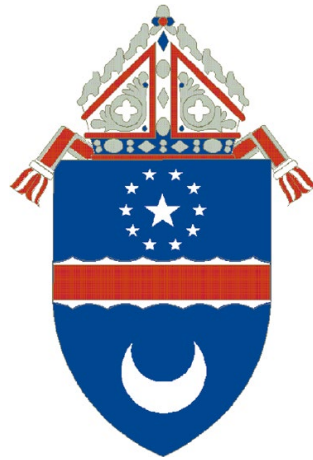


SPANISH LANGUAGE CURRICULUM GUIDELINES



DIOCESE OF ARLINGTON

Introduction

The Spanish Language Curriculum Guide is a product of the efforts of the World Languages Committee, the Spanish Curriculum task force, the Office of Catholic Schools and all of the elementary school teachers of Spanish in the Diocese of Arlington. These efforts were coordinated over a period of three years and included diocesan-wide surveys, discussions at professional development days and intensive work during the summers. The intent of the Curriculum Guide is to provide guidance and support for the Spanish language teachers in the Diocese and their students.

The Curriculum Guide provides a framework based on what students should know and be able to do. It clearly states a **communication objective** (what the student will be able to do) and **performance indicators** (what needs to occur for a successful performance of the objective) for each item. The Curriculum Guide includes a **Vocabulary List** for grades K-5 that increases incrementally, a **Curriculum** document that includes the communication objective and the performance indicators, and suggested sequences for teaching the material in the curriculum. Teachers are encouraged to use both the vocabulary list and sequences, but should feel free to modify both the vocabulary and sequences to fit their individual school needs.

The objective for students exiting 8th grade, who have attended diocesan schools since kindergarten, is a level of Novice-Mid to Novice High proficiency (according to the ACTFL proficiency guidelines 2024) as well as successful completion of the Spanish high school placement exam. The ACTFL proficiency guidelines 2024 can be accessed here: https://www.actfl.org/uploads/files/general/Resources-Publications/ACTFL_Proficiency_Guidelines_2024.pdf

To that end, the material in the 6-8th grade World Language Curriculum (Spanish I) has been broken down by grade level with different topics introduced in 6th, 7th and 8th grade. The content for each year of Spanish I is further broken down into two categories: **Topics**, broader categories that can comprise units of teaching, and Grammatical and Content Support, grammatical elements or culture/geography topics that can be incorporated as part of another unit. It is the intent of this Curriculum Guide to help teachers create meaningful language practice in their classrooms where language learning can be scaffolded on prior knowledge.

As language teachers often find themselves as part of a department of one or two, this Curriculum Guide also aims to serve as a resource of knowledge compiled from teachers throughout the diocese and as the common framework for a continuing conversation on language learning.

A Note on Printing: This document is in landscape orientation, please check printer settings in order to print correctly.

Curriculum

The Curriculum sections serve as a framework to aid the Spanish teacher in preparing lessons and in assessing students. The following definitions apply to grades kindergarten through 5th grade. **Teachers should feel free to modify the sequence of the following topics to best fit their individual class needs.**

Definitions

- Communication Objective:** This column describes what the student will be able to do with the topic they are learning. In other words, what will the student be able to do?
- Performance Indicators:** This column describes what needs to occur for a successful performance of the objective. Performance indicators contain a verb (an action) that describes student behavior. This can also help you to create assessments.
- For example:** *The student identifies colors by name. The student responds “Me llamo ...” when asked “¿Cómo te llamas?” The student comprehends and appropriately uses “hola” and “adios”. The student uses the correct verb conjugation in a sentence. Students will recognize and reproduce the sounds of the letters of the Spanish alphabet with teacher modeling.*
- Suggested Vocabulary:** This column indicates *some* of the vocabulary needed to teach the lesson. The minimum vocabulary students need to know is listed on the K-5 vocabulary sheet and divided by grade level. Teachers should feel free to supplement the list or substitute certain words to best fit the needs of their classroom.

Kindergarten Curriculum

The Kindergarten program is an exposure course. Students are not expected to retain all of the material. It should be fun and accessible. Students should finish the course with an enthusiasm for Spanish class and the Spanish language. The curriculum that follows is merely to provide a range of options for teaching a Kindergarten class. The teacher is not expected to cover all of the material.

The following guidelines regarding “Sound Discrimination,” “Listening,” and “Speaking” should be addressed at every class meeting as part of the functioning of the class.

- Pronouncing words correctly
- Applying correct intonation in statements and questions
- Responding to classroom commands (singular and plural)
- Praying in the target language

Monitoring ✓	Current Curriculum	Communication Objective	Performance Indicators	Suggested Vocabulary (See K-5 Spanish Vocabulary list for an itemized list of vocabulary, including but not limited to...)
_____	S. K.1 Introducing oneself	Student tells what his or her name is.	Student comprehends the question: “¿Cómo te llamas tú?” Student answers the question using the phrase: “Me llamo...”	¿Cómo te llamas tú? Me llamo...
_____	S. K. 2 Basic greetings	Student exchanges greetings and expresses how he or she is feeling.	Student comprehends and appropriately uses: “Hola” and “Adiós” Student comprehends the question: “¿Cómo estás?” Student answers the question using a word or phrase that expresses how he or she is feeling.	Hola, Adiós, ¿Cómo estás? muy bien, gracias, mal, así-así
_____	S. K. 3 Colors	Student identifies colors and provides information about colors around him or her.	Student comprehends the question: “¿De qué color es?” Student answers the question and identifies colors in Spanish.	¿De qué color es? Es... rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
_____	S. K. 4 Shapes	Student can identify the basic shapes: circle, square, rectangle, triangle.	Student comprehends the question: “¿Qué forma es?” Student answers the question and identifies shapes in Spanish.	¿Qué forma es? el círculo, el cuadrado, el rectángulo, el triángulo
_____	S. K. 5 Numbers 1 to 20	Student counts to 20 and provides information about how many there are of a given object.	Student identifies the numbers 1-20 in Spanish. Student comprehends the question: “¿Cuántos hay?” Student answers the question using the phrase “Hay ...”	¿Cuántos hay? Hay _____. uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte

_____	S. K. 6 Weather	Student tells what the weather is like.	Student comprehends the questions: “¿Qué tiempo hace?” “¿Cómo está el tiempo?/ ¿Cómo está el clima?” Student answers the question using one or more of the following phrases: “Hace sol/Está soleado” “Llueve/Está lloviendo” “Nieva/Está nevando” “Hace calor” “Hace frío” “Hace viento/Está ventoso” or “Está nublado”	“¿Qué tiempo hace?” “¿Cómo está el tiempo?/ ¿Cómo está el clima?” “Hace sol/Está soleado” “Llueve/Está lloviendo” “Nieva/Está nevando” “Hace calor” “Hace frío” “Hace viento/Está ventoso” “Está nublado”
_____	S. K. 7 Parts of the body	Student identifies the major body parts.	Student comprehends the question: “¿Qué es esto?” or “¿Dónde está el brazo?” etc. Student responds with the phrase: “Es el/la ____.” or “Aquí está” while pointing appropriately.	“¿Qué es esto?” “¿Dónde está ____?” la cabeza, los hombros, las piernas, los pies, el cuello, la barriga, los brazos, el pelo
_____	S. K. 8 Parts of the Face	Student identifies the major parts of the face.	Student comprehends the question: “¿Qué es esto?” or “¿Dónde está el brazo?” etc. Student responds with the phrase: “Es el/la ____.” or “Aquí está” while pointing appropriately.	“¿Qué es esto?” or “¿Dónde está el brazo?” etc. los ojos, la nariz, la boca, las orejas, la lengua, el pelo
_____	S. K. 9 Family	Student identifies different family members.	Student identifies family members in Spanish. Student comprehends the question: “¿Quién es?” Student answers the question using the phrase: “Es mi mamá /papá / hermano / hermana / abuelo /abuela /tía /tío /prima /primo/ bebé.”	“¿Quién es?” mamá/papá/hermano/hermana/ abuelo/abuela/bebé
_____	S. K. 10 Animals	Student identifies different animals.	Student identifies animals in Spanish. Student comprehends the question: “¿Qué animal es?” Student answers using the phrase: “Es un...”	“¿Qué animal es?” Es un(a)...cerdo, vaca, caballo, gallina, pollito

_____	S. K. 11 Opposite Pairs	Student describes something by its size, location or other attribute.	Student comprehends the question: “¿Es grande o es pequeño?” “¿Está arriba o abajo?” “¿Está adentro o afuera?” “¿Está limpio o sucio?” Student answers the question using the correct word in Spanish	“¿Es grande o pequeño?” “¿Está arriba o abajo?” “¿Está adentro o afuera?” “¿Está limpio o sucio?” grande, pequeño/a, arriba/abajo, adentro/afuera, limpio/sucio
_____	S. K. 12 Clothes	Student identifies clothing and provides information about the clothing he or she and others are wearing.	Student identifies items of clothing in Spanish. Student comprehends the questions: “¿Qué lleva (Juan)?” or “¿Qué se pone (Juan)?” Student answers using the phrase: “(Juan) lleva/se pone ____.” Student comprehends and uses the phrase: “Llevo rojo en ____.”	“¿Qué lleva?” / “¿Qué se pone?” Lleva Llevo la camisa, los pantalones, el suéter, zapatos, medias/ calcetines, sombrero
_____	S. K. 13 I like, I do not like	Student expresses his or her opinions as to whether he or she likes something or not.	Student comprehends the question: ¿Te gusta(n)____? Student answers the question using the phrase “Sí, me gusta(n)____./No, no me gusta(n)____.”	“¿Te gusta(n)?” Sí, me gusta(n)____./No, no me gusta(n)____.
_____	S. K. 14 I want	Student provides information about what he or she wants.	Student comprehends the questions: “¿Quieres____?” and “¿Qué quieres tú?” Student answers the question using the phrase, “Yo quiero____.”	“¿Quieres____?” “¿Qué quieres tú?” “Yo quiero____.” (Good tie in for the fruits)
_____	S. K. 15 Prayers	Student can recite the sign of the cross from memory.	Student independently makes the sign of the cross and says the words in Spanish.	“En el nombre del Padre, y del Hijo, y del Espíritu Santo.”

