

JAMES WARD SCHOOL SPANISH FLEX SCOPE AND SEQUENCE (K-8)

STRAND 1: COMMUNICATION

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<p>1.1 Interpersonal Communication</p> <p>A. Interpersonal Speaking/ Listening (SL)</p> <p>Socializing</p> <p>a. Gestures</p> <ul style="list-style-type: none"> • Greetings: <ul style="list-style-type: none"> * Hello; Hi * GoodMorning/Afternoon/Evening • Leave Taking <ul style="list-style-type: none"> * Goodbye; Bye * See you later; See you tomorrow; See you soon * Have a good weekend/day • Introductions <ul style="list-style-type: none"> * My name is...; This is my friend...; * What is your name? * It is nice/a pleasure to meet you. <p>b. Questions</p> <ul style="list-style-type: none"> • Weather <ul style="list-style-type: none"> * What is the weather like? <ul style="list-style-type: none"> · cloudy, sunny, rain, snow, sleet, fog, windy, etc. * What is the temperature? <ul style="list-style-type: none"> · warm, hot, cold, etc. * What is the weather like in...? <ul style="list-style-type: none"> · spring, summer, fall, winter • Health/Physical Conditions <ul style="list-style-type: none"> * How are you? <ul style="list-style-type: none"> · I am good/fine/ok/bad. * How are you feeling? <ul style="list-style-type: none"> · I am sick/happy/sad/tired/frustrated/angry/excited. * Is your ____ hurting? <ul style="list-style-type: none"> · My stomach/head/foot/finger/hand/throat/ leg/arm hurts. 	<p>1.2. Interpretative Communication</p> <p>A. Interpretive Language-Listening</p> <p>a. Classroom Language</p> <ul style="list-style-type: none"> • Directives <ul style="list-style-type: none"> * directions (take out...; open to page...; etc.) * commands (Stand up!; Sit down!; Be quiet!; Line up!; Write...; Listen...; Stop!; Look!; Draw...; Match...; Repeat...; Go!; Come...; Read...; Say...; etc.) * requests (Please may I...; Can I...?; etc.) <p>b. Personal Interest Topics</p> <ul style="list-style-type: none"> • Preferences • Family Life • Friends • Leisure Activities • School Activities • Everyday Occurrences <p>c. Visual Media</p> <ul style="list-style-type: none"> • Film/DVD/Web • TV Show/Commercials • Theatre/Musical Productions <p>d. Audio Presentation</p> <ul style="list-style-type: none"> • CD • Lecture • Radio • Podcast • Song/Music <p>B. Interpreting Written Language-Reading</p> <p>a. Classroom Language</p> <ul style="list-style-type: none"> • Directives <ul style="list-style-type: none"> * directions (take out..., open to 	<p>1.3. Presentational Communication</p> <p>A. Presentational Language-Speaking</p> <p>a. Presentations</p> <ul style="list-style-type: none"> • Songs • Poems • Stories <p>b. Brief Descriptions</p> <ul style="list-style-type: none"> • Familiar Topics <ul style="list-style-type: none"> * self * friends * family * home * school <p>c. Record Materials</p> <ul style="list-style-type: none"> • Puppet Show • Fashion Show • Weather Report <p>B. Presentational Language-Writing</p> <p>a. Illustrate and Present Materials</p> <ul style="list-style-type: none"> • Advertisement • Poster • Menu <p>b. Illustrated Stories</p> <ul style="list-style-type: none"> • Big Books • Posters • Dioramas • Cartoons <p>c. Personal Descriptions</p> <ul style="list-style-type: none"> • Self • Friends • Family • Home • School

STRAND 1: COMMUNICATION

- Self (Self describing sentences such as, “I am an athletic person.” or “I am funny.”)
- Friends and Family (Asking above questions directed toward others)
- c. Honorifics
 - See above Gestures
- d. Memorized Phrases
 - Request, Offer, Invite
 - * Would you like to come over?; Would you like to come to my party?; Can I come over?; You’re invited to my house/party.; Can I help you?; Can you tell me...?
 - Reply
 - * No, I’m sorry.; No, thank you.; Absolutely!; No, I cannot make it.; I am busy.; I would be happy/love to.
- Identifying and Describing**
- e. Personal Descriptions
 - Physical Appearance
 - * What does ____ look like?
 - S/he has brown/red/blonde/dark/ black hair, is tall/short, eye color, skin color, young/old, pretty/handsome.
 - Character/Personality
 - * What is ____ like?
 - S/he is funny/athletic/nice/ smart/shy/kind.
- f. Feelings/Emotions/State of Health
 - How are you? How are you feeling? How is your ____ doing? Is your ____ ill/doing well? Are you angry/sad/upset/etc..?

