

Spanish

# Modern Language



## Spanish

Mason encouraged all students to study languages so that they could be better guests in other countries and better hosts at home. In Grades 1–6, lessons include songs and rhymes, picture study, and literature. In Grade 7, poetry replaces songs and rhymes, and grammar replaces picture study.

# Spanish: Grades 4–6

Study the target language for conversation and literacy. Lessons in the Teacher Guide are designed to facilitate interaction between the students and the teacher. Audio files and Quizlet sets are provided.

## Assigned Grades & Scheduling

Students or Groups Enrolled by Form or Grade

Grade(s) 4 5 6

FORM	MIN.	xWK	MORN.	TEACH.	ACT.
F2	20	5	*	T	∞

## Course Notes

**Course Text:** *Calling the Doves/El canto de las palomas* by Juan Felipe Herrera, *Alveary Spanish Grades 4–6 Packet* (includes Teacher Guides by Charlotte Mason's Alveary), *¡Pío Peep! Traditional Spanish Nursery Rhymes* by Alma Flor Ada, *De Colores and Other Latin American Folksongs for Children* by Jose–Luis Orozco (CD), *De Colores and Other Latin American Folksongs for Children* by Jose–Luis Orozco (Book)

**Picture Study (Days 1 and 3):** The goal of Picture Study is the acquisition of vocabulary. Students learn to describe pictures aloud using engaging vocabulary and correct grammatical structures. All students learn vocabulary using the Total Physical Response (TPR) technique (used across all language courses) and practice conversation by discussing what they see using the Narration Series and Practice Questions. In Form 2 (Grades 4–6), students add the Personal Question Script which allows them to expand their conversational skills to include other structures.

**Elementary Spanish Literature (Days 2 and 4):** In Elementary Literature, students work to be able to understand familiar fairy tales and folk tales retold in the language of study. In the story of Jack y los frijoles mágicos (Jack and the Beanstalk), students begin by learning vocabulary using the Total Physical Response (TPR) technique. They then use the understanding of the this vocabulary to interpret the text of the story and respond with a visual narration using StoryBoards. Finally, they work to retell the story either by reciting the lines, following the recording of the lines with their illustrations, or performing TPR gestures as they listen to the recordings of the lines.

**Songs and Rhymes (Day 5):** Pure enjoyment is the primary purpose of students' listening to these songs and rhymes; they will unwittingly learn as they listen. Encourage students to sing along with the audio recordings (only) and act out the songs with gestures and dances as they think of them. Use illustrations and any suggested videos to aid comprehension. (Note: Lyrics in videos will likely NOT match the lyrics in the recordings. Please use the videos only for introducing the songs. Do not try to sing along with them.) Song translations are for teachers. Lyrics are for students in Grades 4+ only. Younger students should listen without seeing the target language in print, but may enjoy seeing the pictures as they sing.

**All Courses:** Please note that the Lesson Flows published in the Member Tutorial are abbreviated. Detailed instructions for teaching each section of the lessons are included in the Teacher Guide. Quizlet sets are provided to aid teachers with pronunciation or to serve as the audio component for lessons. These sets are not intended for student use but should be studied by the teacher prior to the lesson. SoundCloud audio tracks include complete recordings for each part of the story, and the links included in the lessons go to the course playlist, not the individual tracks. All exam questions should be answered in Spanish as much as possible.

**Extra Helpings Page:** The Extra Helpings page is usually the last page you will see in each lesson plan set. You will want to have a look at these pages prior to beginning your year to give you ideas for field trips and projects, but for the most part this section is provided for students who are showing a high level of interest in the course. The page contains lesson extensions, links to videos, books for free reading, games you can play, and more.

## Planning & Prep

### Term 1

- ☐ Bookmark pictures for term.
- ☐ Provide each student with copies of Storyboards for lessons 1–11.
- ☐ Provide students with this term's song lyrics, cover translations if necessary.
- ☐ Review song translations.

### Term 2

- ☐ Bookmark pictures for term.
- ☐ Provide each student with copies of Storyboards for lessons 12–22.
- ☐ Provide students with this term's song lyrics, cover translations if necessary.
- ☐ Review song translations.