1st Grade Curriculum

Teachers should feel free to modify the sequence of the following topics to best fit their individual class needs. The following guidelines regarding “Sound Discrimination,” “Listening,” and “Speaking” should be addressed at every class meeting as part of the functioning of the class.

- Pronouncing words correctly
- Applying correct intonation in statements and questions
- Responding to simple spoken statements and questions
- Responding to classroom commands (singular and plural)
- Praying in the target language
- Applying unit vocabulary through activities emphasizing oral communication

Monitoring ✓	Current Curriculum	Communication Objective	Performance Indicators	Suggested Vocabulary (See K-5 Spanish Vocabulary list for an itemized list of vocabulary, including but not limited to...)
_____	S. 1. 1 Introducing oneself	Student tells what his or her name is.	Student comprehends the question: “¿Cómo te llamas tú?” Student answers the question using the phrase: “Me llamo...”	¿Cómo te llamas tú? Me llamo...
_____	S. 1. 2 Basic greetings	Student exchanges greetings and expresses how he or she is feeling.	Student comprehends and appropriately uses “hola” and “adios” Student comprehends the question: “¿Cómo estás?”. Student answers the question using a word or phrase that expresses how he or she is feeling.	hola, adios, buenos días, buenas tardes, buenas noches, ¿Cómo estás?, así así, muy bien, gracias, mal
_____	S. 1. 3 Colors	Student identifies colors and provides information about colors around him or her.	Student comprehends the question: “¿De qué color es?” Student answers the question and identifies colors in Spanish.	¿De qué color es? Es... rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, gris, marrón/café
_____	S. 1. 4 Shapes	Student can identify the basic shapes: circle, square, rectangle, triangle.	Student comprehends the question: ¿Qué forma es? Student answers the question and identifies shapes in Spanish	¿Qué forma es? el círculo, el cuadrado, el rectángulo, el triángulo
_____	S. 1. 5 Fruit and Beverages	Student identifies fruit and beverages.	Student comprehends the questions: ¿Qué fruta es? and ¿Qué es? Student answers the question and identifies fruit or beverage in Spanish.	¿Qué fruta es? ¿Qué es? Es una/es la leche, el agua, la manzana, el plátano, la pera, la piña, el mango, el coco, las uvas, la sandía,

				la naranja, el melocotón, la fresa
_____	S. 1. 6 Numbers 1 to 30	Student counts to 30 and provides information about how many there are of a given object.	Student identifies the numbers 1-30 in Spanish. Student comprehends the question: ¿Cuántos hay? Student answers the question using the phrase: “Hay ...”	¿Cuántos hay? Hay_____, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta.
_____	S. 1. 7 Weather	Student tells what the weather is like.	Student comprehends the question: “¿Qué tiempo hace?/ “¿Cómo está el tiempo?/ ¿Cómo está el clima?” Student answers the question using one or more of the following phrases: “Hace sol./Está soleado.” “Llueve/Está lloviendo.” “Nieva/Está nevando.” “Hace calor.” “Hace frío.” “Hace viento/Está ventoso.” or “Está nublado.”	“¿Qué tiempo hace?” “¿Cómo está el tiempo?” ¿Cómo está el clima?” “Hace sol./ Está soleado.” “Llueve/ Está lloviendo.” “Nieva/Está nevando.” “Hace calor” “Hace frío” “Hace viento/Está ventoso,” or “Está nublado.”
_____	S. 1. 8 Seasons	Student tells what season it is.	Student identifies the four seasons in Spanish. Student comprehends the question: ¿Cuál es la estación? Student answers the question using the phrase: “Es el/la ____.”	¿Cuál es la estación? Es el/la ____, el invierno, la primavera, el verano, el otoño.
_____	S. 1. 9 Days of week/	Student tells what day of the week it is. Student tells what month it is.	Student identifies the days of the week in Spanish. Student identifies the months in Spanish.	“¿Qué día es hoy?” “¿Cuál es el mes?”

	Months of the year		Student comprehends the question: “¿Qué día es hoy?” and “Cuál es el mes?” Student answers using the phrase: “Es ____.”	Days of the week: lunes, martes, miércoles, jueves, viernes, sábado, domingo. Months of the year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
_____	S. 1. 10 Parts of the body	Student identifies the major body parts.	Student comprehends the questions: “¿Qué es esto?” or “¿Dónde está el brazo?” etc. Student responds with the phrase: “Es el/la ____” or “Aquí aquí está” while pointing appropriately.	¿Qué es esto? ¿Dónde está ____? la cabeza, los hombros, los brazos, las piernas, los pies, los dedos, las rodillas
_____	S. 1. 11 Face	Student identifies the major parts of the face.	Student comprehends the questions: “¿Qué es esto?” or “Dónde está el brazo” etc. Student responds with the phrase: “Es el/la ____.” or “Aquí está ” while pointing appropriately.	“¿Qué es esto?” “¿Dónde está el brazo?” etc. los ojos, la nariz, la boca, las orejas, la lengua, el pelo
_____	S. 1. 12 Family	Student identifies different family members.	Student identifies family members in Spanish. Student comprehends the question: “¿Quien es?” Student answers the question using the phrase: “Es mi mamá /papá /hermano /hermana / abuelo /abuela / tía /tío /prima / primo.”	¿Quien es? la mamá/el papá el hermano/la hermana el abuelo/la abuela el tío/la tía el primo/la prima el/la bebé el perro, el gato, el pez
_____	S. 1. 13 Animals	Student identifies different animals.	Student identifies animals in Spanish. Student comprehends the question: “¿Qué animal es?”	¿Qué animal es? el cerdo, la vaca, el caballo, la gallina, el pollito,

			Student answers using the phrase: “Es un...”	el elefante, la jirafa
_____	S. 1. 14 Opposite pairs	Student describes something by its size, location or other attribute.	Student comprehends the questions: “¿Es grande o es pequeño?” “¿Está arriba o abajo?” “¿Está adentro o afuera?” “¿Está limpio o sucio?” Student answers the question using the correct word in Spanish	Grande/pequeño/a chiquito/a abajo/arriba adentro/afuera limpio/sucio bueno/malo alto/bajo
_____	S. 1. 15 Clothes	Student identifies clothing and provides information about the clothing he or she and others are wearing.	Student identifies items of clothing in Spanish. Student comprehends the question: “¿Qué lleva (Juan)? or ¿Qué se pone (Juan)?” Student answers using the phrase: “(Juan) lleva/se pone ____.” Student comprehends and uses the phrase: “Llevo rojo en ____.”	¿Qué lleva?/ ¿Qué se pone? Lleva Llevo la camisa, los pantalones, el suéter, los zapatos, las medias, los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas
_____	S. 1.16 I like, I do not like	Student expresses his or her opinions as to whether he or she likes something or not.	Student comprehends the question: ¿Te gusta(n)____? Student answers the question using the phrase: “Sí, me gusta(n)____/No, no me gusta(n)____”	¿Te gusta(n)? Sí me gusta(n)____ No, no me gusta(n)____.
_____	S. 1. 17 I want	Student provides information about what he or she wants.	Student comprehends the questions: “¿Quieres____?” and “¿Qué quieres tú?” Student answers the question using the phrase: “Yo quiero____.”	Yo quiero ____.
_____	S. 1. 18 Alphabet	The student can sing the alphabet song with the teacher and identify some letters.	Student comprehends the question: “¿Qué letra es?” and can answer with the name of the letter in Spanish.	The alphabet

_____	S. 1. 19 Holidays	The teacher chooses which holidays to celebrate/share with the class.		
_____	S. 1. 20 Classroom	Student identifies objects in the classroom.	Student comprehends the question: “¿Qué es esto?” or “¿Dónde está el...?” Student responds using the phrase: “Es el...” or “Aquí está....”	la mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los crayones, la maestra, el estudiante
_____	S. 1. 21 Prayers	Student can recite the Sign of the Cross from memory. The student can recite the Glory Be with the teacher in Spanish.	Student independently makes the Sign of the Cross and says the words in Spanish. Recites the Glory Be with the teacher in Spanish	“En el nombre del Padre, y del Hijo, y del Espíritu Santo.” Glory Be

2nd Grade Curriculum

Teachers should feel free to modify the sequence of the following topics to best fit their individual class needs.

The following guidelines regarding “Sound Discrimination,” “Listening,” and “Speaking” should be addressed at every class meeting as part of the functioning of the class.

