

Mansfield Public Schools

Spanish Language Curriculum 2-5

The content of this curriculum is divided into the five main goals of world language learning: Communication, Culture, Connections, Comparisons, and Communities.

1. Communication

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

- Students will engage in conversations relating to personal facts and experiences, learned information, and topics of interest.
- Students will provide and obtain appropriate information in order to engage in simple travelling exchanges such as shopping and talking with a host family.
- Students will express feelings and emotions using appropriate set expressions and gestures.
- Students will use basic vocabulary and phrases to express opinions on familiar topics of interest.
- Students will use the following communicative functions and vocabulary for communication:

Communicative functions:

Socializing:

(No) Estoy _____.

(No) Soy (de) _____.

(No) Vivo en _____. Vive en _____.

(No) Voy a _____./ Vamos a _____ (place/verb).

Exchanging information:

(Yo) Tengo _____. No tengo _____.

Sí. / No.

(No) Hay _____.

¿Qué es _____? ¿Qué son _____?

¿Cómo es _____?

(No) Es (son) _____.

(No) Está (n) _____.

¿Dónde está?

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Expressing opinions and making requests:

Me gusta (n) _____. No me gusta(n)_____.
_____ por favor.

Comprehension only: (No) Necesito _____.
Quiero _____.

Vocabulary:

Greetings and leave-takings:

Production: Hola. Buenos días. Buenas tardes. Hasta mañana. Adiós.

Courtesies:

Production: Gracias. De nada. Perdón. Por favor. Feliz cumpleaños.

Self and introductions:

Production: Me llamo _____. / Se llama _____. ¿Cómo te llamas? ¿Cómo se llama?
Tengo ____ años. ¿Cuántos años tienes?
¿Cómo estás? ¿Cómo está usted? Estoy bien / más o menos / mal.
Tengo frío / calor / hambre / sed.

Comprehension: Se llama _____.
Está bien.
¿Cuándo es tu cumpleaños?
¿De dónde eres?
¿Quién es? ¿De quién es?

Weather Expressions:

Production: Hace frío. Hace calor. Hace sol. Hace viento.
Está nublado. Lluve. Nieva. Hace buen / mal tiempo.

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Calendar and Time:

Production: Months: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
Days of the week: lunes, martes, miércoles, jueves, viernes, sábado, domingo
primero de _____. Hoy es _____. ¿Cuándo?
Numbers 1-31 (counting and in isolation)
Seasons: el invierno, el verano, la primavera, el otoño
Time: hours and half-hours, el reloj

Comprehension: ¿Cuál es la fecha de hoy?

In the Classroom:

Production: Classroom Objects: la escuela, la maestra / el maestro, el lápiz, los crayones, la carpeta, la bandera, el mapa, la ventana, el libro, el papel, la goma.
School Subjects: el inglés, el español, la matemática, el arte, la música, la educación física, la ciencia, la geografía.

Comprehension: el / la estudiante
Commands: Escuchen. Siéntense. Levántense. Levanten la mano. Miren. Silencio. Escriban. Hablen (en voz más alta o baja). Repitan. Canten. Aplaudan. Toquen.

Foods:

Of the following foods that will be covered in grades 2-5, students will be able to recall and produce five:

la manzana, el durazno, la fresa, la piña, la pera, el mango, la cereza, la ciruela, el coco, la banana (el plátano), la sandía, la naranja, el limón, la toronja, las uvas, el arroz, el maíz, el tomate, la patata (papa).

Comprehension: ¿Te gusta (____)? ¿Cuál es tu fruta favorita?

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Descriptions:

Production:

Colors: azul, rojo/a, amarillo/a, verde, morado/a, rosa (rosado/a), blanco/a, negro/a, anaranjado/a, gris, café

Shapes: el círculo, el cuadrado, el triángulo, el rectángulo

Adjectives: grande / pequeño/a, mucho/a, favorito/a

Comprehension: ¿De qué color es? ¿Cuál es más ____? ¿Cuántos/as?

Family, friends, and home:

Production: la casa, la familia, la madre (mamá), el padre (papá), el hermano, la hermana, el abuelo, la abuela, el niño, la niña, la mujer, el hombre, el señor, la señora, la señorita

Comprehension: ¿Cuántos hermanos tienes tú? El amigo, la amiga

Body Parts:

Production: la cabeza, los pies, las manos, la boca, los ojos, las orejas

Comprehension: los brazos, el pelo, las piernas, los dedos, las rodillas, la nariz, el corazón

Animals:

Of the following animals that may be covered in grades 2-5, students will be able to recall and produce five:

el perro, el gato, el caballo, el pájaro, el pez, la tortuga, el águila, la llama, el cóndor, la serpiente, el coquí, el mono, el burro, el conejo, el venado, la ardilla, el mapache, el oso, el ratoncito, el oveja, el ballena, el dinosaurio

Comprehension: ¿Cuántas patas tiene? ¿Dónde vive?

