

Liberty Elementary  
Spanish Language Program  
Second Quarter Learning Objectives 2008

**Theme: Family, Food and Fiestas**

Note: Children having previous knowledge of Spanish will complete the following Learning Objectives and will explore additional content material based on their background knowledge of the Spanish language.

**Fourth Grade**

**La familia (family):**

1. Using appropriate Spanish vocabulary, identify members of their immediate and extended family and place them on a genealogical chart. Identify specific Spanish language structures that identify gender.
2. Greet family members using formal and informal language appropriately.
3. Ask and answer questions about family members, *i.e. how many, how old they are and their names*. Review numbers to 40.
4. Be aware of the importance of families in Spanish-speaking cultures, and how the family connections are maintained through regular dinners with the extended family.

**La comida (food):**

1. Be aware of the Great Exchange- the history of food that we eat, that much of it originated in the New World, and what foods were brought to the New World by European explorers.
2. Identify foods that originated in Latin America, such as tomatoes, chocolate, avocados, pineapple, potatoes and corn. Also be able to tell about the cultural significance of either chocolate or corn.
3. Talk about foods that they like and dislike. Be able to use please (*pro favor*) and thank you (*gracias*) appropriately.
4. Plan a meal for a special occasion; including 4 items that are of Latin American origin.
5. Identify the items of a table setting- silverware, plate, glass, and napkin.
6. Be aware of restaurants in their community that serve Latin American foods. Whenever possible, students are encourage to use knowledge of language when ordering food.

**Las fiestas (celebrations):**

1. Be aware of the most important celebrations in Latin America and why they are celebrated.
2. Be able to say holiday greetings using appropriate Spanish language.
3. Recognize music and decorations related to a major holiday and be able to make items related to it (*papel picado, greeting cards using appropriate language.*)
4. Compare holidays that celebrations in Latin America with how similar ones are celebrated in the United States. Be able to identify specific similarities and differences.
5. Be aware of Spanish cultural celebrations that occur in their community and that they can participate in them. Students will be encouraged to attend events and use their knowledge of language and culture to enhance enjoyment of celebration.

### **Third Grade**

#### **La familia (family):**

1. Using appropriate Spanish vocabulary, identify members of their immediate and some of the extended family and place them on a genealogical chart. Identify specific Spanish language structures that identify gender.
2. Greet family members using formal and informal language appropriately.
3. Ask and answer questions about the names of the members of their family.
4. Say how old the people in their family are. Review numbers to 40.
5. Be aware of the importance of families in Spanish-speaking cultures, and how the family connections are maintained through regular dinners with the extended family.

#### **La comida (food):**

1. Be aware of the Great Exchange- the history of food that we eat, that much of it originated in the New World, and what foods were brought to the New World by European explorers.
2. Identify 4 foods that originated in Latin America, such as tomatoes, chocolate, avocados, pineapple, potatoes and corn. Also be able to tell about the cultural significance of corn.
3. Talk about foods that they like and dislike. Plan a meal for a special occasion; including 3 items that are of Latin American origin. Be able to use please (*por favor*) and thank you (*gracias*) appropriately.
4. Identify some items of a table setting- silverware, plate.
5. Be aware of restaurants in their community that serve Latin American foods. Whenever possible, students are encourage to use knowledge of language when ordering food.

#### **Las fiestas (celebrations):**

1. Be aware of two important celebrations in Latin America and why they are celebrated.
2. Recognize music and decorations related to a major holiday and be able to make items related to it (*papel picado, greeting cards using appropriate language.*)
3. Be able to say holiday greetings using appropriate Spanish language.
4. Compare holidays that celebrations in Latin America with how similar ones are celebrated in the United States. Be able to identify specific similarities and differences.
5. Be aware of Spanish cultural celebrations that occur in their community and that they can participate in them. Students will be encouraged to attend events and use their knowledge of language and culture to enhance enjoyment of celebration.

## **Second Grade**

### La familia (family):

1. Using appropriate Spanish vocabulary, identify members of their immediate family and some of the extended family and place them on a genealogical chart.
2. Be aware of formal and informal language in greetings and when to use it appropriately with different family members.
3. Respond to questions about the names of the specific people in their families.
4. Say how old their brothers and sisters are. Review numbers to 15.
5. Be aware of the importance of families in Spanish-speaking cultures, and how the children are taken care of by the extended family and even the neighborhood.

### La comida (food):

1. Be aware that many of cultural/food exchange that occurred between Europe and the New World. Identify 4 foods that we eat which originated in the New World, and two foods were brought to the New World by European explorers.
2. Talk about foods that they like and dislike. Plan a meal for a special occasion; including 3 items that are of Latin American origin. Be able to use please (*por favor*) and thank you (*gracias*) appropriately.
3. Identify some items of a table setting- silverware, plate.
4. Be aware of restaurants in their community that serve Latin American foods. Whenever possible, students are encouraged to use knowledge of language when ordering food.

### Las fiestas (celebrations):

1. Be aware of two important celebrations in Latin America.
2. Recognize music and decorations related to a major holiday and be able to make items related to it (*such as papel picado, greeting cards using appropriate language.*)
3. Identify a holiday that is celebrated in both Latin America and the United States. Be able to identify some similarities and differences.
4. Be able to say holiday greetings using appropriate Spanish language.
5. Be aware of Spanish cultural celebrations that occur in their community and that they can participate in them. Students will be encouraged to attend events and use their knowledge of language and culture to enhance enjoyment of celebration.

## **First Grade**

### La familia (family):

1. Using appropriate Spanish vocabulary, identify members of their immediate family and place them on a genealogical chart.
2. Respond to questions about how many people are in their families.
3. Say how old their brothers and sisters are. Review numbers to 10.
4. Be aware of the importance of families in Spanish-speaking cultures, and how the children are taken care of by the extended family and even the neighborhood.

### La comida (food):

1. Identify 4 foods that we eat which originated in the New World.
2. Talk about foods that they like and dislike. Plan a meal for a special occasion; including 3 items that are of Latin American origin.
3. Be able to use please (*por favor*) and thank you (*gracias*) appropriately.
4. Identify some items of a table setting- silverware, plate.
5. Be aware of restaurants in their community that serve Latin American foods.

### Las fiestas (celebrations):

1. Be aware of two important celebrations in Latin America.
2. Listen to music and stories connected to an holiday that is celebrated in Latin America.
3. Participate in making items that are related to a major holiday (*papel picado, greeting cards using appropriate language.*)
4. Be able to say holiday greetings using appropriate Spanish language.
5. Be aware of Spanish cultural celebrations that occur in their community and that they can participate in them.

## **Kindergarten**

### La familia (family):

1. Using appropriate Spanish vocabulary, identify members of their immediate family.
2. Say how old they are and one other sibling. Review numbers to 10.
3. Be aware of the importance of families in Spanish-speaking cultures, and how the children are taken care of by the extended family and even the neighborhood.

### La comida (food):

1. Identify 3 foods that we eat which originated in the New World.
2. Talk about foods that they like and dislike.
3. Be able to use please (*pro favor*) and thank you (*gracias*) appropriately.
4. Be aware of restaurants in their community that serve Latin American foods.

### Las fiestas (celebrations):

1. Be aware of two important celebrations in Latin America.
2. Listen to music and stories connected to an holiday that is celebrated in Latin America.
3. Participate in making an item that is related to a major holiday-*i.e. greeting cards using appropriate language.*)
4. Be able to say holiday greetings using appropriate Spanish language.
5. Be aware of Spanish cultural celebrations that occur in their community and that they can participate in them.