- Pronouncing words correctly
- Applying correct intonation in statements and questions
- Responding to simple spoken statements and questions
- Responding to classroom commands (singular and plural)
- Praying in the target language
- Applying unit vocabulary through activities emphasizing oral communication

Monitoring ✓	Current Curriculum	Communication Objective	Performance Indicators	Suggested Vocabulary (See K-5 Spanish Vocabulary list for an itemized list of vocabulary, including but not limited to...)
_____	S. 2. 1 Introducing oneself	Student tells what his or her name is.	Student comprehends the question: “¿Cómo te llamas tú?” Student answers the question using the phrase: “Me llamo...”	¿Cómo te llamas tú? Me llamo...
_____	S. 2. 2 Basic greetings	Student exchanges greetings and expresses how he or she is feeling.	Student comprehends and appropriately uses: “hola” and “adios” Student comprehends the question: “¿Cómo estás?” Student answers the question using a word or phrase that expresses how he or she is feeling.	hola, adios, ¿Cómo estás? muy bien, gracias, mal, así así, bravo/a Estoy feliz. Estoy triste.
_____	S. 2. 3 Colors	Student identifies colors and provides information about colors around him or her.	Student comprehends the question: ¿De qué color es? Student answers the question and identifies colors in Spanish.	¿De qué color es? Es... rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
_____	S. 2. 4 Shapes	The student can identify the basic shapes: circle, square, rectangle, triangle.	Student comprehends the question: ¿Qué forma es? Student answers the question and identifies shapes in Spanish.	¿Qué forma es? el círculo, el cuadrado, el rectángulo, el triángulo
_____	S. 2. 5 Fruit and Beverages	Student identifies fruit and beverages.	Student comprehends the questions: ¿Qué fruta es? and ¿Qué es? Student answers the question and identifies fruit or beverage in Spanish.	la leche, el agua, la manzana, el plátano, la pera, la piña, el mango, el coco, las uvas, la sandía, la naranja, el melocotón, la fresa, la papáya, la zanahoria, el pepino, el tomate,

				el chile
_____	S. 2. 6 Numbers 0 to 50	Student counts to 50 and provides information about how many there are of a given object.	Student identifies the numbers 0-50 in Spanish. Student comprehends the question: ¿Cuántos hay? Student answers the question using the phrase: “Hay ...”	¿Cuántos hay? Hay ____. uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte. 21-50
_____	S. 2. 7 Weather	Student tells what the weather is like.	Student comprehends the questions: “¿Qué tiempo hace?/ “¿Cómo está el tiempo?/ ¿Cómo está el clima?” Student answers the question using one or more of the following phrases: “Hace sol./Está soleado.” “Llueve/ Está lloviendo.” “Nieva/Está nevando.” “Hace calor,” “Hace frío,” “Hace viento/Está ventoso” or “Está nublado.”	“¿Qué tiempo hace?/ “¿Cómo está el tiempo?/ ¿Cómo está el clima?” “Hace sol./Está soleado.” “Llueve/Está lloviendo.” “Nieva/Está nevando.” “Hace calor,” “Hace frío,” “Hace viento/Está ventoso,” or “Está nublado.”
_____	S. 2. 8 Seasons	Student tells what season it is.	Student identifies the four seasons in Spanish. Student comprehends the question: ¿Cuál es la estación? Student answers the question using the phrase: “Es el/la ____.”	¿Cuál es la estación? Es el/la ____. el invierno, la primavera, el verano, el otoño.
_____	S. 2. 9 Days of the week/months of the year	Student tells what day of the week it is. Student tells what month it is.	Student identifies the days of the week in Spanish. Student identifies the months in Spanish. Student comprehends the questions: “¿Qué día es hoy?” and “¿Cuál es el mes?” Student answers using the phrase “Es ____.”	“¿Qué día es hoy?” “¿Cuál es el mes?” Lunes, martes, miércoles, jueves, viernes, sábado, domingo. enero, febrero, marzo, abril, mayo, junio, julio, agosto,

				septiembre, octubre, noviembre, diciembre.
_____	S. 2. 10 Parts of the body	Student identifies the major body parts.	Student comprehends the question: “¿Qué es esto?” or “¿Dónde está el brazo?” etc. Student responds with the phrase: “Es el/la ____.” or “Aquí está” while pointing appropriately.	¿Qué es esto? ¿Dónde está ____? las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie
_____	S. 2. 11 Face	Student identifies the major parts of the face.	Student comprehends the question: “¿Qué es esto?” or “¿Dónde está el brazo?” etc. Student responds with the phrase: “Es el/la ____” or “Aquí está” while pointing appropriately.	“¿Qué es esto?” or “¿Dónde está el brazo?” etc. los ojos, la nariz, la boca, las orejas, el pelo, los labios, los dientes, la lengua
_____	S. 2. 12 Family	Student identifies different family members.	Student identifies family members in Spanish. Student comprehends the question: “¿Quién es?” Student answers the question using the phrase: “Es mi mamá/papá /hermano/hermana/ abuelo/abuela /tía/tío /prima/primo.”	¿ Quién es? la mamá, el papá, el hermano, la hermana, el abuelo, la abuela, el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez
_____	S. 2. 13 Opposite pairs	Student describes something by its size, location or other attribute.	Student comprehends the questions: “¿Es grande o es pequeño?” “¿Está arriba o abajo?” “¿Está adentro o afuera?” “¿Está limpio o sucio?” Student answers the question using the correct word in Spanish.	“¿Es grande o pequeño?” “¿Está arriba o abajo?” “¿Está adentro o afuera?” “¿Está limpio o sucio?” Grande/pequeño abajo/arriba adentro/afuera limpio/sucio

				bueno/malo alto/bajo
_____	S. 2. 14 Clothes	Student identifies clothing and provides information about the clothing he or she and others are wearing.	Student identifies items of clothing in Spanish. Student comprehends the questions: “¿Qué lleva (Juan)?” or ¿Qué se pone (Juan)?” Student answers using the phrase: “(Juan) lleva/se pone _____.” Student comprehends and uses the phrase: “Llevo rojo en _____.”	¿Qué lleva/Qué se pone? Lleva Llevo la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas, el traje de baño, la sombrilla, el impermeable, la toalla
_____	S. 2. 15 I like, I do not like	Student expresses his or her opinions as to whether he or she likes something or not.	Student comprehends the question: ¿Te gusta(n)____? Student answers the question using the phrase: “Sí, me gusta(n)____/No, no me gusta(n)____.”	¿Te gusta(n)? Sí, me gusta(n)____ No, no me gusta(n)_____.
_____	S. 2. 16 Holidays	The teacher will determine which holidays to teach.		
_____	S. 2. 17 Alphabet - vowels and their sounds	Student can correctly pronounce the vowels in the Spanish alphabet.	Student identifies the letters in Spanish. Student recognizes ñ as a letter unique to the Spanish alphabet. Student comprehends the question “¿Qué letra es?”	Letters A-Z ¿Qué letra es?
_____	S. 2. 18 Classroom	Student identifies objects in the classroom.	Student comprehends the questions: “¿Qué es esto?” “¿Dónde está el...?” Student responds using the phrase: “Es el” or “Aquí está”	¿Qué es esto? ¿Dónde está..? Es el/la... la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los crayones, la maestra, el estudiante

_____	S. 2. 19 Prayers	Student can recite the Sign of the Cross from memory. The student can recite the Hail Mary from memory or with the teacher	Student independently makes the Sign of the Cross and says the words in Spanish and recites the Hail Mary from memory or with the teacher.	“En el nombre del Padre, y del Hijo, y del Espiritu Santo.” Dios Te Salve María
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3rd Grade Curriculum

Teachers should feel free to modify the sequence of the following topics to best fit their individual class needs. The following guidelines regarding “Sound Discrimination,” “Listening,” and “Speaking” should be addressed at every class meeting as part of the functioning of the class.

- Pronouncing words correctly
- Applying correct intonation in statements and questions
- Responding to simple spoken statements and questions
- Responding to classroom commands (singular and plural)
- Praying in the target language
- Producing and responding to questions using interrogatives
- Applying unit vocabulary through activities emphasizing oral communication
- Reading and comprehending simple written text (words throughout the year, sentences by the end of the year)
- Answering questions with complete sentences (by the end of the year)

Monitoring ✓	Current Curriculum	Communication Objective	Performance Indicators	Suggested Vocabulary (including but not limited to...)
_____	S. 3. 1 Basic Greetings and Expressions of Courtesy	Student exchanges greetings and expresses how he or she is feeling. Student uses please and thank you.	Student comprehends and appropriately uses “hola” and “adios” Student comprehends the question, “¿Cómo estás?” Student answers the question using a word or phrase that expresses how he or she is feeling.	hola, adios, ¿Cómo estás? muy bien, gracias, mal, así así, bravo/a por favor, gracias ¿Cómo te llamas? Me llamo... ¿Cómo se llama él/ella? El/Ella se llama ____.
_____	S. 3. 2 Colors	Student identifies colors and provides information about colors around him or her.	Student comprehends the question: ¿De qué color es? Student answers the question and identifies colors in Spanish.	¿De qué color es? Es... rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón (can be used with lesson on clothes or food: ¿De qué color es el pantalón?)
_____	S. 3. 3 Numbers to 100	Student counts to 100 and provides information about how many there are of a given object.	Student identifies the numbers 1-100 in Spanish. Student comprehends the question: ¿Cuántos hay? Student answers the question using the phrase: “Hay ...”	¿Cuántos hay? Hay____. uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte. 21-100
_____	S. 3. 4 Weather/ days of the week/months of the year/ seasons	Student tells what the weather is like. Student tells what day of the week it is. Student tells what month it is. Student tells what season it is.	Student comprehends the question: “¿Qué tiempo hace?/ “Cómo está el tiempo?/¿Cómo está el clima?” Student identifies the days of the week in Spanish.	“¿Qué tiempo hace?/ “Cómo está el tiempo?/ Cómo está el clima?” “¿Qué día es hoy?”

