

French and Spanish Curriculum Jr.K-5th at Carden West School

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Overview and Philosophy

The French and Spanish programs at Carden West School are dedicated to providing students with the opportunity to learn in an interactive learning environment where students feel engaged and safe to practice the oral and written aspects of the languages while having fun at the same time. My belief is that a foreign language should be acquired as naturally as possible in the manner that children learn through music, games, projects, group and partner activities, and a method called TPRS (Total Physical Response Storytelling). In the younger grades (K-2) emphasis is initially on oral acquisition with writing and listening comprehension incorporated at ability appropriate levels. In the upper grades, (3-5) the oral aspect of the language is essential as well as the skills of writing, basic grammar, and listening comprehension. The marriage of oral, written, listening comprehension, and reading skills is the ultimate goal by the end of the 5th grade. Teaching units are theme-oriented and the upper grades have project-based curriculum as well in order to allow them to explore the languages and cultures through their own passions and interests in more depth. Cultural celebrations and lessons are integral to both French and Spanish and play a primary role in understanding another language and culture.

Both French and Spanish are taught from a global perspective with culture and customs including the French-speaking world and the Spanish-speaking world respectively. In French, in addition to France, students will study such countries as Canada (Québec), French-speaking Africa (e.g. Sénégal, Côte d'Ivoire, Maroc to name a few), the French Caribbean, Switzerland, Belgium, Luxembourg, and Lebanon, while learning how the French language has influenced these countries and their customs and the fusion of the cultures. In Spanish, the students will study not only Mexico, but Latin America, the Caribbean, Puerto Rico, Cuba, and Spain. They will learn the subtle and unique differences that these countries offer while still being united by the one common language of Spanish.

Curriculum and Materials

Teaching curriculum and materials are carefully selected according to age suitability and developmental suitability are evaluated regularly. Lessons are systematic but allow ample space for creativity and flexibility at the pace of the students.

The World Languages program at Carden West (French, Spanish, and Mandarin) use the standards from ACTFL (American Council on the Teaching of Foreign Language) as our guidelines to design the program.

5Cs: Communication, Cultures, Connections, Comparisons, and Communities

4 Skills: Listening, Speaking, Reading, Writing

3 Modes: interpersonal, interpretive, presentational

Students in Kindergarten (including Junior K), 1st, 2nd, and 3rd grades meet twice a week for 30 minutes a class period. Students in 4th and 5th grades meet twice a week for 45 minutes a class period.

Cultural celebrations are an integral part of the integration of culture with language. French students will choose to celebrate such holidays as Mardi Gras, *La Fête des rois* (King's Day), an Autumn festival with crêpes, along with recognition of other Francophone traditions. Spanish students might celebrate Cinco de Mayo, December traditions, El Día de los muertos, or a piñata party. Parents may sign up to help out during the Back-to-School Night meeting or contact the teacher. All contributions and help are greatly appreciated. Upper grades (notably 4th and 5th) may have a field trip or a French meal as part of their cultural celebrations depending on availability of field trips.

French: Junior K/Kindergarten

Materials and curriculum to be covered over the course of the year

- ❖ Greetings: Hello, good-bye, thank you, please.
- ❖ Classroom language, commands such as stand up, sit down, be quiet, etc.
- ❖ Family members: basic (Mom, Dad, sister, brother, grandmother, grandfather)
- ❖ Counting to 10, learning to tell one's age
- ❖ Colors, vocabulary and nouns used with colors, e.g. Le ciel est bleu.
- ❖ Animals: Barnyard, domestic, wild
- ❖ Objects of the classroom; school supplies like pencils, erasers, paper, books, scissors
- ❖ Nationality: Je suis américain. Flags of the francophone world.
- ❖ Fruits and vegetables: apples, oranges, bananas, strawberries, grapes, etc.
- ❖ Festivals and holidays celebrated in the French-speaking world (La Toussaint, Noel, Hanukah, King's Day, Mardi Gras)
- ❖ Songs, poems, rhymes, games, Total Physical Response
- ❖ Food Unit: basic including fruits, vegetables, bread, milk, desserts, etc.
- ❖ Activities: verbs such as to eat, to dance, to draw, to sing, to read, to swim, to play a sport, to jump, etc.