### Term 3

- ☐ Bookmark pictures for term.
- ☐ Provide each student with copies of Storyboards for lessons 23–33.
- ☐ Provide students with this term's song lyrics, cover translations if necessary.
- ☐ Review song translations.

## Lesson Plan Key

<b>P</b>	The "P" stands for "Prep." This means there is something you need to do prior to teaching this lesson. This may include reading something, cutting out word cards, gathering supplies, etc.
<b>ALERT: Sensitive Content</b>	This tells you that you need to preview the page(s) indicated. We flag things that are of concern to diverse people, such as sensual/suggestive material, racially insensitive language, violence, and age of the earth issues. We leave it to our members to decide how to handle such content.
<b>→</b>	The arrow marks the "blocks," or steps, of a lesson.
<b>RN&amp;D</b>	Stands for "Read, Narrate, & Discuss." You will see this in just about all the lessons. This section tells you the book title, chapter or page numbers, and the beginning and ending phrases of the day's passage.
<b>★</b>	The black star indicates that there is a link you need to access from the Links page.
<b>☆</b>	The white star indicates that you need something outside of the ordinary for this lesson, such as a supply or a book from another course.

## Art Instruction

## Spanish: Grades 4-6

**Estimated Total for Course: \$45.00**

## Books &amp; Resources

## RESOURCE INFORMATION

## SCOPE

## BUY/FREE

Spanish: Grades 4-6 Packet by Charlotte Mason's Alveary  
 ✓ SAVE ✓ PRINT  
 → RATIONALE: Teacher guides for Spanish Picture Study and Elementary Spanish literature.

Term 1  
 Term 2  
 Term 3



De Colores and Other Latin American Folksongs for Children  
 (Audio mp3 Download) by José-Luis Orozco  
 ✓ SAVE  
 → May sub favorite streaming service or purchase individual songs for \$1.00 each.  
 → RATIONALE: This is a collection of traditional Latin American songs.

Term 1: Buenos días  
 Term 2: Al tambor  
 Term 3: Vamos a la mar

[\\$9.00](#)

De Colores and Other Latin American Folksongs for Children  
 (Book with Lyrics) by José-Luis Orozco  
 ISBN/ASIN 978-0140565485  
 → RATIONALE: This book contains the lyrics for the songs.

Term 1: Buenos días  
 Term 2: Al tambor  
 Term 3: Vamos a la mar

[\\$8.00](#)

¡Pío Peep! Traditional Spanish Nursery Rhymes with CD by Alma Flor Ada  
 ISBN/ASIN 978-0061116667  
 → RATIONALE: This is a collection of traditional Latin American nursery rhymes.  
 NOTE: Make sure to purchase the edition that contains the CD.

Term 1: A la rueda  
 Term 2: Tortillitas para mamá  
 Term 3: Cucú

[\\$17.00](#)

Spanish: Grades 4-6 Quizlet Folder by Charlotte Mason's Alveary  
 ✓ SAVE

Term 1  
 Term 2  
 Term 3



Calling the Doves by Juan Felipe Herrera  
 ISBN/ASIN 978-0892391660  
 → RATIONALE: This bilingual memoir portrays the author's memories of a life lived outdoors as part of a loving Mexican migrant family.

Term 1: p.5, 7  
 Term 2: p.9, 13  
 Term 3: p.15, 17

[\\$11.00](#)

Spanish: Grades 4-6 SoundCloud Playlist by Charlotte Mason's Alveary  
 ✓ SAVE  
 → RATIONALE: Contains reader guide for course.