			Student identifies the months in Spanish. Student comprehends the questions: “¿Qué día es hoy?” and “¿Cuál es el mes?” Student answers using the phrase “Es ____.” Student identifies the four seasons in Spanish. Student comprehends the question: ¿Cuál es la estación? Student answers the question using the phrase: “Es el/la ____.”	Lunes, martes, miércoles, jueves, viernes, sábado, domingo. “¿Cuál es el mes?” enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. ¿Cuál es la estación? Es el/la ____, el invierno, la primavera, el verano, el otoño.
_____	S. 3. 5 Telling time	The student can tell what time it is in Spanish.	The student comprehends the question: “¿Qué hora es?” The student responds using the phrase: “Es la/Son las...” The student also uses the expression “y media” for the half hour	¿Qué hora es? Es la/son las y media
_____	S. 3. 6 Parts of the body	Student identifies the major body parts.	Student comprehends the question: “¿Qué es esto?” or “¿Dónde está el brazo” etc.” Student responds with the phrase: “Es el/la ____.” or “Aquí está,” while pointing appropriately.	¿Qué es esto? ¿Dónde está ____? las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie
_____	S. 3. 7 Parts of the face	Student identifies the major parts of the face.	Student comprehends the question: “¿Qué es esto?” or “¿Dónde está el pelo?” etc. Student responds with the phrase: “Es el/la ____.” or “Aquí está,” while pointing appropriately.	“¿Qué es esto?” “¿Dónde está el pelo?” etc. los ojos, la nariz, la boca, las orejas, el pelo, los labios, los dientes, la lengua

_____	S. 3. 8 Family	Student identifies different family members.	Student identifies family members in Spanish. Student comprehends the question “¿Quién es?” Student answers the question using the phrase: “Es mi mamá/papá /hermano/hermana / abuelo/abuela / tía/tío /prima/primo.”	¿Quién es? la mamá, el papá, el hermano, la hermana, el abuelo, la abuela, el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez
_____	S. 3. 9 Animals	Student identifies different animals.	Student identifies animals in Spanish. Student comprehends the question: “¿Qué animal es?” Student answers using the phrase: “Es un...”	¿Qué animal es? Es un... el cerdo, la vaca, el caballo, la gallina, el pollito, el elefante, la jirafa, el tigre, el loro, el oso, el león, el toro
_____	S. 3. 10 Opposite pairs	Student describes something by its size, location or other attribute.	Student comprehends the questions: “¿Es grande o es pequeño?” “¿Está arriba o abajo?” “¿Está adentro o afuera?” “¿Está limpio o sucio?” Student answers the question using the correct word in Spanish	“¿Es grande o pequeño?” “¿Está arriba o abajo?” “¿Está adentro o afuera?” “¿Está limpio o sucio?” Grande/pequeño chiquito/a abajo/arriba adentro/afuera limpio/sucio bueno/malo alto/bajo
_____	S. 3. 11 Food Vocabulary	Student identifies fruit and beverages.	Student comprehends the questions: “¿Qué fruta es?” and “¿Qué es?” Student answers the question and identifies fruit or beverage in Spanish.	la leche, el agua, la manzana, el plátano, la pera, la piña, el mango, el coco, las uvas, la sandía, la naranja, el melocotón, la fresa, la papaya, la zanahoria, el pepino, el tomate, el chile

_____	S. 3. 12 Clothes	Student identifies clothing and provides information about the clothing he or she and others are wearing.	Student identifies items of clothing in Spanish. Student comprehends the question: “¿Qué lleva (Juan)?” or “¿Qué se pone (Juan)?” Student answers using the phrase: “(Juan) lleva/se pone ____.” Student comprehends and uses the phrase: “Llevo rojo en ____.”	¿Qué lleva/Qué se pone? Lleva. Llevo. la camisa, los pantalones, el suéter, los zapatos, las medias/los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas, el traje de baño, la sombrilla, el impermeable, la toalla
_____	S. 3. 13 I like/ I don’t like	Student expresses his or her opinions as to whether he or she likes something or not.	Student comprehends the question: “¿Te gusta(n)____?” Student answers the question using the phrase: “Sí, me gusta(n)____/ No, no me gusta(n)____.”	¿Te gustan? Sí me gusta(n)____ No, no me gusta(n)____.
_____	S. 3. 14 Alphabet	The student can recognize the letters of the Spanish alphabet and say their names and sounds in Spanish.	The student can identify the letters in Spanish. The student recognizes and can say the sounds of: <i>ch, h, g, j, ll, ñ, q, rr, y.</i>	The alphabet
_____	S. 3. 15 Capital of the country	Know the countries and capitals of Spanish speaking countries in the Caribbean	Locate on the map. Know capital city. Recognize nationality.	España y el Caribe: España-Madrid Cuba-La Habana La República Dominicana-Santo Domingo, Puerto Rico-San Juan (Los Estados Unidos)
_____	S. 3. 16 Regions	Know the region El Caribe	Be able to locate it on the map.	España y el Caribe: España Cuba

				La República Dominicana Puerto Rico (Los Estados Unidos)
_____	S. 3. 17 I am, You are, He is, She is	The student can give information about themselves and others.	The student comprehends the question: ¿Cómo eres? or ¿Cómo es? The student responds with the phrase: Yo soy or él/ella es The student can identify certain physical characteristics about people: alto/bajo, /gordo, rubio/a, etc.	Yo soy un niño/a. Yo soy un/a estudiante. Él es un niño. Ella es una niña.
_____	S. 3. 18 I have, You have, He has, She has	The student can give information about themselves and their personal possessions and states of being.	The student understands the questions: ¿Qué tienes? or ¿Qué tiene? The student answers with the phrase: “Yo tengo/ él/ella tiene un perro, un tenedor” or whatever other vocabulary the teacher has chosen for the lesson.	¿Qué tienes? ¿Qué tiene? Yo tengo/él/ella tiene Tú tienes Yo tengo _____. Yo tengo frío, calor, hambre, sed.
_____	S. 3. 19 Means of transportation	The student can identify various forms of transportation.	The student can understand and respond to the question: “¿Cómo vas a...?” The student can respond “Yo voy en tren.”	El carro, la bicicleta, el tren, el bote, el autobús, el avión, el helicóptero, el taxi
_____	S. 3. 20 Classroom Objects	The student identifies a list of classroom objects.	The students can respond to the question: ¿Qué es esto?	¿Qué es esto? Es un/una
_____	S. 3. 21 I go to town	Student can identify various places in a city. Student can respond to the question using a memorized phrase.	The student can understand the question ¿Adónde vas? The student responds: Yo voy a...	La biblioteca, la panadería, el parque, la escuela, la casa, el supermercado, el hospital
_____	S. 3. 22	The student can provide information about what he or she is doing.	The student comprehends the question: “¿Qué haces?” The student responds with the phrase:	¿Qué haces? Yo juego Yo camino

	Common verbs for daily activities		Yo juego, Yo camino, Yo leo, Yo escribo	Yo leo Yo escribo
_____	S. 3. 23 Dialogue with verb <i>to go</i>	The student is able to ask a person where they are going and express where they are going as well. The student is able to tell where another person is going.	The student comprehends the questions: “¿Adónde vas?” and ¿Adónde va él/ella? The student responds with the phrase: “Yo voy a/ él va a/ ella va a...”	¿Adónde vas/va? Yo voy Él/ella va? El parque, la fiesta, la escuela, la casa, etc.
_____	S. 3. 24 At the store	Student can ask and respond to questions with a memorized response. Students can identify clothing/food vocabulary and the colors. Students can identify numbers and currency vocabulary.	The student comprehends the question: ¿Qué vas a comprar? The student responds with: Yo voy a comprar...	¿Qué vas a comprar? Yo voy a comprar. ¿Qué va a comprar? clothing and food from K-2 vocabulary
_____	S. 3. 25 At the restaurant	The student is able to communicate what he or she would like to eat and drink at a restaurant.	The student identifies and names the waiter at the restaurant. The student understands the questions: “¿Qué le gustaria comer? ¿Qué le gustaria beber?” (or the equivalent). The student can respond to the question with: “Yo quiero comer/beber” (or the equivalent). The student can identify and names various types of typical Latin-American or Spanish dishes.	Mesero/mesera Yo quiero comer/ yo quiero beber. Taco, quesadilla, arepa, pupusa, etc.
_____	S. 3. 26 Setting the table—singular and plural	The student identifies the items of a place setting.	The student comprehends the questions: “¿Dónde está el...tenedor?” or “¿Dónde va el...tenedor?”	¿Dónde está...? ¿Dónde va...? el tenedor, la cuchara, el cuchillo, la servilleta, el vaso, el tazón, el plato.