Grade 1:

- ❖ Family members: review of immediate family and additional vocabulary based on level
- ❖ Colors: dark and light, used as adjectives
- ❖ Numbers: count to 20
- ❖ Animals: continuation of barnyard, domestic, and wild used in small sentences and in stories
- ❖ Objects of the classroom (more in depth)
- ❖ Classroom commands: sit down, stand up, jump, read, eat, smile, etc.
- ❖ Asking permission: May I get a drink of water?, May I use the restroom?
- ❖ Action verbs: run, jump, climb, write, read, count, clap your hands
- ❖ More food vocabulary, meals: breakfast, lunch, dinner, breakfast items, lunch items, dinner items: express likes and dislikes
- ❖ Celebrations and festivals
- ❖ Stories, songs, games, poems, rhymes

- ❖ TPRS (Total Physical Response Storytelling)
- ❖ Transportation: car, train, airplane, boat, taxi, motorcycle, bicycle, helicopter
- ❖ Places: school, library, house, nature (forest, lake, river, mountain), etc.
- ❖ Begin to learn about the different countries and places that speak French (francophone countries)

Grade 2:

- ❖ Continued study of family members, more extensive relationships
- ❖ Use of adjectives and agreement with nouns: e.g. *La maison est blanche.*
- ❖ Numbers to 30 or greater
- ❖ Addition and subtraction in French
- ❖ Days, months, dates
- ❖ Making affirmative and negative sentences
- ❖ Telling time: hour, minutes, seconds. Asking what time it is and what time something starts.
- ❖ Daily routines: reflexive verbs such as to get up, to sit down, to go to bed, etc.
- ❖ Study of principal verbs such as *être*, *avoir*, *aller*, and *faire*
- ❖ Clothing: dress, pants, shirts, shoes, hat, socks, raincoat, sunglasses, belt, etc.
- ❖ Using the verb *porter* with clothing such as “*Je porte un chapeau aujourd’hui.*”
- ❖ French festivals and holidays
- ❖ Studying the various francophone countries around the world
- ❖ Music, stories, songs, games
- ❖ Introduction to seasons and weather such as “*Il pleut*” (It’s raining”) and “*Il fait du soleil*” (It’s sunny.)
- ❖ How to say “I am cold”, “I am hot”, “I am hungry”, “I am thirsty” in French using the verb *avoir*
- ❖ Learning to express feelings such as “I am happy”, “I am sad”

Grade 3:

- ❖ Classroom vocabulary: book, chair, lamp, computer, pencil, paper, etc.

- ❖ Use colors with vocabulary studied throughout the year
- ❖ Days of the week, months, years, birthdays
- ❖ Numbers to 100 and more
- ❖ Learning how to say phone numbers and telling one's age
- ❖ Basic math in French: addition, subtraction, multiplication
- ❖ More food vocabulary and describing likes, dislikes, and preferences
- ❖ Clothing and the use of the verb *porter*, e.g. "Je porte un pantalon".
- ❖ Adjective use with nouns, regular and irregular adjectives
- ❖ Primary verbs: *être, avoir, aller, faire*
- ❖ Telling nationality, e.g. "Je suis américain".
- ❖ Affirmative and negative sentences
- ❖ Body parts, naming parts of the body through games
- ❖ Weather
- ❖ Use of expressions that use the verb *avoir* such as "J'ai froid" (I am cold.)
- ❖ Sports and the uses of the verbs *faire* and *jouer à*
- ❖ Musical instruments and the use of the verb *jouer de*
- ❖ The cultures of France and the French-speaking world
- ❖ Studying verbs that end in *er, ir, and re*
- ❖ Professions with the verbs *être* and *vouloir*
- ❖ Festivals, songs, games, and stories
- ❖ Introduction to fairy tales such as *Cendrillon (Cinderella)* by Charles Perrault
- ❖ Study of the monuments of Paris and the city of Paris
- ❖ French Geography

