather of various habitats. (3.1)</li> <li>• Students will sing songs about habitats and animals and make appropriate gestures and movements. (1.1) (1.2) (3.1)</li> <li>• Students will listen to/view Spanish version of English stories. (1.1) (1.2) (3.1) (4.2)</li> </ul>
<p><b>Language:</b></p>	<p>Habitats of animals: habitat, rainforest, tropical, tundra, forest, farm, ocean, desert, mountains, pond</p> <p>Tree, leaf, fly, migrate, coquí, parrot, monkey, penguin, caterpillar, butterfly</p> <p><i>Weather expressions</i></p> <p>Book: <u>One Fish, Two Fish</u>; <u>El Mono Paparazzi</u>; <u>Perro grande, perro pequeño</u></p> <p>Song: “ Down on Grandpa’s Farm”, “El Coquí”</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Dr. Seuss Month</p> <p><b>Music and Physical Education:</b> Rhythm and Movement</p> <p><b>Science:</b> Life cycles – Habitats</p> <p><b>Social Studies:</b> Map of Spanish Speaking Countries</p>



## MONTH: April

<p><b>Objectives:</b></p> <p>THEME: Foods: Likes/Dislikes</p>	<ul style="list-style-type: none"> <li>• Students will identify some popular foods in both cultures. (1.1) (1.2) (2.2) (3.1) (4.1) (4.2)</li> <li>• Students will use expressions for likes and dislikes. (1.1) (1.2) (3.1) (3.2) (4.1)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (3.2) (4.1)</li> <li>• Students will sing songs about animals and make appropriate gestures and movements. (1.1) (1.2) (3.1)</li> </ul>
<p><b>Language:</b></p>	<p>Apple, pear, cheese, strawberry, mango, orange, papaya, banana, coconut, cookies, orange, sausage, plums, cupcake, pickle, to eat</p> <p>Me gusta(n)/no me gusta(n)</p> <p>GAME: 4 Corners</p> <p>Book: <u>Green eggs and ham</u></p> <p>Song: “Colores, Colores” (with likes) Calico</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Simple Texts, Repeated Structures</p> <p><b>Music and Physical Education:</b> Rhythm and Movement</p> <p><b>Science:</b> Basic Needs of Living Things</p> <p><b>Social Studies:</b> Foods from around the world</p>

**MONTH: May**



<b>Objectives:</b>  THEME: Life cycle of chicks	<ul style="list-style-type: none"><li>• Students will celebrate Mexican Holiday: Cinco de Mayo. (2.1) (2.2) (4.2)</li><li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li><li>• Students will identify popular animals (pets) and animals in life cycle unit. (1.1) (1.2) (3.1)</li><li>• Students will identify the sounds animals make (different depending on language). (1.1) (1.2) (4.2)</li><li>• Students will sing songs about animals and make appropriate gestures and movements. (1.1) (1.2) (3.1)</li></ul>
<b>Language:</b>	Egg, chick, incubation, hatch, etc.  Books: <u>El Paseo de Rosie</u> Song: “Los pollitos dicen...”
<b>Connections to Content Areas:</b>	<b>Language Arts:</b> Simple Texts, Repeated Structures <b>Music and Physical Education:</b> Rhythm and Movement <b>Science:</b> Life Cycles - metamorphosis <b>Social Studies:</b> Celebrations and Holidays, Map of Mexico



**MONTH: June**

<b>Objectives:</b>  THEME: Review – Prepare for Parent Show	<ul style="list-style-type: none"><li>Students will prepare a show of songs and learned phrases for their parents. (1.1) (1.2) (2.1) (3.1) (3.2) (4.1) (4.2)</li></ul>
<b>Language:</b>	Review of year’s material – perform for parents
<b>Connections to Content Areas:</b>	<b>Review of previously learned material</b>

## Assessment

- **Students will sing Spanish song at a special celebration**
- **Parent survey**
- **Teacher survey**
- **Standards added to report card: student can identify extended family members; clothing items; basic foods; common animals and some exotic animals; etc.**

**Materials:** videos, songs, stories, games, art supplies

**Online:** Babytv español; Calico; Spanish playground; Hispanic culture on line; Toobys; Hippa, Hippa, Hey, Mama Lisa's World; myspanishgames.com; spanishtown.ca

**Books:** Hispanic Games and Rhymes; Let's Play Games in Spanish; Teach me Spanish; Teach me more Spanish; Story books (like those mentioned in outline)