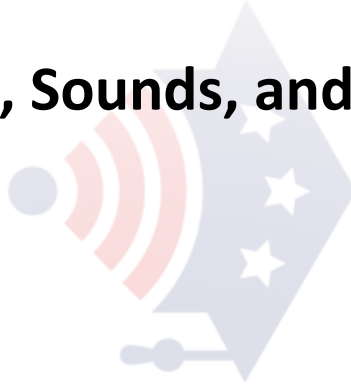


# Kindergarten American Online School

## SPANISH CURRICULUM

### Fun with Words, Sounds, and Spanish Culture



Version June/2025

## 1. Introduction

### The Role of Spanish in Kindergarten

In Kindergarten, Spanish is introduced as a living language through play, movement, and exploration. Students are encouraged to listen to, speak, and understand basic Spanish phrases and vocabulary. This curriculum helps children engage with the language by associating sounds with actions, objects, and expressions. Through stories, songs, and simple games, students build foundational skills in Spanish while developing an appreciation for the language and culture.

By the end of this course, students will:

- ✓ Recognize and say common greetings and phrases in Spanish.
- ✓ Identify and name basic objects, animals, and family members in Spanish.
- ✓ Sing simple songs and participate in rhyming activities.
- ✓ Understand and respond to basic commands in Spanish.
- ✓ Explore basic aspects of Spanish-speaking cultures through art, music, and simple traditions.

## 2. Core Competence Areas

### SP.1 Greetings and Introductions – “¡Hola! (Hello!)”

#### Learning Outcomes

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

- ✓ Greet others with simple Spanish phrases (e.g., “Hola,” “Buenos días”).
- ✓ Introduce themselves and ask for someone’s name.
- ✓ Understand basic conversational cues like “How are you?” and “What’s your name?”

#### Competencies

##### SP.1.A.1 – Simple Greetings

- Use greetings like “Hola,” “Adiós,” and “¿Cómo estás?” during class.
- Practice introducing themselves with “Me llamo [Name].”

##### SP.1.A.2 – Social Interactions

- Ask and answer “What is your name?” in Spanish.
- Participate in “greeting games” where students practice saying “¡Hola!” and “Adiós” to their peers.

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### SP.2 Vocabulary for Everyday Objects – “Mi Mundo (My World)”

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

- ✓ Name everyday objects like toys, food, animals, and colors in Spanish.
- ✓ Recognize and say simple phrases related to daily life.
- ✓ Match Spanish words to pictures or real objects.

#### Competencies

##### SP.2.A.1 – Naming Common Objects

- Identify and say common objects like “pelota” (ball), “casa” (house), and “perro” (dog).
- Use flashcards and interactive games to practice these vocabulary words.

### SP.2.A.2 – Understanding Everyday Phrases

- Learn phrases like “¿Dónde está?” (Where is it?) and “¿Qué es esto?” (What is this?).
  - Label objects in the classroom with their Spanish names and practice identifying them.
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## SP.3 Songs, Rhymes, and Movement – “¡Canta y Baila!” (Sing and Dance)

### Learning Outcomes

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

- ✓ Sing simple songs in Spanish with motions or actions.
- ✓ Participate in rhyming games and songs to build language patterns.
- ✓ Move to music while learning new words and phrases.

### Competencies

#### SP.3.A.1 – Learning through Songs

- Sing songs like “Cabeza, hombros, rodillas, pies” (Head, Shoulders, Knees, and Toes) in Spanish.
- Use hand movements and gestures to reinforce the meaning of the lyrics.

#### SP.3.A.2 – Rhyming and Singing

- Learn simple Spanish nursery rhymes (e.g., “Los Pollitos Dicen”) and repeat after the teacher.
  - Participate in rhythm and rhyme games where students match actions to words.
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## **SP.4 Understanding the Environment – “Mi Familia y Mi Mundo” (My Family and My World)**

### **Learning Outcomes**

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

- ✓ Name family members in Spanish (e.g., “mamá,” “papá,” “hermano,” “hermana”).
- ✓ Describe simple environments (home, school, playground) using basic Spanish words.
- ✓ Recognize and describe common animals and nature in Spanish.

### **Competencies**

#### **SP.4.A.1 – Family Vocabulary**

- Learn and practice family words through role-play (e.g., “mamá,” “papá,” “hermano,” “hermana”).
- Create a family tree and label it in Spanish.

#### **SP.4.A.2 – Nature and Animal Vocabulary**

- Identify and say names of animals in Spanish (e.g., “gato,” “perro,” “vaca”).
- Learn simple phrases like “¿Qué es eso?” (What is that?) while looking at pictures or animals.

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## **SP.5 Cultural Exploration – “¡Fiesta!” (Celebration)**

### **Learning Outcomes**

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

- ✓ Understand basic cultural concepts and holidays celebrated in Spanish-speaking countries.
- ✓ Learn about celebrations like “Día de los Muertos” and “Fiesta” through songs and stories.
- ✓ Participate in art or craft projects related to cultural traditions.

## Competencies

### SP.5.A.1 – Exploring Cultural Celebrations

- Celebrate “Día de los Muertos” by creating simple papel picado or decorating sugar skulls.
- Learn about traditional Spanish music and dance through interactive videos or performances.

### SP.5.A.2 – Connecting Culture and Language

- Listen to songs or watch short videos related to a Spanish holiday or tradition (e.g., “Cinco de Mayo” or “Las Posadas”).
- Discuss how families in Spanish-speaking countries celebrate holidays and compare them to their own celebrations.

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## 3. Assessment and Evaluation

### Formative Assessments – Ongoing Observation and Participation

- ✓ Active participation in songs, games, and group activities.
- ✓ Listening skills during rhyming, vocabulary games, and cultural discussions.
- ✓ Ongoing teacher feedback during interactive lessons and group projects.

### Summative Assessments – Performance and Creation

- ✓ End-of-unit performance of a song or dance.
- ✓ “Mi Familia” Book Presentation + Cultural Holiday Display.
- ✓ Vocabulary quiz using pictures and objects to demonstrate understanding.

### Authentic Assessment – Real-World Application

- ✓ Record and share a video of students performing a simple song or greeting in Spanish.
  - ✓ Interactive participation in “Spanish Day” or “Cultural Fiesta” celebration.
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## 4. Instructional Strategies for Online Learning

### Immersive and Play-Based

- ✓ Use games, stories, and music to immerse students in Spanish.
- ✓ Encourage repetition and engagement through visual, auditory, and kinesthetic activities.

### Creative and Cultural

- ✓ Introduce cultural activities, such as crafting and dancing, to provide context to the language.
- ✓ Celebrate holidays and traditions through class projects, songs, and storytelling.

### Collaborative and Supportive

- ✓ Create a “language-rich” classroom with labels, visuals, and Spanish songs for daily practice.
- ✓ Foster a community of learners where students feel confident using Spanish in a safe and supportive space.

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