



# Curriculum Scope and Sequence

Grade: Pre-K Subject: Spanish

<b>Major Concepts or Topics Covered</b>	<b>Major Skills Developed</b>	<b>Benchmark Activities, Projects or Products</b>	<b>Texts and Major Resources</b>
<p>Total Physical Response:</p> <p>Total Physical Response Storytelling:</p>	<p>1: A series of command vocabulary for students to act out:            Sit down, stand up, touch, window, floor, door, raise or pick up, clap, turn around, jump, point to, walk, put, lights, white board, chair, pencil, book, paper, wall, ceiling, pen.</p> <p>2) Parts of body:            Eyes, ears, nose, mouth, hair, arms, hands, head, feet, legs, stomach.</p> <p>3) Prepositions:            Above, below, beside, in front of, behind, on, in.</p> <p>Students make up stories or sentences using learned vocabulary to share with others in class.</p> <p>1) Verbs: Run, write, listen, talk, work, play, walk, dance, sing, swim, eat, drink, go up, go down, jump, touch, have, pick up, point to, go, see, sit, sleep, is.</p> <p>2) Animals: Alligator, bird, fish, bear, dog, cat, turtle, tiger, horse, cow, rabbit, kangaroo, pig, mouse, sheep, monkey, elephant, giraffe, worm, whale.</p> <p>3) Numbers: 1-20.</p> <p>4) Colors: Red, blue, green, white, black, purple, pink, brown, and yellow.</p> <p>Locations: street, house, park, school, outside, inside, church.</p> <p>Question words: What? Who? How? When? How many? Where?</p>	<p>Follow the National Foreign Language Standards. These are also known as the 5 C's: Communication, Cultures, Connections, Comparisons and Communities.</p> <p><b>Communication:</b></p> <p>Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p> Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p> Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Cultures</b></p> <p> Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</p> <p> Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of cultures studied.</p> <p><b>Connections</b></p> <p> Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p> Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<ul style="list-style-type: none"> <li>* Pictures for commands.</li> <li>* Pictures of numbers</li> <li>* Pictures of animals</li> <li>* Pictures of places</li> <li>* Story pictures</li> <li>* "TPRS Storytelling" by Blaine Ray</li> <li>* "Teaching Spanish with the Arts"</li> <li>* Spanish Color Sheets</li> <li>* Video "Mexican Holidays"</li> <li>* Video "Christmas in Mexico"</li> <li>* Puppets</li> <li>* Realia (clothing, objects and articles students can touch)</li> <li>* "The Complete Book of Spanish"</li> <li>* "TPRS storytelling" by Todd McKay.</li> </ul>

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<p>Culture:</p> <p>Christian Worldview/Bible:</p>	<p>Spanish/Latin American Holidays: Christmas, Day of the Children, Mother's Day.</p> <p>How did Languages come to be? (Tower of Babel story).</p> <p>Does God really love all the Children of the world?</p> <p>How are we to treat those who are different?</p> <p>Learn Bible verses in Spanish: I John 4:8, Genesis 1:1</p> <p>Learn Song: Cristo Ama Ninos Como tu (Jesus loves children like you) My God is So Big</p>	<p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>☐ Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>☐ Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul> <p><b>Communities:</b></p> <ul style="list-style-type: none"> <li>☐ Standard 5.1 Students use the language both within and beyond the school setting.</li> <li>☐ Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</li> </ul> <p><b>Spanish Chapel:</b></p> <p>Incorporate at least one Spanish chapel where students can display their abilities and practice the language. Students are always anxious to show off what they can do in Spanish.</p>	