



Teaching *for*
TRANSFORMATION

“Share the Story” Spanish 3 Grade 11

Blumer

Denver Christian





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Deep Hope:

My deep hope is for my students to grow in faith and develop skills in communication with people from other cultures.





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Essential Learning Targets:

- I can understand God's story in Spanish.
- I can narrate using appropriate media adapted to an early elementary audience, using level 3 Spanish vocab and grammar beyond the classroom to interact in the community.



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Curricular Outcomes:

American Council on the Teaching of Foreign Languages (ACTFL)

National Standards: 1.3, 5.1



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Habits of Learning:

Courageous Designing

Students create their own original stories to read to elementary students.

Gracious Communicating

Students are helpful to younger students by giving them illustrations to aid in understanding.



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See God's Story:

God meant for all men and creation to work together perfectly for his glory. Instead, at the tower of Babel, people fell from God's grace. They were proud of themselves and their own accomplishments, so God judged them and gave them many different languages. Since that time, mankind has been divided into language groups.

By learning other languages, we can heal the division among people. We can reach out to those who don't speak our language to spread the word about God's great gift of our Savior, Jesus Christ, who redeemed us from sin, death, and the devil. He has restored our broken relationship with God.



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Throughlines: BEAUTY CREATOR, COMMUNITY BUILDER

Being a *beauty creator* means developing creative works that stir imaginations and touch hearts so that people can both know and feel God's truth, goodness, and beauty. Students will create original children's stories by writing them in Level 3 Spanish and illustrating them.

Being a *community builder* means doing life with other people in a way that reflects God's desire for me to love my neighbor. Students will connect and create community with elementary students.



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Formational Learning Experience:

Real needs: Younger students in the United States don't get much exposure to Spanish because it is not normally a part of their curriculum.

Real people: Our own Denver Christian K-3 elementary school students do not get Spanish instruction.

Real work: Learning a foreign language takes a lot of work and time. The advanced students of the high school are equipped to model foreign-language proficiency and inspire younger students to acquire it. High school students also may be inspired by the enthusiasm and language abilities of the younger students.



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INVITE

- I asked the students when it is best to learn a foreign language. They agreed that it would be better to start in elementary school. Then I invited them to create original stories to read to K-3.





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EMPOWER

High School Spanish students planned and shared their original stories with elementary students.





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Student Reflections:

“I was impressed on how they knew what was happening and could translate to English.”

“They actually guessed and learned what I was saying.”



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Teacher Reflections:

The students successfully wrote stories in Spanish and delivered them in Spanish. The elementary students reacted favorably to the stories. The elementary teachers were excited for this opportunity and looking forward to collaborating with us next year.



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Additional Information to tell the story:

- Email to K-4 teachers announcing FLEx and welcoming requests
- Spreadsheet sign-up shared with teachers
- Reminder and spreadsheet sent in email
- Rescheduling due to change of HS schedule, accommodating all teachers plus adding 6th grade Spanish: total classrooms reached - 13
- Thank you email



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