_____	S. 3. 27 Prayers	The student can recite the Our Father in Spanish	The student correctly recites the Our Father with very few to no errors.	Text of the prayer
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4th Grade Curriculum

The intermediate years (4th and 5th grade) of Spanish lay the groundwork for the demands of the Spanish 1 curriculum. This Curriculum is **NOT** mandatory. Feel free to modify it to fit the sequence of your textbook, if you use one, and to tailor it to the needs of your school.

Teachers should feel free to modify the sequence of the following topics to best fit their individual class needs.

The following guidelines regarding “Sound Discrimination,” “Listening,” and “Speaking” should be addressed at every class meeting as part of the functioning of the class.

- 4.29 Asking and responding to questions using interrogatives
- 4.30 Spelling in the target language
- 4.31 Pronouncing words correctly
- 4.32 Applying correct intonation in statements and questions
- 4.33 Responding to simple spoken statements and questions
- 4.34 Responding to classroom commands (singular and plural)
- 4.35 Praying in the target language
- 4.36 Producing and responding to questions using interrogatives
- 4.37 Applying unit vocabulary through activities emphasizing oral communication
- 4.38 Reading and comprehending simple written text
- 4.39 Answering questions with complete sentences

Include culturally relevant material as time and resources allow (4.41 identifying examples of art, music, literature, history and geography).

Students should strive to complete one short teacher-modeled paragraph this year.

Monitoring ✓	Current Curriculum	Communication Objective	Performance Indicators	Suggested Vocabulary (including but not limited to...)
_____	S 4.1 Identifying greetings and expressions of courtesy	The student will be able to initiate and return a variety of greetings	The student comprehends the greeting. The student can respond with the appropriate greeting	Hola, adiós buenos días, buenas tardes, buenas noches ¿Cómo estás? Estoy bien, mal, así-así, Estoy feliz. Estoy triste. ¿Cómo te llamas? Me llamo... ¿Cómo se llama él/ella? El/Ella se llama ____.
_____	S.4.2 Identifying colors	The students will select correctly from choices, name and write colors in the target language.	Students will name, write out, or select the correct color when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿De qué color es...? (Es azul, rojo, etc.)	Rojo, azul, amarillo, verde, anaranjado, morado, negro, blanco, marrón, gris, rosado
_____	S.4.3 Identifying body parts	The students will select correctly from choices, name, and write body parts in the target language.	Students will name, write out, or select the correct body part when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings).	las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie

			Students will respond orally and in writing to: ¿Qué es...?	
_____	S.4.4 Identifying clothing	The students will select correctly from choices, name, and write clothing in the target language.	Students will name, write out, or select the correct clothing when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué lleva/ ¿Qué se pone...?	Yo llevo ____. la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas, el traje de baño, la sombrilla, el impermeable, la toalla, el cinturón, la corbata, el vestido
_____	S.4.5 Identifying classroom objects	The students will select correctly from choices, name and write classroom objects in the target language.	Students will name, write out, or select the correct classroom object when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué es...?	La mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los creyones, la maestra, el estudiante, el portafolio, el cuaderno, el libro, el papel, el marcador, el bolígrafo, el escritorio/pupitre ¿Puedo ir al baño? ¿Puedo beber agua? Siéntate/Siéntense Levántate/Levántense Saquen Escriban Abran

_____	S.4.6 Writing and counting numbers 1-100	The students will select correctly from choices, name and write numbers in the target language.	Students will name, write out, or select the correct number when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué número es...? or ¿Cuántos hay?	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, 21-100. ¿Cuántos hay? Hay _____. Son _____. (In response to ¿Cuántos?) primero, segundo, tercero, cuarto, quinto, sexto, séptimo, octavo, noveno, décimo.
_____	S.4.7 Telling time	The student will be able to tell time correctly to the hour, half hour and quarter hour.	The student comprehends the question: ¿Qué hora es? The student can respond with the phrase: Es la/ Son las _____ to the hour, half hour and quarter hour.	¿Qué hora es? Es la _____. Son las _____. y media y cuarto
_____	S.4.8 Reciting days of week and months of year	The students will select correctly from choices, name and write days of the week or months of the year in the target language.	Students will name, write out, or select the correct day of the week and month of the year when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué día es...? ¿Cuál es el mes?	lunes, martes, miércoles, jueves, viernes, sábado, domingo enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

_____	S.4.9 Identifying academic subjects	The students will select correctly from choices, name and write academic subjects in the target language.	Students will name, write out, or select the correct academic subject when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to ¿Qué estudias...? Yo estudio matemáticas.	matemáticas, ciencia, educación física, español, música, computación/informática
_____	S.4.10 Identifying daily/weekly schedules	The students will select correctly from choices, name and write daily/weekly schedules in the target language.	Students will name, write out, or select the correct activity when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Cuándo (activity)...? Yo leo el lunes. Yo juego fútbol los miércoles. Yo voy a la escuela a las ocho.	jugar, leer, escribir, correr, ir al colegio, ir de compras, ir a Misa, el día, la semana, el fin de semana
_____	S.4.11 Identifying weather and seasons	The students will select correctly from choices, name and write weather and seasons in the target language.	Students will name, write out, or select the correct season and weather when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games,	el invierno, la primavera, el verano, el otoño Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado.

			pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Cuál es la estación/Cómo está el tiempo...? (Es primavera. Hace viento.)	Hace viento. Está nevando./ Nieva.
_____	S.4.12 Identifying family members (parents, grandparents, siblings, aunts, uncles, cousins)	The students will select correctly from choices, name and write family members in the target language.	Students will name, write out, or select the correct family member when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Quién es/Dónde Está...? (Es mamá. Abuela está en el dormitorio.)	la mamá, el papá, el hermano, la hermana, el abuelo, la abuela, el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez
_____	S.4.13 Identifying rooms of a house	The students will select correctly from choices, name and write rooms of a house in the target language.	Students will name, write out, or select the correct room of a house when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué cuarto es?/¿Dónde está...? (Es el sótano. Está en la cocina.)	sala, cocina, comedor, dormitorio, baño, sótano, sofá, televisión, mesita, estufa, silla, cama, escritorio, ducha, bañera, lavabo, garaje

_____	S.4.14 Identifying events of personal daily life	The students will select correctly from choices, name and write colors in the target language.	Students will name, write out, or select the correct daily event of life when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Adónde vas...? (Yo voy a la escuela. Yo voy a comer.)	comer, dormir, desayuno, almuerzo, cena
_____	S.4.15 Identifying common occupation	The students will select correctly from choices, name and write common occupations in the target language.	Students will name, write out, or select the correct occupation when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Quién es/Dónde está...? (Es el policía. Es la maestra. La maestra está en la escuela.)	el hombre, la mujer, el niño, la niña, el policía, el/la doctor/a, el/la enfermero/a, el cartero, el panadero
_____	S.4.16 Identifying places in a city	The students will select correctly from choices, name and write places in a city in the target language.	Students will name, write out, or select the correct place in a city when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings).	la biblioteca, la panadería, el parque, la escuela, la casa, el supermercado, el hospital, el correo, la plaza, la ciudad, el pueblo, el campo, la estación de tren, el aeropuerto

			Students will respond orally and in writing to: ¿Dónde está...? (Está en el centro comercial.)	
_____	S.4.17 Identifying leisure and recreation activities	The students will select correctly from choices, name and write leisure and recreation activities in the target language.	Students will name, write out, or select the correct leisure activity when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Adónde vas...? (Voy a jugar fútbol. Voy a leer un libro.)	At the restaurant: Yo quiero comer ____. Yo quiero beber ____. Sin ____ . Con ____ . El plato, el cuchillo, la cuchara, el tenedor, el vaso
_____	S.4.18 Identifying shopping vocabulary	The students will select correctly from choices, name and write shopping vocabulary in the target language.	Students will name, write out, or select the correct items when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will use the construction <i>Voy+ir</i> or the verb <i>comprar</i> to describe a shopping trip. Students will respond orally and in writing to: ¿Qué compras...? (Yo compro una chaqueta.)	Yo voy a comprar ____ . Yo quiero comprar ____ .