Term 1  
 Term 2  
 Term 3

# Term 1

<p>☐ 01 Picture Study: El campo de labor</p> <hr/> <p>🔊 LISTEN &amp; PRACTICE: ★ Quizlet: SP Picture Study Lesson 1</p> <p>➔ VIEW &amp; DISCUSS: Calling the Doves/El canto de las palomas p.5</p> <p>➔ FOLLOW TEACHER GUIDE Vocab, Narration Series, Question Script</p> <p>SP Picture Study Guide Lesson 1</p>	<p>☐ 02 Literature: Jack y Los Frijoles Mágicos</p> <hr/> <p>🔊 LISTEN &amp; PRACTICE: ★ Quizlet: SP Elementary Lit Lesson 1</p> <p>➔ FOLLOW TEACHER GUIDE Vocabulary, Story Lines, Storyboard</p> <p>Elementary Spanish Literature Guide Lesson 1</p>	<p>☐ 03 Picture Study: El campo de labor</p> <hr/> <p>🔊 LISTEN &amp; PRACTICE: ★ Quizlet: SP Picture Study Lesson 1</p> <p>➔ RECAP: Narrate picture with series.</p> <p>Calling the Doves/El canto...palomas p.5</p> <p>➔ FOLLOW TEACHER GUIDE Supp. Vocab., Personalized Questions</p> <p>SP Picture Study Guide Lesson 1 Act 4-6</p>
<p>☐ 04 Literature: Recitation and Copywork</p> <hr/> <p>🔊 LISTEN &amp; PRACTICE: ★ Quizlet: SP Elementary Lit Lesson 1</p> <p>➔ FOLLOW TEACHER GUIDE Recite Story, Copywork, Retell Story</p> <p>Elementary Spanish Literature Guide Lesson 1 Act 4-6</p>	<p>☐ 05 Songs and Rhymes: Buenos días</p> <hr/> <p>🔊 LISTEN &amp; PRACTICE: ★ Quizlet: Buenos días</p> <p>➔ INTRO: You will never forget how to say “Good morning” in Spanish after singing it to the tune of “Where Is Thumbkin?”</p> <p>☆ Audio: De Colores... CD, Track 1</p> <p>➔ Watch video for an introduction to song.</p> <p>★ Video: Buenos días</p>	<p>☐ 06 Picture Study: El campo de labor</p> <hr/> <p>🔊 LISTEN &amp; PRACTICE: ★ Quizlet: SP Picture Study Lesson 2</p> <p>➔ VIEW &amp; DISCUSS: Calling the Doves/El canto...palomas p.5</p> <p>➔ FOLLOW TEACHER GUIDE Vocab, Narration Series, Question Script</p> <p>SP Picture Study Guide Lesson 2</p>

### Art Instruction

## Spanish: Grades 4-6

ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.

01	TERM 1	Week 1.1	<a href="#">Q: SP Picture Study Lesson 1</a>
02	TERM 1	Week 1.2	<a href="#">Q: SP Elementary Lit Lesson 1</a>
03	TERM 1	Week 1.3	<a href="#">Q: SP Picture Study Lesson 1</a>

## Art Instruction

# Spanish: Grades 4-6

### Term 1

#### GRADE 4

- (Teacher chooses one of the two pictures.) Cuéntame de esta foto. Tell me about this picture. (Student should be able to provide at least five distinct phrases in Spanish describing the picture.)
- Sketch or perform the gesture(s) for the following sentence: ¡Te compraré tu vaca, y te pagaré con estos frijoles.
- Sing the song, "Buenos días" for your teacher.

#### GRADE 5-6

- (Teacher chooses one of the two pictures.) Cuéntame de esta foto. Tell me about this picture. (Student should be able to provide at least five distinct phrases in Spanish describing the picture.)
- Sketch or perform the gesture(s) for the following sentence: ¡Te compraré tu vaca, y te pagaré con estos frijoles.
- Sing the song, "Buenos días" for your teacher.

## Art Instruction

# Spanish: Grades 4-6

## Projects & Activities

For students with a high level of interest.

### Term 1

- ☐ Practice greeting your family and friends by saying, “Buenos días,” each morning.
- ☐ Draw a picture of your classroom and label it “mi escuela.”
- ☐ Make your own bean stalk with this craft idea: Jack and the Beanstalk Spiral Paper Plate Craft – From ABCs to ACTs

## Books, Games, and More

RESOURCE	INFORMATION	SCOPE	BUY/FREE
	Spanish Nursery Rhymes by Cali's Books ISBN/ASIN 978-1-950648-12-2 → Spanish Nursery Rhymes sound book, entertains with favorite Spanish tunes, including Pin Pon. Singing in several languages is enriching for children and adults alike. Inside the book, you will find 1 Sound Button on every page, 15 Seconds of Music, Charming Illustrations, Song Lyrics, English translations, and Lots of Fun!	Term 1 Term 2 Term 3	<a href="#">\$24.00</a>



# Spanish

## 2022-2023 Grades 4-6 Spanish Packet

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# Modern Language Methods and Instructions

## Definitions

### Contextual Vocabulary

In this chart, students learn the vocabulary needed to understand the Elementary Literature story. The meanings given are specifically those found in the story rather than any other possible translations of the terms. The material in this chart should be taught using TPR.