- page...)
- * commands (Stand up, sit down, Be quiet!, Line up, Write, Listen, Stop, Look, Draw, Match, Repeat, Go, Come, Read, Say)
- * Requests (Please may I..., Can I...?)
- b. Written Materials
 - Textbook passages
 - Magazine articles/ads
 - Newspaper articles/ads
 - Websites
 - Internet
 - Poetry
 - Stories
- c. Personal Interest Topics
 - Preferences
 - Family Life
 - Friends
 - Leisure Activities
 - School Activities
 - Everyday Occurrences
 - * e-mail
 - * letters
 - * messages
 - * notes
 - * text messages

STRAND 1: COMMUNICATION

- I am feeling _____. I'm fine. I'm better. My ____ is ill/doing well/etc...
- g. Attributes of Places and Things
- Proximity (Is the _____ far away/close by? on/under/in)
 - Color (What color is _____?)
 - Size (How big/small is _____?)
 - Shape (What shape is it?)

 - Quantity (How many ____ are there?)
 - Location (Where is the _____? What is the address/telephone number?)
 - Texture (Is it soft/rough/smooth/etc...?)
 - Weight/mass (Is it heavy/light?)

Exchanging Information

h. Familiar Topics

- Personal interests
 - * hobbies
 - * sports
 - * leisure activities
 - * fine arts
 - * travel
- Memorable experiences
 - * birthdays
 - * holidays
 - * ceremonies
 - * embarrassing situations
 - * vacations
- School activities
 - * school subjects
 - * after-school activities
- Family life
 - * household
 - * family members
 - * family events (marriage, divorce, births, deaths, etc...)

STRAND 1: COMMUNICATION

i. Information Exchange

- Time

- * What is the time?; When is...?;
When does it start/end?
- * The time is...; Half past...;
Quarter past/till...; Minutes
past/until...; Almost...

- Place

- * Where is...?;

- Price

- * How much does it cost?
· It costs...
- * cheap; expensive; sale; deal
- * currency

- Size

- * big; medium; small; biggest;
smallest

- Proximity to other locations

- * Do you live close to...?; I live
close to...

Exchanging Opinions

j. Likes/dislikes

- I like...; I dislike...; I despise...; I
find it...; My favorite is...; I hate...;
etc.

k. Opinions/Preferences

- I think...; I believe...; I feel...; I
prefer... rather than...; etc.

B. Interpersonal Reading/Writing (RW)

Socializing

a. Formatting, spelling etiquettes

- Letter

- * Dear...; Yours truly,...;
Sincerely,...; etc.

- Note

- * To:...; From:...

- E-mail (abbreviated forms)

STRAND 1: COMMUNICATION

- Text message (alternative spelling)
- Blog
- Webpage

WORLD LANGUAGES SCOPE AND SEQUENCE

Elementary Level (K-5)

STRAND 2: CULTURES

2.1 Practices and Perspectives

- A. Understanding the impact of historic events and governmental system within the target culture(s) (H)
- a. Major Historical Events
- * Moorish Rule of Spain (i.e. advances in astronomy, architecture, math)
 - * Pre-Columbian Civilizations (i.e. Aztec, Quechua (Inca), Maya, Tolteca)
 - * Exploration and Colonization (i.e. Columbus' voyages, conquistadores, establishment of slave trade.)
 - * Independence from Colonial Powers (i.e. Zapatistas, rebellion against French)
- b. Current Events - Resource List
- Resource List
 - * periodicals
 - newspapers
 - magazines
 - * Internet
 - news websites
 - blogs
 - social networking
 - government websites
- c. Cultural Expansion
- * emigration/immigration
 - * colonization
 - exploration
 - missionary/religious expansion/ integration/tolerance
 - * linguistic influences
 - * creative influences
- B. Understanding the role of family and community within the target culture(s)
- a. Family Structures and Friend Roles

2.2 Products and Perspectives

- A. Understanding the impact of geography and natural resources on the target cultures
- a. Countries, Capitals and Major Cities
- * Caribbean – Cuba (Havana), Dominican Republic (Santo Domingo), and Puerto Rico (San Juan)
 - * Central America – Guatemala (Guatemala), Costa Rica (San Jose), Panama (Panama City)
 - * Mexico – Mexico City
 - * South America – Argentina (Buenos Aires), Chile (Santiago), Peru (Lima), Venezuela (Caracas)
 - * Spain – Madrid, Barcelona
- b. Geographic Features
- * Caribbean
 - land features (i.e. the Sierras)
 - water features
 - * Mexico
 - land features (i.e. Sierra Madre mountains, Baja Peninsula, Yucatan Peninsula, and Ring of Fire)
 - water features (i.e. Gulf of Mexico)
 - * Central America
 - land features (i.e. Ring of Fire)
 - water features (i.e. Panama Canal)
 - * South America
 - land features (i.e. Andes Mountains, Amazon, and Galapagos Islands, and Ring of Fire)
 - water features (i.e. Amazon River)
 - * Spain
 - land features (i.e. Canary Islands, Balearic Islands, Sierra Nevada)
 - water features
- c. Surrounding Geography