_____	S.4.19 Identifying modes of transportation	The students will select correctly from choices, name and write modes of transportation in the target language.	Students will name, write out, or select the correct mode of transportation when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Cómo vas...? (Yo voy en tren. Yo voy en carro.)	El carro, la bicicleta, el tren, el bote, el autobús, el avión, el helicóptero, el taxi
_____	S.4.20 Identifying singular subject pronouns	The students will be able to identify the singular subject pronoun in a sentence and use it in response to a question.	The student comprehends that <i>Yo</i> is equivalent to <i>I</i> , <i>tú</i> to <i>you</i> , <i>él</i> to <i>he</i> and <i>ella</i> to <i>she</i> . The student can use the personal pronoun in a sentence orally and in writing with a reminder from the teacher or a poster/worksheet.	Yo, tú, él, ella
_____	S.4.21 Conjugating commonly used verbs in the singular (e.g.: to have, to be, to make, to go)	The student will be able to conjugate commonly used verbs in context of class activities.	The student can conjugate commonly used verbs in the context of class activities and assignments.	
_____	S.4.22 Identifying gender and number of nouns	The student will recognize that there is a difference in gender and number of nouns in the target language.	The student can identify that most words that end in <i>O</i> are masculine and that most words that end in <i>A</i> are feminine. The student uses the correct definite or indefinite article to signify gender. The student can identify that many words form the plural	

			by adding <i>S</i> . (This is related to S 4.23)	
_____	S.4.23 Identifying gender and number of definite articles	The student will recognize that there is a difference in gender and number of definite articles in the target language.	The student uses the correct definite article according to the gender and number of the noun. The student may make errors with the exceptions to the rule.	
_____	S.4.24 Identifying gender and number of indefinite	The student will recognize that there is a difference in gender and number of indefinite articles in the target language.	The student uses the correct indefinite article according to the gender and number of the noun. The student may make errors with the exceptions to the rule.	
_____	S.4.25 Identifying commonly used adjectives	The student will recognize adjectives in a sentence and use adjectives orally and in writing.	The student has a basic understanding of the parts of a sentence. The student understands that adjectives are used to describe the subject or object. The student can understand and correctly respond to the question: “¿De qué color es el ___? or ¿De qué tamaño es ___? or whatever question applies.	grande chiquito/a abajo/arriba adentro/afuera limpio/sucio bueno/malo alto/bajo nuevo/viejo bonito/feo largo/corto
_____	S.4.26 Identifying singular possessive adjectives (my, your, his/her, its)	The student will recognize that possessive adjectives indicate belonging.	The student uses the possessive adjective to indicate possession. The student can understand and correctly respond to the question: ¿De quién es el/la ___?	Mi, tu, su
_____	S.4.27	The student will be able to give a rudimentary explanation of what	The student can identify that most words that end in <i>O</i> are	

	Explaining rules for noun-adjective agreement	noun-adjective agreement looks like in English.	masculine and that most words that end in <i>A</i> are feminine. The student uses the correct adjective to correspond with the gender of the noun. The student understands that the plural is commonly formed by adding <i>S</i> to a noun. The student can explain this correspondence in English and relate it to their experience of forming the plural in the English language.(This is related to S 4.23)	
_____	S.4.28 Explaining rules for noun-adjective placement	Student will be able to give a rudimentary explanation of the rules of noun-adjective placement looks like in English.	The student can state in English that the adjective commonly comes after the noun in the Spanish language.	
_____	S.4.29 Asking and responding to questions using Interrogatives (who, what, where, how)	The student will be able to recognize and use interrogatives orally and in writing.	The student comprehends the question words: Qué, Quién, Cómo, Cuántos/as, and Dónde. The student uses the words when appropriate with teacher guidance.	
_____	S.4.30 Spelling in target language	The student will be able to spell simple high frequency words in the target language.	The student will be able to spell simple high frequency words with some guidance from the teacher.	
_____	S.4.31 Pronouncing words correctly	The student will be able to pronounce simple high frequency words in the target language.	The student will mostly pronounce words correctly but may need to be corrected or cued by the teacher.	

_____	S.4.32 Applying correct intonation in statements and questions	The student will apply correct intonation in statements and questions	The student will use a rising intonation at the end of a question.	
_____	S.4.33 Responding to simple spoken statements and questions	The student will respond to simple spoken statements and questions according to their skill level.	The student will comprehend simple, high frequency spoken statements and questions in context and with the use of visual cues.	
_____	S.4.34 Responding to classroom commands (singular and plural)	The student will correctly respond to high frequency classroom commands in context.	The student will comprehend simple, high frequency classroom commands in context and with the use of visual cues.	
_____	S.4.35 Praying in target language (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)	The student will be able to pray the Our Father, Hail Mary, and Glory Be in a group setting.	The student can pray with the class. The student may be able to pray the prayer individually if they have practiced it sufficiently.	
_____	S.4.36 Producing and responding to questions using interrogatives	The student will be able to ask simple questions using interrogatives. The student will be able to respond to questions with the aid of visual cues and context.	The student comprehends the question words: Qué, Quién, Cómo, Cuántos/as, and Dónde. The student uses the words when appropriate with teacher guidance.	
_____	S.4.37 Applying unit vocabulary through activities emphasizing oral communication	The student will speak in the target language at least once every class meeting and preferably multiple times in a session.	The student uses newly learned vocabulary within formulaic structures. For example the questions ¿Qué tienes?, ¿Dónde está? and ¿Cuántos tienes? can be used in a variety of contexts such as body parts, classroom objects, etc.	

_____	S.4.38 Reading and comprehending simple written text	The student will comprehend written words, sentences, and short paragraphs.	The student writes simple words, sentences, and even short paragraphs with teacher modeling and coaching. The student reads and comprehends simple written text.	
_____	S.4.39 Answering questions with complete sentences	The student will be able to respond to a question with a simple and complete sentence.	The student responds to questions with a simple and complete sentence that contains at minimum a subject and a verb.	
_____	S.4.40 Creating a paragraph using correct grammar and appropriate vocabulary	The student will be able to write a brief paragraph with teacher support (modeling and a step-by-step writing process).	The student writes short (4-5 sentence) paragraphs with modeling by the teacher. The student will need support and examples to complete this task.	
_____	S.4.41 Identifying examples of art, music, literature, history and geography	The student will be able to recognize culturally authentic examples of art, music, literature, history and geography, preferably related to Central America.	The student will be able to explain cultural practices, events and artifacts in English. The student may be able to compare them with similar practices, events, and artifacts in United States culture.	México y Centroamérica: México, Guatemala, Nicaragua, Costa Rica, Panamá, Honduras, El Salvador

5th Grade Curriculum

The intermediate years (4th and 5th grade) of Spanish lay the groundwork for the demands of the Spanish 1 curriculum. This Curriculum is **NOT** mandatory. Feel free to modify it to fit the sequence of your textbook, if you use one, and to tailor it to the needs of your school.

Teachers should feel free to modify the sequence of the following topics to best fit their individual class needs.

The following guidelines regarding “Sound Discrimination,” “Listening,” and “Speaking” should be addressed at every class meeting as part of the functioning of the class.

- 5.31 Spelling in target language
- 5.32 Pronouncing words correctly
- 5.33 Applying correct intonation in statements and questions
- 5.34 Responding to simple spoken statements and questions
- 5.35 Responding to classroom commands (singular and plural)
- 5.36 Praying in target language (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)
- 5.37 Producing and responding to questions using interrogatives
- 5.38 Applying unit vocabulary through activities emphasizing oral communication
- 5.39 Reading and comprehending simple written text
- 5.40 Answering questions with complete sentences

Include culturally relevant material as time and resources allow (5.42 identifying examples of art, music, literature, history and geography).

Students should strive to complete one short teacher-modeled paragraph this year (5.41 Creating a paragraph using correct grammar and appropriate vocabulary).

Monitoring ✓	Current Curriculum	Communication Objective	Performance Indicators	Suggested Vocabulary (including but not limited to...)
_____	S.5.1 Exchanging greetings and expressions of courtesy	The student will be able to initiate and return a variety of greetings	The student comprehends the greeting. The student can respond with the appropriate greeting	Hola, adiós buenos días, buenas tardes, buenas noches ¿Cómo estás? Estoy bien, estoy mal, estoy así- así, estoy feliz. estoy triste, estoy enojado. estoy aburrido. ¿Cómo te llamas? Me llamo... ¿Cómo se llama él/ella? Él/Ella se llama ____.
_____	S.5.2 Incorporating colors as adjectives	The students will select correctly from choices, name and write colors in the target language. The student will be able to use colors as adjectives to describe an object.	Students will name, write out, or select the correct color when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿De qué color es...? (Es azul, rojo, etc.) The student will also use the color as an adjective to describe an object. (La camisa roja)	rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón

_____	S. 5.3 Identifying and applying body parts vocabulary in dialogue setting	The students will select correctly from choices, name and write body parts in the target language. The student will use body parts vocabulary in a short, scripted conversation with teacher modeling.	Students will name, write out, or select the correct body part when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué es...?	las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie, la cintura, los hombros, el codo, el cuello, la garganta
_____	S.5.4 Identifying and applying clothing vocabulary in dialogue setting	The students will select correctly from choices, name and write clothing vocabulary in the target language. The student will use clothing vocabulary in a short, scripted conversation with teacher modeling.	Students will name, write out, or select the correct clothing when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué lleva/ ¿Qué se pone...?	Yo llevo ____. la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas, el traje de baño, la sombrilla, el impermeable, la toalla, el cinturón, la corbata, el vestido
_____	S.5.5 Identifying and applying classroom objects vocabulary in dialogue setting	The students will select correctly from choices, name and write classroom objects in the target language. The student will use classroom objects vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct classroom object when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué es...?	la mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los creyones, la maestra, el estudiante, el portafolio, el cuaderno, el libro, el papel, el marcador, el bolígrafo, el escritorio/pupitre Puedo ir al baño. Puedo beber agua.

				Siéntate/Siéntense. Levántate/Levántense. Saquen, Escriban, Abran
_____	S.5.6 Writing and counting numbers 1-100	The students will select correctly from choices, name and write numbers in the target language. The student will use numbers vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct number when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué número es...? or ¿Cuántos hay?	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, 21-100. ¿Cuántos hay? Hay _____. Son _____. (In response to ¿Cuántos?)
_____	S.5.7 Telling time (Present and Time of events e.g. the show starts at 4 o'clock)	The student will be able to tell time correctly to the hour, half hour and quarter hour.	The student comprehends the question: ¿Qué hora es? The student can respond with the phrase: Es la/ Son las to the hour, half hour and quarter hour. The student comprehends and responds to the question: ¿A qué hora empieza el partido? El partido empieza a las ocho.	¿Qué hora es? Es la _____. Son las _____.