### Fluency Vocabulary/Grades 4–6 Fluency Vocabulary

In this chart, students learn the vocabulary needed to describe and discuss the pictures in Picture Study. The material in this chart should be taught using TPR.

### Narration Series

A series of prepared sentences that are used to narrate a picture. The series is presented first by identifying and understanding the verb, then by activating the vocabulary previously learned during the lesson.

### Personalized Question Script

Students in Grades 4–6 are presented with similar questions to those in the Class Day 1 Question Script for Picture Study, however rather than discussing what is in the picture, they discuss how those vocabulary words relate to themselves.

### Question Script

In this technique known as “Vocabulary Circling,” students are presented with simple questions using the vocabulary from the Narration Series to discuss the Picture Study picture. In answering these questions, students practice listening comprehension and gain confidence in speaking as they progress from simple “yes,” and “no,” answers to complete sentence responses.

### Story Lines

In this chart, students learn lines from the story individually.

### Storyboards

For each lesson students complete a Storyboard. These quick sketches provide a visual narration that can be used to aid students in remembering the story or can be used as comprehension checks.

### Total Physical Response (TPR)

TPR activates the entire brain through the use of “right brain” activities to promote understanding and retention of “left brain” concepts. Students begin to learn vocabulary by listening and expressing their understanding through performing gestures and pointing to pictures. Gradually, as they become comfortable—sometimes over the course of weeks—they begin speaking in the language.

### Teaching Proficiency through Storytelling and Reading (TPRS)

In this language teaching method, students are given large amounts of input that is easily understood due to the TPR teaching method for vocabulary. Teachers and students interact and create opportunities for students to speak and converse, allowing them to make gains in fluency quickly. In addition to the use of gestures and pictures to increase understanding, students participate in Vocabulary Circling by way of scripted conversations with the teacher to cement fluency.

## Picture Study: Lesson Flow Quick Reference

### Grades 1–6, Class Day 1

**Recap:** Teacher asks students to recall the Narration Series sentences of the lesson, either by reciting aloud or performing the associated gestures while listening.

#### Learn Vocabulary using Total Physical Response (TPR)

- ❑ **Prepare:** Teacher selects vocabulary to teach. Teacher chooses gestures (student developed or ASL signs), props, or illustrations to express meaning.
- ❑ **Teacher Modeling:** Teacher says the new vocabulary word and clarifies meaning, using English when necessary. Students perform original gestures or ASL signs.
- ❑ **Student Modeling:** Students mimic the same gestures and facial expressions silently as the teacher says the Spanish word.
- ❑ **Repetition and Practice:** Continue with new words, reviewing and practicing multiple times to ensure learning.
- ❑ **Recitation and Pronunciation\*:** Teacher says vocabulary slowly, while gesturing, and students repeat vocabulary aloud, also performing the gestures.

#### Learn Verbs and Narration Series

- ❑ **Teacher and Student Modeling:** Students learn verbs using TPR (see above).
- ❑ **Teacher and Student Modeling:** Students listen to Narration Series sentences, one at a time, and respond by performing gestures learned in Fluency Vocabulary.
- ❑ **Repetition and Practice:** Students listen to sentences out of order and perform gestures.
- ❑ **Recitation and Pronunciation\*:** Students recite Narration Series sentences as they perform gestures.

#### Discuss Picture using Question Script

- ❑ **Prepare:** Teacher scans Question Script to become familiar with question structure and vocabulary.
- ❑ **Recap:** Teacher asks students to recall the Narration Series sentences of the lesson, either by reciting aloud or performing the associated gestures while listening.
- ❑ **Teacher Questioning:** Teacher asks questions, one at a time, using gestures as appropriate to aid in comprehension.
- ❑ **Student Response:** Students answer questions using vocabulary learned, either by reciting aloud or performing the associated gestures. Students may progress from a simple, “yes,” or “no,” answer to complete sentences as they develop speaking skills.