Nature and environment:

Production: las flores, el árbol, el sol, las estrellas, la luna, las montañas, la isla, el desierto, la hoja, la tierra, el agua, el aire, la planta

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Geography and directions:

Production: el continente, el país, el norte / el sur / el este / el oeste,
la derecha / la izquierda, arriba / abajo, el centro, aquí / allí,
en _____ , ¿Dónde está?
All Spanish- speaking country names
el mar Caribe, el océano Atlántico

Comprehension: la selva (tropical), el pueblo, el ecuador

Sports:

Of the following sports that may be covered in grades 2-5, students will be able to recall and produce two:

el tenis, el fútbol, el golf, el baloncesto, el fútbol americano, el patinaje, la equitación, el hockey, el karate, la natación

Comprehension: los deportes

Alphabet: Recognition and pronunciation of all letters

- Students will engage in writing sentences composed of the above communicative functions and vocabulary in controlled settings such as fill-in-the-blanks, simple dictation, student-created books, and short lists.

B. Students will understand and interpret spoken and written Spanish on a variety of topics.

- Students will interpret the general meaning of simple spoken material such as songs, poems, lists, and stories.
- Students will comprehend the main short conversations between peers and adults on learned topics.
- Students will appropriately respond to a variety of classroom commands and questions and questions on learned topics.
- Students will interpret simple written material including lists, maps, short notes, charts, graphs, short stories, and role-play dialogues.

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C. Students will present information, concepts and ideas in Spanish to an audience of listeners or readers on a variety of topics.

- Students will give brief oral presentations about themselves, a country, an animal, or other familiar topics.
- Students will recite poems, sing songs, or perform short dialogues in front of an audience.
- Students will create lists or short notes containing information about themselves or a familiar topic to be shared with peers or adults.

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2. Culture

A. Students will demonstrate an understanding of the relationship between the practices and perspectives of the different Hispanic cultures.

- Students will use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions such as addressing their teachers formally (using Señor / Señora / Señorita) and their classmates informally and accompanying greetings with a handshake.
- Students will participate in age-appropriate cultural activities such as games, songs, chants, and celebrations appropriate to the Hispanic Community.

B. Students will demonstrate an understanding of the relationship between the products and perspectives of the different Hispanic cultures.

- Students will observe and be able to identify the following tangible products of Spanish culture: las maracas, la mola, el sombrero, el tambor, la piñata, and flags of Spanish-speaking countries.
- Students will observe and recognize a variety of objects as products of Spanish culture (i.e. el girasol, la clementina, el chonchón, el turrón, la marimba, el palo de lluvia, la chirimoya, la máscaras, la guitarra, el sarape, la zampoña, etc.).
- Students will experience, hear, or read about expressive products of Spanish speakers such as children's songs, children's literature, traditional poetry, chants, and rhymes.

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3. Connections

A. Students will reinforce and further their knowledge of other disciplines through Spanish:

(Language Arts)

- Students will participate in a variety of mini-dramas (role-plays) and make connections to topics taught in Language Arts classes.

(Geography / Social Studies)

- Students will be able to locate all Spanish-speaking countries on a world map.
- Students will identify the basic facts about the journey of Cristóbal Colón. (Some English may be necessary).

(Mathematics)

- Students will perform simple mathematical functions such as addition, subtraction, graphing, and charting in Spanish.

(Science)

- Students will differentiate between fruits that are tropical and non-tropical.
- Students will describe the daily weather.
- Students will identify simple characteristics and/or objects related to the four seasons.

(Art)

- Students will observe and describe colors and/or objects found in a variety of works by artists from Spanish-speaking countries.

(Music)

- Students will identify the country / place of origin of at least four of the following instruments: las maracas (Caribbean), el cencerro (Africa), el g†iro (Caribbean), el tambor (Africa), la marimba (Central America), el palo de lluvia (Chile).

(Physical Education)

- Students will engage in a variety of activities that require physical movement and following a sequence of directions such as classroom commands, songs, and dances.

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B. Students acquire information and recognize the distinctive viewpoints that are available only through the Spanish language and its many cultures.

- Students read, listen to, and talk about the cultural bases of age-appropriate school content, folk tales, short stories, poems, and songs written for native speakers of Spanish.

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4. Comparisons

A. Students will demonstrate and understanding of the nature of language through comparisons of Spanish to their native language. (some English may be necessary).

- Students will recognize the appropriate usage of "tú" for children and "usted" for adults.
- Students will describe some simple pronunciation differences between Spanish and English consonants and vowels.
- Students will identify some commonly used Spanish / English cognates.
- Students will describe simple differences in Spanish and English sentence structure such as descriptive adjectives following nouns, use of the inverted question mark and exclamation point, and differences in capitalization rules.
- Students will describe differences in format of the complete date in Spanish and English.

B. Students will demonstrate an understanding of the concept of culture through comparisons of Spanish culture to their native culture. (English may be necessary).

- Students will describe simple similarities and differences between the objects in a Spanish child's daily life and their own (food, toys, etc.).
- Students will describe simple similarities and differences in the practices of Spanish daily life and their own (handshakes, customs, pet care, etc.)

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5. Communities

A. Students will use Spanish both within and beyond the school setting.

- Students will complete at least three assignments each year which require them to interact with family or other adults at home.
- Students will participate in at least one school-wide event each year in which they use and / or perform in Spanish.
- Students will observe, listen to, or participate in performances, guest-speaker visits, discussions, or movies by native Spanish speakers from the outside community.

B. Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

- Students read materials in Spanish, watch Spanish television programs for children, and listen to music from Spanish-speaking countries for personal enjoyment.
- Students play culturally authentic games.