_____	S.5.8 Reciting days of week and months of year, in and out of sequence	The students will select correctly from choices, name and write days of the week and months of the year in the target language. The student will use days of the week and months of the year vocabulary in a short, scripted conversation with teacher modeling.	Students will name, write out, or select the correct day of the week and month of the year when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué día es...? ¿Cuál es el mes?	lunes, martes, miércoles, jueves, viernes, sábado, domingo.
_____	S.5.9 Identifying and applying academic subjects vocabulary in dialogue setting	The students will select correctly from choices, name and write academic subjects in the target language. The student will use academic subjects vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct academic subject when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué estudias...? Yo estudio matemáticas.	matemáticas, ciencia, educación física, español, computación/informática, música
_____	S.5.10 Describing daily/weekly schedules	The students will select correctly from choices, name and write activities in daily and weekly schedules in the target language. The student will use daily/weekly schedules vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct activity when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings).	comer desayuno, almuerzo, cena el lunes, los sábados, etc. Voy al cine, al parque, a la casa, a la tienda, a la clase de arte, a la escuela hoy mañana el día la semana

			Students will respond orally and in writing to: ¿Cuándo (activity)...? Yo leo el lunes. Yo juego fútbol los miércoles. Yo voy a la escuela a las ocho.	el fin de semana ¿Adónde vas?
_____	S.5.11 Describing weather and seasons	The students will select correctly from choices, name and write weather and seasons in the target language. The student will use weather and seasons vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct season and weather when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Cuál es la estación? ¿Cómo está el tiempo? (Es primavera. Hace viento.)	el invierno, la primavera, el verano, el otoño Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado. Hace viento. Está nevando./ Nieva.
_____	S.5.12 Identifying and applying family members (parents, grandparents, siblings, aunts, uncles, cousins) in dialogue setting	The students will select correctly from choices, name and write family members in the target language. The student will use family members vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct family member when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Quién es/Dónde está...? (Es mamá. Abuela está en el dormitorio.)	la mamá, el papá, el hermano, la hermana, el abuelo, la abuela, el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez

_____	S.5.13 Identifying and applying rooms of a house vocabulary in dialogue setting	The students will select correctly from choices, name and write rooms of a house in the target language. The student will use rooms of a house vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct room of a house when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Qué cuarto es? ¿Dónde está...? (Es el sótano. Está en la cocina.)	sala, cocina, comedor, dormitorio, baño, sótano, sofá, televisión, mesita, estufa, silla, cama, escritorio, ducha, bañera, lavabo, garaje
_____	S.5.14 Describing daily life	The students will select correctly from choices, name and write events from daily life in the target language. The student will use events of daily life vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct daily event of life when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Adónde vas...? (Yo voy a la escuela. Yo voy a comer.)	comer, dormir, desayuno, almuerzo, cena
_____	S.5.15 Identifying common occupations vocabulary in dialogue setting	The students will select correctly from choices, name and write common occupations in the target language. The student will use common occupations vocabulary in a	Students will name, write out, or select the correct occupation when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures,	el hombre, la mujer, el niño, la niña, el policía, el/la doctor/a, el/la enfermero/a, el cartero, el panadero

		short scripted conversation with teacher modeling.	artwork, classroom surroundings). Students will respond orally and in writing to: ¿Quién es?/¿Dónde está...? (Es el policía. Es la maestra. La maestra está en la escuela.)	
_____	S.5.16 Describing places in a city in dialogue setting in target culture	The students will select correctly from choices, name and write places in a city in the target language. The student will use places in a city vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct place in a city when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Dónde está...? (Está en el centro comercial.)	la biblioteca, la panadería, el parque, la escuela, la casa, el supermercado, el hospital, el correo, la plaza, la ciudad, el pueblo, el campo, la estación de tren, el aeropuerto
_____	S.5.17 Identifying and describing leisure and recreation activities vocabulary in dialogue setting in target culture	The students will select correctly from choices, name and write leisure and recreation activities in the target language. The student will use leisure and recreation activities vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct leisure activity when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to ¿Adónde vas...? (Voy a jugar fútbol. Voy a leer un libro.)	leer novelas escuchar música jugar béisbol, fútbol, baloncesto jugar al tenis ver la televisión jugar videojuegos En el restaurante: Yo quiero comer ____. Yo quiero beber ____. Sin _____. Con _____. El plato, el cuchillo, la cuchara, el tenedor, el vaso, la servilleta

_____	S.5.18 Identifying and applying shopping vocabulary in dialogue setting	The students will select correctly from choices, name and write body parts in the target language. The student will use body parts vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct items when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will use the construction <i>Voy+ir</i> or the verb <i>comprar</i> to describe a shopping trip. Students will respond orally and in writing to: ¿Qué compras...? (Yo compro una chaqueta.)	Yo voy a comprar ____. Yo quiero comprar ____.
_____	S.5.19 Identifying and applying modes of transportation vocabulary in dialogue setting	The students will select correctly from choices, name and write body parts in the target language. The student will use body parts vocabulary in a short scripted conversation with teacher modeling.	Students will name, write out, or select the correct mode of transportation when presented with a visual or oral cue (i.e., flashcards, matching games, other interactive games, pictures, artwork, classroom surroundings). Students will respond orally and in writing to: ¿Cómo vas...? (Yo voy en tren. Yo voy en carro.)	las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie, la cintura, los hombros, el codo, el cuello, la garganta
_____	S.5.20 Identifying plural subject pronouns in sequential order	The students will be able to identify the plural subject pronoun in a sentence and use it in response to a question.	The student comprehends that <i>nosotros</i> is equivalent to <i>we</i> and that <i>ustedes</i> is equivalent to <i>you</i> , as in <i>all of you</i> . Student can use the personal pronoun in a sentence orally and in writing	Yo, tú, él, ella, nosotros, ustedes

			with a reminder from the teacher or a poster/worksheet.	
_____	S.5.21 Conjugating commonly used verbs in the singular and plural (e.g.: to have, to be, to make, to go)	The student will be able to conjugate commonly used verbs in context of class activities.	The student can conjugate commonly used verbs in the context of class activities and assignments.	
_____	S.5.22 Conjugating verbs used in idiomatic expressions (e.g.: I'm hungry. I'm cold. I'm ten years old)	The student will be able to conjugate the verbs used in idiomatic expressions that express states of being.	The student can recognize that idiomatic expressions in Spanish cannot be directly translated into English. The student can use idiomatic expressions appropriately with both singular and plural subject pronouns.	Yo tengo _____. Yo tengo frío, calor, hambre, sed, ____ años.
_____	S.5.23 Applying gender and number of nouns	The student will recognize that there is a difference in gender and number of nouns in the target language. The student will be able to use the correct article (definite or indefinite) to identify a noun as feminine or masculine.	The student can identify that most words that end in <i>O</i> are masculine and that most words that end in <i>A</i> are feminine. The student uses the correct definite or indefinite article to signify gender. The student can identify that many words form the plural by adding <i>S</i> . (This is related to S 4.23)	
_____	S.5.24 Applying gender and number of definite articles	The student will recognize that there is a difference in gender and number of definite articles in the target language. The student will be able to use the correct article to indicate gender and number.	The student uses the correct definite article according to the gender and number of the noun. The student may make errors with the exceptions to the rule.	

_____	S.5.25 Applying gender and number of indefinite articles	The student will recognize that there is a difference in gender and number of indefinite articles in the target language. The student will be able to use the correct indefinite article to indicate gender and number.	The student uses the correct indefinite article according to the gender and number of the noun. The student may make errors with the exceptions to the rule.	
_____	S.5.26 Applying commonly used adjectives	The student will recognize adjectives in a sentence and use adjectives orally and in writing.	The student has a basic understanding of the parts of a sentence. The student understands that adjectives are used to describe the subject or object. The student can understand and correctly respond to the question: “¿De qué color es el ___?” or “¿De qué tamaño es ___?” or whatever question applies.	
_____	S.5.27 Applying singular possessive adjectives (my, your, his/her, its)	The student will recognize that possessive adjectives indicate belonging. The student will use singular possessive adjectives orally and in writing to indicate possession.	The student uses the possessive adjective to indicate possession. The student can understand and correctly respond to the question: ¿De quién es el/la ___?	
_____	S.5.28 Applying rules for noun-adjective agreement	The student will be able to give a rudimentary explanation of what noun-adjective agreement looks like in English. The students will be able apply these rules orally and in writing.	The student can identify that most words that end in <i>O</i> are masculine and that most words that end in <i>A</i> are feminine. The student uses the correct adjective to correspond with the gender of the noun. The student understands that the plural is commonly formed by adding <i>S</i> to a noun. The student	

			can explain this correspondence in English and relate it to their experience of forming the plural in the English language.(This is related to S 4.23)	
_____	S.5.29 Applying rules for noun-adjective placement	The student will be able to give a rudimentary explanation of the rules of noun-adjective placement looks like in English. The student will be able to place the adjective correctly orally and in writing.	The student can state in English that the adjective commonly comes after the noun in the Spanish language.	
_____	S.5.30 Identifying subject pronouns: singular and plural	The student will be able to identify the singular and plural subject pronouns in a sentence and use them in response to a question.	The student comprehends that <i>Yo</i> is equivalent to <i>I</i> , <i>tú</i> to <i>you</i> , <i>él</i> to <i>he</i> , <i>ella</i> to <i>she</i> , <i>nosotros</i> to <i>we</i> , <i>ustedes</i> to <i>you</i> . The student can use the personal pronouns in a sentence orally and in writing with a reminder from the teacher or a poster/worksheet.	
_____	S.5.31 Spelling in target language	The student will be able to spell simple high frequency words in the target language.	The student will be able to spell simple high frequency words with some guidance from the teacher.	
_____	S.5.32 Pronouncing words correctly	The student will be able to pronounce simple high frequency words in the target language.	The student will mostly pronounce words correctly but may need to be corrected or cued by the teacher.	