STRAND 2: CULTURES

- * extended/nuclear family
- * community organization/cohesiveness
- * friends
- b. Daily Routines and Perceptions of Time
 - * siesta hour
 - * relaxed approach to time compared to typical American
- c. Daily Needs and Community Infrastructure
 - Housing
 - Shopping
 - Food Preparation
 - Transportation
 - Health Care
 - Public Services
- d. Leisure Activities
 - * athletic activities
 - soccer (majority of Spanish speaking countries)
 - baseball (Dominican Republic and Puerto Rico)
 - swimming
 - * artistic activities
 - * cinema
 - telenovelas
 - * comics
 - * vacation
 - eco-tourism
- e. Holidays/Celebrations
 - * civil/religious
 - Christianity (i.e. Christmas, Las posadas, El dia de los reyes)
 - Judaism
 - Islam
 - Syncretismo (blending of Christianity and African religions)
 - independence celebrations (i.e. September 16th in Mexico)
 - * regional
 - * personal/family
 - birthdays (i.e. piñata, pushing face into cake, las mañanitas, la quinceñera)

- * Caribbean/Central America/Mexico/ South America/Spain
 - land features
 - water features
- d. Climate/Weather
 - * Caribbean/Central America/Mexico/ South America/Spain
 - hemisphere
 - seasons
 - average temperatures
 - natural disasters
- B. Understanding the importance of cultural and creative heritage within the target culture(s) (C)
 - a. Current Cultural Icons – Resource List
 - b. Historic Cultural Icons
 - * political leaders
 - * historical figures
 - * famous artists and authors
 - * celebrities
- C. Understanding the artifacts associated with family and community life within their target culture(s)
 - a. Products needed for daily routines and basic needs
 - * vocabulary of daily necessities
 - b. Native Products
 - * imports and exports
 - food
 - textiles
 - toys
 - tools
 - c. Products for leisure
 - * game equipment
 - * sport equipment
 - * hobbies
 - d. Products for Holidays
 - Spanish
 - * civil/religious
 - * regional

STRAND 2: CULTURES

- anniversaries
 - weddings (i.e. flower rope, godparents for different jobs)
 - baptisms
 - funerals
- C. Understanding education, employment and the economy in the target culture(s)
- a. School
 - * courses
 - * daily school schedules
 - * activities
 - b. Economic System
 - c. Jobs

- * personal/family
- D. Understanding the artifacts associated with education, employment and the economy in the target culture(s)
- a. Products for education
 - Spanish
 - * classroom materials
 - * art/craft materials
 - * school subjects and courses
 - * school equipment
 - * school personnel
 - b. Natural Resources, Commercial Products, Services, and Industries
 - Spanish
 - * textiles
 - * food products
 - * energy sources
 - * manufacturing
 - * transportation
 - * tourism
 - c. Currency
 - * peso
 - * euro

WORLD LANGUAGES SCOPE AND SEQUENCE
Elementary Level (K-5)