### Grades 4–6, Class Day 2

#### Continue Discussion using Grades 4–6 Fluency Vocabulary and Personalized Question Script

- ❑ **Prepare:** Teacher scans Grades 4–6 Fluency Vocabulary and Personalized Question Script to become familiar with question structure and vocabulary.
- ❑ **Recap:** Teacher asks students to recall the Narration Series sentences of the lesson, either by reciting aloud or performing the associated gestures while listening.
- ❑ **Teacher and Student Modeling:** Students learn Grades 4–6 Fluency Vocabulary using TPR (see above).
- ❑ **Teacher Questioning:** Teacher asks questions, one at a time, using gestures as appropriate to aid in comprehension.
- ❑ **Student Response:** Students answer questions using vocabulary learned, either by reciting aloud or performing the associated gestures. Students may progress from a simple, “yes,” or “no,” answer to complete sentences as they develop speaking skills.

*\*Recitation and Pronunciation should only be done when students have shown complete comprehension through listening and are comfortable with speaking in the language. It is not necessary to complete Recitation and Pronunciation to continue to the next lesson.*



# Member Tutorial

2022-23



## CMI: Who We Are

The [Charlotte Mason Institute](#) (CMI) started as an annual conference in 2004 in response to a growing number of requests across the United States for Charlotte Mason training, and became an educational nonprofit in 2006. Since that time, our role has grown to include supporting researchers through the Susan Schaeffer Macaulay Scholarship, archival maintenance of original documents housed at the [Armitt Museum](#) in Ambleside, a partnership with [Redeemer University College](#) in Canada to [digitize](#) a large portion of that archive, and the development of [Charlotte Mason's Alveary](#) curriculum and training materials to support schools and homeschools. Our organization recently entered into a formal Memorandum of Understanding with the [University of Cumbria](#) (formerly Charlotte Mason College) in Ambleside to support them in embracing their heritage as the original seat of the Charlotte Mason movement, and the university appointed four scholars from our organization to serve as [Visiting Research Fellows](#). By purchasing the Alveary curriculum, you are helping to support all of this vital work.

## What We Do

### *Our Vision*

- A relational education for all students and teachers in every setting

### *Our Mission*

- To promote the principles and practices of Charlotte Mason's design for education

### *Our Values*

- Charity, Fidelity, Humility

### *Find Out More*

Visit our [website](#) and watch [this video](#) to find out more about our organization, our work, and our conference, as well as to discover ways to get involved with the Institute. You can [contact CMI](#) directly, or write to the Alveary via the [CONTACT](#) button on our website.

# Part 1: Charlotte Mason's Alveary

## Basic Structures

### *Forms & Grade Levels*

Charlotte Mason used the British system of forms, which would have been familiar to her members. We use the American system of grades for ease of understanding, but still find value in using the word “forms” for developmental groupings of students in certain contexts. Here is the breakdown of forms and grade levels:

Primary School			Upper Elementary School			Middle School		High School			
Form 1			Form 2			Form 3		Form 4	Form 5		Form 6
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th

Many times, students in the same form share courses. But that does not mean that they repeat information, because of the way we cycle through history (see below).

### *History Cycles*

The content in Charlotte Mason's Alveary is organized around four cycles of both modern and ancient history. All students study the same history cycle at the same time. This makes combining and placing students simple.

The 2022-23 school year will focus on Cycle 3. (Only one cycle is available per year; all members should work in that cycle.) Most other subjects correlate with the time period being studied, so that each year's course of study is truly cohesive. The following year, we will all be in Cycle 4, which means that a different set of books will be used (though some carry over).

Cycle	Modern History (Grades 2+)	Ancient History (Grades 5+)
1	800-1650 A.D.	c. 3500-650 B.C.
2	1650-1800 A.D.	550-100 B.C.
3	<b>1800-1900 A.D.</b>	<b>100 B.C. - 350 A.D.</b>
4	1900 A.D. - present	350-800-A.D.