Grades 4 and 5:

- ❖ Short conversations with greetings
- ❖ Expressing gratitude and apology
- ❖ Saying "Thank you" and "You are welcome"
- ❖ House vocabulary such as "bedroom, kitchen, etc.
- ❖ Household furniture and appliances such as "bed", "oven", etc.
- ❖ Creating a dream house using house and household vocabulary
- ❖ Using "Il y a" to describe what is in one's home
- ❖ More body parts using adjectives
- ❖ Food and flavor/taste, restaurant and meal time vocabulary
- ❖ Telling time, asking at what time something begins or ends

- ❖ Military time (Official time)
- ❖ Directions
- ❖ Clothing
- ❖ Principal verbs and regular verbs
- ❖ Irregular verbs such as *vouloir*, and *pouvoir*
- ❖ French-speaking countries of the world and projects
- ❖ Geography of France and monuments/tourist attractions
- ❖ Flags of the French-speaking world
- ❖ Expressing emotions and feelings
- ❖ Reading poetry and writing with adjectives
- ❖ Songs, games, festivals, and cultural activities
- ❖ Skits and drama using French
- ❖ Numbers to one billion and continued basic math, phone numbers, and street addresses
- ❖ City and downtown vocabulary such as library, bookstore, shopping center, museum, park, etc.
- ❖ Using the verb *aller* to express where one is going
- ❖ Telling time with half and quarter hours as well as official or military time
- ❖ Body parts and how one is feeling with the verb *se sentir*
- ❖ Family members
- ❖ Review of sports, pastimes, and musical instruments
- ❖ Professions
- ❖ Cultural activities, games, festivals, and music

Spanish: Junior K/Kindergarten

Materials and curriculum to be covered over the course of the year

- ❖ Greetings: Hello, good-bye, thank you, please.
- ❖ Classroom language, commands such as stand up, sit down, be quiet, etc.
- ❖ Family members: basic (Mom, Dad, sister, brother, grandmother, grandfather)
- ❖ Counting to 10, learning to tell one's age
- ❖ Colors, vocabulary and nouns used with colors, e.g. El gato es negro.
- ❖ Animals: Barnyard, domestic, wild
- ❖ Objects of the classroom; school supplies like pencils, erasers, paper, books, scissors
- ❖ Nationality and flags of the francophone world

- ❖ Fruits and vegetables: apples, oranges, bananas, strawberries, grapes, etc.
- ❖ Festivals and holidays celebrated in the Hispanic world (Day of the Dead, Cinco de Mayo, Navidad)
- ❖ Songs, poems, rhymes, games, Total Physical Response
- ❖ Food Unit: basic including fruits, vegetables, bread, milk, desserts, etc.
- ❖ Activities: verbs such as to eat, to dance, to draw, to sing, to read, to swim, to play a sport, to jump, etc.

Grade 1:

- ❖ Family members: review of immediate family and additional vocabulary based on level
- ❖ Colors: dark and light, used as adjectives
- ❖ Numbers: count to 20
- ❖ Animals: continuation of barnyard, domestic, and wild used in small sentences and in stories
- ❖ Objects of the classroom (more in depth)
- ❖ Classroom commands: sit down, stand up, jump, read, eat, smile, etc.
- ❖ Asking permission: May I get a drink of water?, May I use the restroom?
- ❖ Action verbs: run, jump, climb, write, read, count, clap your hands
- ❖ More food vocabulary, meals: breakfast, lunch, dinner, breakfast items, lunch items, dinner items: express likes and dislikes
- ❖ Celebrations and festivals
- ❖ Stories, songs, games, poems, rhymes
- ❖ TPRS (Total Physical Response Storytelling)
- ❖ Transportation: car, train, airplane, boat, taxi, motorcycle, bicycle, helicopter
- ❖ Places: school, library, house, nature (forest, lake, river, mountain), etc.
- ❖ Begin to learn about the different countries and places that speak Spanish

Grade 2:

- ❖ Continued study of family members, more extensive relationships
- ❖ Use of adjectives and agreement with nouns: e.g La casa es verde.
- ❖ Numbers to 30 or greater

