

LLL Spanish Language Program (2009-2010)

Level Placement Guidelines, Topics, Curriculum & Class Descriptions

Classes are divided into levels which are grouped by proficiency and age and follow the natural sequence of language learning: **understanding-->speaking-->reading-->writing**. As students progress in oral language comprehension, reading and writing skills are introduced. The main focus of the curriculum, however, is communication.

Level 1: Level 1 is designed for students entering **Kindergarten** and **First Grade** with no previous knowledge of Spanish or very limited exposure. This class is also open for children entering the **2nd grade who have had no exposure to Spanish**. Children build a basic vocabulary of colors, numbers, body parts, days of the week, months, directions, basic greetings, etc. At this level, reading and writing are not introduced. Instead, emphasis is placed on the oral language development necessary for students to become good readers and writers in the next level classes of Spanish. Grammar is not ignored but is learned indirectly and include introduction to present tense verb conjugation, masculine/feminine nouns, masculine/feminine adjectives, introduction to formal and informal modes of address. Games, songs and stories are key in establishing and reinforcing the vocabulary taught in the classroom. **Level 1 is repeatable and recommended if the student is entering 1st grade and completed Level 1 in Kindergarten.**

Level 2: Level 2 is designed for students entering **2nd and 3rd grade** who have completed at least **one (1) year of Level 1**. This class enhances the use of vocabulary in basic conversation and composition. Basic grammar is introduced throughout the year including articles, present tense, and the verb "to be", locating places, asking/giving directions, expressing likes/dislikes/preferences: the verb gustar, more irregular verbs in the present tense. Vocabulary learned from Level 1 is reviewed throughout the year. Students are also introduced to new vocabulary pertinent to the topic introduced in class and then use the vocabulary in communicative and written activities. **Level 2 is repeatable.**

Level 3: Level 3 is designed for **3rd graders only** who have completed at least **Level 1 and Level 2** through the Las Lomas League program and has been recommended by the teacher at the end of Level 2 to proceed to Level 3. Students will expand Spanish language skills through exercises in conversation, oral comprehension and composition. This level further develops, throughout the curriculum, grammar including the conjugation of the verbs (ser, estar, querer, gustar, leer, escribir, comer, poder, jugar, etc.), the articles (el, la, las, los, uno, unos, una, unas, este, ese, aquel), Prepositions of place (aquí, allá, arriba, abajo, en, sobre, etc.) Possessive Pronouns (mío, tuyo, suyo), etc. While new vocabulary is introduced, vocabulary learned in levels 1 & 2 continue to be included in the activities to reinforce the vocabulary already learned. Activities include more reading and writing as natural extensions of oral language.

Level Placements

Levels 1 & 2 are repeatable and at times required and recommended in order to help with building a strong foundation for future study of the Spanish language. For example, if the student takes level 1 in Kindergarten, it is recommended that they take Level 1 again in 1st grade. While the books may be the same, additional material and activities will be included in the lesson plans that are age and level appropriate to reinforce the language acquisition from the previous year.

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NOTE: At the end of the year, students will be evaluated by the instructor with an exam appropriate for each Level to ensure appropriate placement should the student consider continuing taking Spanish through the Las Lomas League program the following year.

Topics & Curriculum

Topics covered in Levels 1, 2 & 3 include:

- Expressions, greetings & introductions, colors, alphabet, classroom, the family, the body, meal time, animals, opposites, numbers, patterns, same/different, size, more & fewer, sequence, time (days of week, months, seasons), weather, clothes, the community (the home, library, farm, restaurant, etc.), parts of speech (action words, I want, I need, I have, I like), etc.

Emphasis is made on the use of the Spanish language and the objectives for the material/topics and lesson plans used in each of the classes are to:

- provide meaningful communication experiences appropriate to each grade level;
- develop a solid base of Spanish pronunciation; and
- provide activities and material that encourage learning through active participation.

Instructional strategies and learning activities include: reciting, asking and answering questions, dialogue between student and teacher and/or between the students themselves, repeating, listening, singing, observing, playing games, writing, and role playing. As students progress in oral language comprehension, reading and writing skills are introduced.