

# FL 5514 : Exploratory Spanish

Each nine-week course will give students the opportunity to explore a language other than English. Through these introductory courses, students will have opportunities to communicate with each other and with their teacher in the target language. In addition, by understanding and appreciating other cultures, they will understand their own culture better.

## Subject Area

World Languages

## Level

Middle School

## Grades

6

7

## Notes


A student cannot study the same exploratory language twice.

## Parent Docs

[Exploratory Spanish Parent Doc 2021-2022](#)

## Storyboard

**Essential Question:** How can I begin to use the target language and basic information about target language culture to connect with others?

Unit Title and Time	This Is Me! (1.5 Weeks)	Where in the World? (1.5 Weeks)	Let's Celebrate! (1 Week)	Free Time! (2 Weeks)	Let's Eat! (1.5 Weeks)
Image Cue					
Focus of the Story	As we begin learning about a new language and culture, we learn how to introduce ourselves and greet others. We explore cultural differences in how we greet and speak to others in the target language culture in addition to the importance of names.	We continue our introduction to a new language by learning where in the world the target language is spoken and some basic information about the target language countries, including what the climate is like. We explore how where a person lives impacts their daily lives.	Next, we learn more about celebrations and important events that are annually observed in the target countries and cultures.	We continue by connecting and sharing with others about what we like to do in our free time. We practice listening to and describing preferences in the target language.	We end our exploration by learning about typical meals in the target culture and countries and describing our food preferences. We look ahead to setting new goals for continued world language study.
Transfer Goals	<ul style="list-style-type: none"> <li>Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)</li> </ul>	<ul style="list-style-type: none"> <li>Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)</li> </ul>	<ul style="list-style-type: none"> <li>Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers)</li> </ul>	<ul style="list-style-type: none"> <li>Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)</li> </ul>	<ul style="list-style-type: none"> <li>Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers)</li> <li>Set goals and reflect on my</li> </ul>
As a VBCPS world languages student, I can...					

**Learning  
Targets**

- I can give some basic information about myself such as my name, age, and how I am feeling, and I can ask others for the same information.
- I can describe in English how we greet one another differently in different cultures.
- I can tell where in the world the target language is used.
- I can ask and answer simple questions about where I and others are from.
- I can ask and answer questions about the weather.
- I can view a weather report in the target language and understand it.
- I can describe in English how things like location, weather, and geography impact people's daily lives.
- I can give basic information about dates, including my birthday, holidays, celebrations, and observances.
- In the target language, I can name important holidays, celebrations, and observances from the target culture.
- I can explain in English why certain holidays, celebrations, or observances are important for the target culture.
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- I can describe what I like to do, and I can ask others what they like to do.
- I can describe what I like to do during different times of the year and in different types of weather.
- I can comprehend through listening and/or reading about how others like to spend their free time.
- progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)
- I can talk about what I like to eat and ask others about their preferences.
- I can describe the role food plays in the target culture.
- I can order from a menu in the target language.
- I can compare in English the school lunch menus from the target culture with American school lunches.