

1st Grade American Online School

SPANISH LANGUAGE CURRICULUM

Playful Language, Cultural Joy, and Real-World Expression

Version Mar/2025

1. Introduction

The Role of Spanish Language in 1st Grade

In 1st grade, Spanish is introduced as a living language through movement, music, images, and simple conversational routines. Students begin to develop an ear for the language, use basic expressions in context, and gain cultural appreciation through stories, songs, and visual language cues. Learning is interactive, multisensory, and joyfully exploratory.

By the end of this course, students will:

- ✓ Understand and use basic greetings, responses, and classroom expressions.
- ✓ Identify and pronounce vocabulary related to self, school, family, food, and animals.
- ✓ Respond to and act out simple oral commands and stories.
- ✓ Sing, chant, and recite in Spanish with rhythm and repetition.
- ✓ Explore cultural elements from Spanish-speaking countries through crafts, music, and traditions.

2. Core Competence Areas

SP.1 Communication – “Hola, ¿Cómo estás?”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Greet others and introduce themselves in Spanish.
- ✓ Ask and answer “How are you?” and “What’s your name?”
- ✓ Use polite expressions and classroom routines.

Competencies

SP.1.A.1 – Basic conversational language.

- Practice short dialogues like “Hola, me llamo...” and “Estoy bien, gracias.”
- Play movement games like “Simón dice” (Simon Says).

SP.1.A.2 – Using classroom Spanish.

- Respond to cues like “Levántate” (Stand up) and “Escucha” (Listen).
- Use daily phrases like “Tengo una pregunta” (I have a question) and “¿Puedo ir al baño?”.

SP.2 Vocabulary and Comprehension – “Mi Mundo” (My World)

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Name colors, numbers (1–20), family members, animals, body parts, and foods.
- ✓ Point to or act out vocabulary in context.
- ✓ Recognize vocabulary in songs, flashcards, and real-world visuals.

Competencies

SP.2.A.1 – Thematic vocabulary exposure.

- Play games like “¿Dónde está?” (Where is it?) using objects.
- Sort picture cards by category (e.g., “animales,” “colores,” “comida”).

SP.2.A.2 – Expressing preferences and identities.

- Say “Me gusta...” (I like...) to express preferences.
 - Label drawings and complete mini-books about self and family.
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SP.3 Songs, Chants, and Movement – “¡Cantamos!”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Sing Spanish songs with repetitive lyrics and hand motions.
- ✓ Learn vocabulary through rhythmic chants and musical activities.
- ✓ Participate in circle games, echo songs, and movement-based language play.

Competencies

SP.3.A.1 – Building language memory through music.

- Sing traditional songs like “Los días de la semana” or “Cabeza, hombros, rodillas, pies.”
- Use rhythm sticks or clapping patterns to internalize sentence structure.

SP.3.A.2 – Moving with meaning.

- Dance or move along to songs that describe animals, weather, or routines.
 - Act out storybook songs (e.g., “La oruga muy hambrienta”).
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SP.4 Culture and Celebrations – “Un Mundo de Colores”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Identify one or more traditions, foods, or holidays from Spanish-speaking countries.
- ✓ Participate in basic cultural activities (e.g., crafts, songs, storybooks).
- ✓ Express respect and curiosity for other cultures.

Competencies

SP.4.A.1 – Experiencing cultural artifacts and practices.

- Learn about Día de los Muertos or Carnaval through story and song.
- Make papel picado or piñata decorations for class parties.

SP.4.A.2 – Exploring world connections.

- Use maps, flags, and simple facts to identify Spanish-speaking countries.
- Compare daily routines or foods from different cultures.

3. Assessment and Evaluation

Formative Assessments – Ongoing Observation and Repetition

- ✓ Participation in songs, routines, and greetings.
- ✓ Matching and drawing activities.
- ✓ Vocabulary recognition in storybooks and visual games.

Summative Assessments – Performance and Products

- ✓ End-of-unit mini dialogues or “All About Me” books.
- ✓ Vocabulary portfolios with illustrations.
- ✓ Cultural project displays or video clips.

Authentic Assessment – Daily Use and Immersion

- ✓ Morning circle greetings in Spanish.
- ✓ Student-led weather reports or “me gusta” charts.

4. Instructional Strategies for Online Learning

Multisensory and Immersive

- ✓ Use songs, puppets, images, and gestures daily.
- ✓ Make item labels and visual schedules in Spanish.

Routine-Driven and Joyful

- ✓ Repeat core routines at the start and end of class.
- ✓ Use chants and predictable phrasing to encourage speaking.

Culturally Connected

- ✓ Highlight music, story, and traditions from many Spanish-speaking cultures.
- ✓ Create space for student identity and connection through language.

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