

# Elementary Exploratory Spanish Program

Novice Low learners are entering their study of world languages. Novice Low learners begin to communicate on very familiar topics using practiced words and phrases in a structured setting, and they start to investigate and reflect upon the target culture.

Content is revisited at each grade level building on prior instruction. Through communicative activities, students become increasingly autonomous as complexity grows each year.

*Students can:*

## Communication

### Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
  - a. Communicate on some very familiar topics using single words or learned phrases.  
Examples: likes/dislikes, weather, foods
  - b. Answer simple questions.  
Examples: What is your name? How are you? What is the weather today?
  - c. Greet peers and introduce selves.  
Examples: greetings, name, age

### Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
  - a. Recognize key words and phrases in the target language.  
Examples: colors, numbers, days of the week
  - b. Identify people and objects in their environment.  
Examples: clothing, family members, food
  - c. Understand basic instructions.  
Examples: silence, stand up, come here
  - d. Interpret the meaning of gestures, intonation, and other auditory cues.

### Presentational Mode

3. Present material in oral and written form.
  - a. Present information about selves with one word or simple learned phrases.  
Examples: I am happy. I have a headache. I am hungry.
  - b. Sing songs in the target language.

- c. Label familiar people, places and objects.  
Examples: vacation places, family, transportation

## Culture

- 4. Investigate, explain, and reflect on the relationships among the products, practices, and perspectives of the target cultures.
  - a. Use appropriate gestures and oral expressions.
  - b. Identify typical activities, events, and celebrations of the target cultures.  
Examples: Christmas, siesta, Day of the Dead, foods
  - c. Identify children's songs, poetry and rhymes from the target culture.  
Examples: Twinkle, Twinkle Little Star; Rock Paper Scissors
  - d. Observe and imitate simple patterns of behavior.  
Examples: greetings, personal space

## Connections

- 5. Link target language and other subject areas to acquire information and develop diverse cultural perspectives.
  - a. Listen to and acquire vocabulary related to age appropriate school content.  
Examples: Modes of transportation, the continents and oceans, geography, famous people, telling time

## Comparisons

- 6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.
  - a. Identify cognates.
  - b. Differentiate formal and informal forms of language.
  - c. Compare sound systems of the native and target language.
- 7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.
  - a. Compare gestures used to greet family, friends, and acquaintances.
  - b. Compare and contrast tangible products of the native and target cultures.  
Examples: Food, clothing
  - c. Compare simple behavior patterns in the native and target cultures.

## Communities

8. Acquire the ability to interact in the target culture beyond the classroom and set goals for lifelong learning.

Examples: Identify places in the community where the target language is used.

Listen to music and sing songs from the target culture.

Collect evidence to demonstrate achievement of goals such as self- assessment checklists, portfolios, etc.

Foster a student-centered learning process by creating can-do statements with the help of their teachers.

Perform for school or community celebrations.