- ❖ Addition and subtraction in Spanish
- ❖ Days, months, dates
- ❖ Making affirmative and negative sentences
- ❖ Telling time: hour, minutes, seconds. Asking what time it is and what time something starts.
- ❖ Daily routines: reflexive verbs such as to get up, to sit down, to go to bed, etc.
- ❖ Study of principal verbs such as *ser*, *estar*, *hacer*, and *ir*
- ❖ Clothing: dress, pants, shirts, shoes, hat, socks, raincoat, sunglasses, belt, etc.
- ❖ Using verbs with clothing such as *llevar*.
- ❖ Spanish festivals and holidays
- ❖ Studying the various Spanish-speaking countries around the world
- ❖ Music, stories, songs, games
- ❖ Introduction to seasons and weather such as “It’s raining” and “It’s sunny”.
- ❖ How to say “I am cold”, “I am hot”, “I am hungry”, “I am thirsty” in Spanish using the verb *tener*
- ❖ Learning to express feelings such as “I am happy”, “I am sad”

Grade 3:

- ❖ Classroom vocabulary: book, chair, lamp, computer, pencil, paper, etc.
- ❖ Use colors with vocabulary studied throughout the year
- ❖ Days of the week, months, years, birthdays
- ❖ Numbers to 100 and more
- ❖ Learning how to say phone numbers and telling one’s age
- ❖ Basic math in Spanish: addition, subtraction, multiplication
- ❖ More food vocabulary and describing likes, dislikes, and preferences
- ❖ Clothing and the use of the verb *llevar*.
- ❖ Adjective use with nouns, regular and irregular adjectives
- ❖ Primary verbs: *ser*, *estar*, *hacer*, *ir*
- ❖ Telling nationality, e.g. “Soy americano.”
- ❖ Affirmative and negative sentences
- ❖ Body parts, naming parts of the body through games
- ❖ Weather
- ❖ Use of expressions that use the verb *tener* such as *Tengo frio*.
- ❖ Sports and the uses of the verb *jugar*

- ❖ Musical instruments and the use of the verb *tocar*
- ❖ The cultures of the Spanish-speaking world
- ❖ Studying verbs that end in *er*, *ir*, and *ar*
- ❖ Professions with the verbs *ser*, *gustar*, and *querer*
- ❖ Festivals, songs, games, and stories
- ❖ Introduction to fairytales in Spanish
- ❖ Geography in Spanish

Grades 4 and 5:

- ❖ Short conversations with greetings
- ❖ Expressing gratitude and apology
- ❖ Saying “Thank you” and “You are welcome”
- ❖ House vocabulary such as “bedroom, kitchen, etc.
- ❖ Household furniture and appliances such as “bed”, “oven”, etc.
- ❖ Creating a dream house using house and household vocabulary
- ❖ Using “Hay” to describe what is in one’s home
- ❖ More body parts using adjectives
- ❖ Food and flavor/taste, restaurant and meal time vocabulary
- ❖ Telling time, asking at what time something begins or ends
- ❖ Directions
- ❖ Clothing
- ❖ Principal verbs and regular verbs
- ❖ Irregular verbs such as *poder*, *querer*, and *gustar*
- ❖ Spanish-speaking countries of the world and projects
- ❖ Geography of the Hispanic world
- ❖ Flags of the Spanish-speaking world
- ❖ Expressing emotions and feelings
- ❖ Reading poetry and writing with adjectives
- ❖ Songs, games, festivals, and cultural activities
- ❖ Skits and drama using Spanish
- ❖ Numbers to one billion and continued basic math, phone numbers, and street addresses
- ❖ City and downtown vocabulary such as library, bookstore, shopping center, museum, park, etc.
- ❖ Using the verb *ir* to express where one is going
- ❖ Telling time with half and quarter hours

- ❖ Body parts and how one is feeling with the verb *sentirse*
- ❖ Family members
- ❖ Review of sports, pastimes, and musical instruments
- ❖ Professions
- ❖ Cultural activities, games, festivals, and music