STRAND 3: CONNECTIONS	STRAND 4: COMPARISONS	STRAND 5: COMMUNITIES
<p>3.1 Knowledge</p> <p>a. Reinforcement</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> * reading <ul style="list-style-type: none"> ▪ phonemic awareness ▪ phonics ▪ word recognition ▪ vocabulary ▪ fluency ▪ narrative text ▪ informational text ▪ comprehension * writing <ul style="list-style-type: none"> ▪ genre ▪ process ▪ personal style ▪ grammar & usage ▪ spelling ▪ handwriting * speaking <ul style="list-style-type: none"> ▪ conventions ▪ discourse * listening & viewing <ul style="list-style-type: none"> ▪ conventions ▪ response • Mathematics <ul style="list-style-type: none"> * numbers <ul style="list-style-type: none"> ▪ meaning ▪ notation ▪ place Value ▪ comparisons ▪ estimation * operations 	<p>4.1 Comparing Languages</p> <p>a. Vocabulary</p> <ul style="list-style-type: none"> • Similarities and Differences <ul style="list-style-type: none"> * cognates * borrowed words <p>b. Grammatical Structure</p> <ul style="list-style-type: none"> • Similarities and Differences <p>c. Register/Honorifics</p> <ul style="list-style-type: none"> • Similarities and Differences <p>d. Phonological Features</p> <ul style="list-style-type: none"> • Similarities and Differences <ul style="list-style-type: none"> * pronunciation * intonation * tone <p>4.2 Comparing Cultures</p> <p>a. Cultural Practices</p> <ul style="list-style-type: none"> • Comparisons <ul style="list-style-type: none"> * using information from Strand 2: Cultures <p>b. Cultural Products</p> <ul style="list-style-type: none"> • Comparisons <ul style="list-style-type: none"> * using information from Strand 2: Cultures 	<p>5.1 Use of Language</p> <p>a. Exchange Information</p> <ul style="list-style-type: none"> • Nationally <ul style="list-style-type: none"> * meet-and-greets * presentations * pen pals * key pals * e-mail * electronic presentations • Internationally <ul style="list-style-type: none"> * meet-and-greets * presentations * pen pals * key pals * e-mail * electronic presentations <p>b. Services</p> <ul style="list-style-type: none"> • School District <ul style="list-style-type: none"> * skits * plays * musical presentations * readings <p>5.2 Personal Enrichment</p> <p>a. Classroom Setting</p> <p>b. Print and Electronic Materials</p> <ul style="list-style-type: none"> • Personal Interest • Enjoyment <p>c. Careers</p> <ul style="list-style-type: none"> • Career Skills • Cross-cultural Needs

STRAND 3: CONNECTIONS	STRAND 4: COMPARISONS	STRAND 5: COMMUNITIES
<ul style="list-style-type: none"> ▪ addition ▪ subtraction * algebra <ul style="list-style-type: none"> ▪ patterns * measurement <ul style="list-style-type: none"> ▪ units ▪ conversions * geometry <ul style="list-style-type: none"> ▪ shapes • social studies <ul style="list-style-type: none"> * myself and others * families and schools * the local community * state study * United States study * cultural history • Science <ul style="list-style-type: none"> * life science <ul style="list-style-type: none"> ▪ organization of living things * earth science * earth systems <p>3.2 Point of View</p> <ul style="list-style-type: none"> a. Materials <ul style="list-style-type: none"> • Audio • Visual • Print 		

Scope and Sequence Overview K-8 World Language Spanish

(Common core aligned - NOVICE LEVEL)

Source: <http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards>

KEY IDEAS AND DETAILS

Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support. Interpret informational texts with text features that support meaning, such as graphs and charts.

CRAFT AND STRUCTURE

Identify people and objects in their environment or from other school subjects, based on oral and written description. Recognize that cognates and previously learned structures enhance comprehension of spoken and written language. Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum)

INTEGRATION OF KNOWLEDGE

Use content knowledge learned in other subject areas to comprehend spoken and written messages in authentic texts, on familiar topics in highly predictable contexts, and with text features that support meaning visually or graphically, such as illustrations, captions, section headers, graphs, or charts.

RANGE OF READING

Comprehend the principal message contained in various media such as illustrated texts, posters or advertisements, in familiar contexts and with text features that support meaning visually or graphically.

TEXT TYPES AND PURPOSES

Use simple sentences on very familiar topics to write: · explanations of products and/or practices of their own culture to peers in the target culture. · short notes, messages and brief reports about themselves, people and things in their environment. · illustrated stories about activities or events in their environment. · charts created to identify pros and cons of an argument

PRODUCTION OF WRITING

Produce written and spoken messages such as short notes, messages, stories or reports about people and things in their environment using a variety of media, including print and digital tools.

Make corrections and edit work when receiving feedback from teacher or peer.

RESEARCH TO PRESENT KNOWLEDGE

Explain a local or global practice, product, or issue. Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers Identify key details to support an opinion

RANGE OF WRITING

Write using a limited range of vocabulary on previously studied topics. Write a response to video or text prompts. Research, organize and present a topic given an outline, template, or graphic source.

COMPREHENSION AND COLLABORATION:

During highly predictable interactions on very familiar topics, communicate by using basic statements. Communication often requires support from others to maintain the conversation and obtain comprehensibility. Demonstrate limited awareness of and imitate some culturally-appropriate behaviors. Share likes and dislikes in conversation with others. Give and follow simple instructions to participate in meaningful activities within and across cultures. Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia. Collaborate to solve simple real life problems. Interpret visual or auditory cues of the target language, such as gestures or intonation.

PRESENTATION OF KNOWLEDGE AND IDEAS

Communicate one's message when presenting rehearsed material on familiar topics. Present with a variety of media, including digital media or visual displays, short oral messages or reports about familiar people, places, things or events, in their community. Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.