### *Terms*

Each school year is divided into three terms of 12 weeks each, for a total of 180 school days. 11 weeks of each term are for lessons, and the last week is for exams. Information on how to submit exams is included on the exam document. Submission of exams is optional. (Exams that are submitted are not assessed by the Alveary team; rather, they are used to help us evaluate the books assigned in order to aid us in decision-making. Occasionally, they may be used for research purposes. By submitting exams, you are agreeing to this. No identifying information will ever be used.)

## Part 3: Subjects & Methods

This section is intended to assist you in becoming acquainted with Charlotte Mason's methods in general, and with the Alveary's translation (when needed) of them in particular, in order to help you become the very best Charlotte Mason teacher you can be. The information presented in these pages is a synthesis of Mason's original volumes, PNEU programs, *Parents' Review* articles, and, where it adds insight to Mason's ideas, current research. Each section will walk you step-by-step through the subjects and how they are taught.

Lesson plans for Grades 1-8 (Forms 1-3) are written to the teacher and are very detailed; plans for high school are written directly to the student. By high school, students should be able to look ahead, gather their own materials, and work through the lessons independently for many of the subjects. They should also have internalized the lesson arcs as habits. If your high schoolers are new to Mason, you may want to have them read and reference the arcs for a while. High school is a continuation of the lower years with more independence, growing relationships with expanding ideas and topics, and an increasing ability to communicate in both written and oral forms. The various state and college documentation requirements do not necessitate a shift in methodology. You will notice in each of the subject areas that the high school content is intended to broaden and deepen your students' already established relationships with these subjects. Continue as you have begun and watch as your students grow and develop into the unique image bearers that God has created them to be.

### The General Lesson Arc

Like a great story, every great lesson has a well-thought-out beginning, middle, and end; Each one of our lesson plans follows some variation of the following general pattern:

- **Preparation:** This section tells the teacher what materials will be needed, what needs to be done beforehand, and to what ideas (if any) a teacher may want to be alerted.
- **Introduction:** Each lesson begins by connecting back to the previous lesson. Next comes a suggestion for something to pique interest and help the student recall ideas or events. Difficult words may be introduced, though this is not always necessary. Feel free to simply ask, "What was happening when we left off last time?"
- **New Content:** Once the student's mind is fully engaged, the lesson continues with the presentation of the new content. The substance of a lesson is always narrated in some way. Narrating is the mind's chief means of processing and assimilating new information into the long-term memory. Since, as Mason asserted, a student only knows what he can tell, every student should narrate every lesson in some way, and those narrations should generally not be interfered with or interrupted by the teacher.
- **Closure:** After narration, some time is given to discussion, which some call the "grand conversation." This is the point at which students may interject their thoughts, opinions, and connections. Teachers may also share during this time, but much restraint must be practiced in order to avoid taking over the conversation, influencing the student too much by telling him/her what to think about the passage, or pointing out morals. The grand conversation serves to close the lesson and transition into the next one. For students who are working independently, this may happen in their own minds as they are writing their narrations, or they might be asked to initiate a discussion at some other point in the day.

The teacher generally guides students in Grades 1-8 (Forms 1-3) through this arc, although as the habit is established, students can begin to work through it on their own.

# Languages

## *Modern Languages*

Mason based her language program on two things: 1) Her own methods for the English language (oral work, narration, recitation, copywork, dictation, grammar, and original composition), and 2) The research of François Gouin, who introduced the “series.” Gouin’s research has been built upon in recent years by Stephen Krashen’s work on a natural approach to second-language acquisition. Comprehensible Input (CI) teaching methods, including Teaching Proficiency through Reading and Storytelling (TPRS), are derived from Krashen’s Input Hypothesis. The Alveary’s approach to languages is presented in a way that supports teachers who are not fluent in the target language.

During Alveary language lessons, even young students will explore and refine their understanding of the rhythm and sound of the language using songs, rhymes, and poetry. As they progress, students will encounter the language through reading, working through classic fables, folk tales, beginning readers, and eventually, more advanced works of literature. As student vocabulary grows through picture study, words will give way to parts of speech, and a comprehensive grammar course will give the students the ability to truly use the language for themselves. Students will speak in and listen to the language throughout this program while engaging with pictures, hearing traditional music, acting out vocabulary, and responding to literature creatively. Throughout all of these activities, students are also interacting with the culture of the language and developing an understanding of our neighbors near and far.

### **Content Progression:**