

**Preston Public Schools  
Preston, CT**

**World Language Curriculum – Spanish  
Kindergarten**

Performance Standards	Comprehension Skills (Speaking/Listening/ Reading)	Production Skills (Writing/Presenting)	Assessment
<b>1. Communication:</b> Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
<i>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> Students will be able to:			
--Express basic courtesies, greetings and farewells.	X	X	--Observation.
--Actively listen and follow speaker.	X		--Observation.
--Understand and make appropriate verbal or nonverbal responses to questions about feelings and preferences.	X		--Observation.
--Name and identify functional vocabulary of familiar narratives with visual support.	X	X	--Observation; --Technology-based assessment.
--Replicate and produce comprehensible pronunciation of key vocabulary. Recite rhymes and songs.	X	X	--Individual observation and/or choral responses.
--Share (often only in their home language) personal connections with the learned vocabulary.	X	X	--Observation

<b>Interpretive Communication:</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> Students will be able to:			
--Answer simple questions with strong gestural and visual support and in context of the familiar vocabulary of learned songs and narratives: <ul style="list-style-type: none"> <li>• yes/no and either/or questions;</li> <li>• True/false questions.</li> </ul>	X	X	--Observation; --Technology-based assessment.
--Demonstrate understanding of oral classroom language in Spanish including directions, commands and requests	X		Observation.
--Interpret the main idea of unfamiliar narratives, video material and informational texts	X		--Observation; --Technology-based assessment.
--Produce some words of familiar texts, oral narratives, songs and chants.	X	X	--Observation; --Technology-based assessment.
<b>Presentational Communication:</b> <i>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</i> Students are able to:			
--Apply learned vocabulary.	X		--Observation; --Technology-based assessment.
--Demonstrate mastery of key words in simple narratives.	X	X	--Observation; --Technology-based assessment.
<b>2. Cultures:</b> Students interact with cultural competence and understanding.			

<p><b>Relating cultural practices/products to perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationships between the practices/products and perspectives of the cultures studied.</p> <p>Students are able to:</p>			
<p>--Understand that Spanish is spoken in certain countries.</p> <p>--Recognize Spanish language and gestures as distinct from their own.</p> <p>--Acquire knowledge about a few differences in customs and traditions.</p> <p>--Demonstrate familiarity with celebrations of holidays in Spanish speaking countries.</p>	N/A	N/A	Not assessed.
<p><b>3. Connections:</b> Students connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>			
<p><b>Making connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Students are able to:</p>			
<p>--Apply prior knowledge of number sense and mathematical concepts from 0-12:</p> <ul style="list-style-type: none"> <li>• Rote counting;</li> <li>• Quantify objects;</li> <li>• Respond to questions regarding quantity (How many?).</li> </ul>	X		--Observation.
<p>--Apply prior knowledge of social studies (specifically the calendar, and seasons) to interpret and negotiate meaning of videos and other media.</p>	X		--Observation.
<p>--Apply prior knowledge of science (specifically, weather and shelters) to interpret and negotiate meaning of videos and other media.</p>	X		--Observation.

<b>4. Comparisons:</b> Students develop insight into the nature of language and culture in order to interact with cultural competence.			
<i>Language comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>			
Students are able to:			
--Extract meaning of texts, songs, and other media by identifying aural and written English cognates.	N/A	N/A	Not assessed.
--Identify basic differences and similarities in phonological features (such as pronunciation - rolled "rr" intonation and tone) between English and Spanish.	N/A	N/A	Not assessed.
--Identify aural and written English cognates and expressions.	N/A	N/A	Not assessed.
--Develop listening skills on a range of familiar and age-appropriate topics (listening for familiar words in unfamiliar textual, and/or audio/visual narratives).	N/A	N/A	Not assessed.
<i>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.</i>			
Students are able to:			
--Evidence familiarity with how celebrations of Spanish speaking countries compare with celebrations in their own country.	N/A	N/A	Not assessed.

<b>5. Communities:</b> Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.			
<b><i>Lifelong learning:</i></b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Students are able to:			
--Understand the impact and importance of multiple languages on their personal and professional goals both in higher level educational circumstances as well as in life in general.	N/A	N/A	Not assessed.