_____	S.5.33 Applying correct intonation in statements and questions	The student will apply correct intonation in statements and questions	The student will use a rising inflection at the end of a question.	
_____	S.5.34 Responding to simple spoken statements and questions	The student will respond to simple spoken statements and questions according their skill level.	The student will comprehend simple, high frequency spoken statements and questions in context and with the use of visual cues.	
_____	S.5.35 Responding to classroom commands (singular and plural)	The student will correctly respond to high frequency classroom commands in context.	The student will comprehend simple, high frequency classroom commands in context and with the use of visual cues.	
_____	S.5.36 Praying in target language (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)	The student will be able to pray the Our Father, Hail Mary, and Glory be in a group setting.	The student can pray with the class. The student may be able to pray the prayer individually if they have practiced it sufficiently.	
_____	S.5.37 Producing and responding to questions using interrogatives	The student will be able to ask simple questions using interrogatives. The student will be able to respond to simple questions with the aid of visual cues and context.	The student comprehends the question words: <i>Qué, Quién, Cómo, Cuántos/as, and Dónde</i> . The student uses the words when appropriate with teacher guidance.	
_____	S.5.38 Applying unit vocabulary through activities emphasizing oral communication	The student will speak in the target language at least once every class meeting and preferably multiple times in a session.	The student uses newly learned vocabulary within formulaic structures. For example the questions <i>¿Qué tienes?</i> , <i>¿Dónde está?</i> and <i>¿Cuántos tienes?</i> can be used in a variety of contexts such as body parts, classroom objects, etc.	

_____	S.5.39 Reading and comprehending simple written text	The student will comprehend written words, sentences, and short paragraphs.	The student writes simple words, sentences, and even short paragraphs with teacher modeling and coaching. The student reads and comprehends simple written text.	
_____	S.5.40 Answering questions with complete sentences	The student will be able to respond to a question with a simple and complete sentence.	The student responds to questions with a simple and complete sentence that contains at minimum a subject and a verb.	
_____	S.5.41 Creating a paragraph using correct grammar and appropriate vocabulary	The student will be able to write a brief paragraph with teacher support (modeling and a step-by-step writing process).	The student writes short (4-5 sentence) paragraphs with modeling by the teacher. The student will need support and examples to complete this task.	
_____	S.5.42 Identifying examples of art, music, literature, history and geography	The student will be able to recognize culturally authentic examples of art, music, literature, history and geography, preferably related to South America.	The student will be able to explain cultural practices, events and artifacts in English. The student may be able to compare them with similar practices, events, and artifacts in United States culture.	

Vocabulary Lists

Kindergarten - 5th Grade

This vocabulary list is a companion to the Curriculum Guide. It itemizes the minimum vocabulary that the students should be exposed to in a year. It covers the material learned in kindergarten through 5th grade. Kindergarten is not expected to memorize the vocabulary, but merely to be exposed to it. There is no specific vocabulary list for grades six through 8. Teachers should use this list as a reference for the middle school curriculum, but also their textbook (if one is being used) and their own materials.

Kindergarten Spanish Vocabulary List

(Kindergarten students are not expected to memorize all of the vocabulary. They are just to be exposed to it and allowed to enjoy the language)

Topic	Vocabulary
Basic Greetings	Hola, adiós ¿Cómo estás? Estoy bien, mal, así-así Me llamo...
Colors	rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
Numbers	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.
Weather	Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado.
Parts of the Face	los ojos, la nariz, la boca, las orejas, el pelo
Parts of the Body	las manos, la cabeza, los brazos, las piernas, los pies, los dedos
Family	el padre, la madre, el hermano, la hermana
Opposite Pairs	grande, chiquito/a abajo/arriba adentro/afuera limpio/sucio
Clothing	la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero

First Grade Spanish Vocabulary List

(This is the minimum vocabulary the student must know by the end of this year. Words in **bold** are new this year.)

Topic	Vocabulary
Basic Greetings	Hola, adiós buenos días, buenas tardes, buenas noches ¿Cómo estás? Estoy bien, mal, así-así ¿Cómo te llamas? Me llamo...
Colors	rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
Numbers 1 - 20	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte.
Weather	Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado. Hace viento.
Family	la mamá, el papá, el hermano, la hermana, el abuelo, la abuela. el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez
Animals	el cerdo, la vaca, el caballo, la gallina, el pollito, el elefante, la jirafa
Opposite Pairs	grande, chiquito/a abajo/arriba adentro/afuera limpio/sucio bueno/malo alto/bajo
Clothing	la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas
Days of the week	lunes, martes, miércoles, jueves, viernes, sábado, domingo.
Months of the year	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
Classroom	la mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los crayones, la maestra, el estudiante

Second Grade Spanish Vocabulary List

(This is the minimum vocabulary the student must know by the end of this year. Words in **bold** are new this year.)

Topic	Vocabulary
Basic Greetings	Hola, adiós buenos días, buenas tardes, buenas noches ¿Cómo estás? Estoy bien, mal, así-así, Estoy feliz. Estoy triste. ¿Cómo te llamas? Me llamo...
Colors	rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
Shapes	círculo, cuadrado, rectángulo, triángulo
Food and Beverages	la leche, el agua, la manzana, el plátano, la pera, la piña, el mango, el coco, las uvas, la sandía, la naranja, el melocotón, la fresa, la pamáya , la zanahoria, el pepino, el tomate, el chile
Numbers	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, 21-50 .
Weather	Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado. Hace viento. Está nevando./ Nieva.
Seasons	el invierno, la primavera, el verano, el otoño
Parts of the Face	los ojos, la nariz, la boca, las orejas, el pelo, los labios, los dientes, la lengua
Parts of the body	las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie, la cara, los ojos, la nariz, la boca, las orejas
Opposite Pairs	Grande/pequeño/a chiquito/a abajo/arriba limpio/sucio bueno/malo alto/bajo
Clothing	la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas, el traje de baño, la sombrilla, el impermeable, la toalla
I want	Yo quiero _____.
Days of the week	lunes, martes, miércoles, jueves, viernes, sábado, domingo.
Months of the year	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
Classroom	la mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los creyones, la maestra, el estudiante

Third Grade Spanish Vocabulary List

(This is the minimum vocabulary the student must know by the end of this year. Words in **bold** are new this year.)

Topic	Vocabulary
Basic Greetings	Hola, adiós buenos días, buenas tardes, buenas noches ¿Cómo estás? Estoy bien, mal, así-así, Estoy feliz. Estoy triste. ¿Cómo te llamas? Me llamo... ¿Cómo se llama él/ella? El/Ella se llama _____.
Ser phrases	Yo soy un niño/a. Yo soy un/a estudiante. Él es un niño. Ella es una niña.
Tener phrases	Yo tengo _____. Yo tengo frío, calor, hambre, sed, ____ años.
Colors	rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
Shapes	círculo, cuadrado, rectángulo, triángulo
Food and Beverages	la leche, el agua, la manzana, el plátano, la pera, la piña, el mango, el coco, las uvas, la sandía, la naranja, el melocotón, la fresa, la pamáya , la zanahoria, el pepino, el tomate, el chile
Numbers	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, 21-50. Hay _____. Son _____. (In response to ¿Cuántos?)
Weather	Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado. Hace viento. Está nevando./ Nieva.
Seasons	el invierno, la primavera, el verano, el otoño
Parts of the Face	los ojos, la nariz, la boca, las orejas, el pelo, los labios, los dientes, la lengua
Parts of the body	las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie
Family	la mamá, el papá, el hermano, la hermana, el abuelo, la abuela, el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez
Animals No	Remove el cerdo, la vaca, el caballo, la gallina, el pollito, el elefante, la jirafa, el tigre, el loro, el oso, el león, el toro
Opposite Pairs	Grande/ pequeño/a chiquito/a

	abajo/arriba
Adjectives	alto/a, bajo/a, guapo/a, /a, castaño, rubio, pelirrojo
Clothing	Yo llevo ____. la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas, el traje de baño, la sombrilla, el impermeable, la toalla
I want	Yo quiero ____.
Days of the week	lunes, martes, miércoles, jueves, viernes, sábado, domingo.
Months of the year	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
Classroom	la, mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los creyones, la maestra, el estudiante, el portafolio, el cuaderno, el libro, el papel, el marcador, el bolígrafo, el escritorio/pupitre ¿Puedo ir al baño? ¿Puedo beber agua?
Time	¿Qué hora es? Es la _____. Son las _____.
Ir + a	¿Adónde vas? Yo voy a _____.
Transportation	El carro, la bicicleta, el tren, el bote, el autobús, el avión, el helicóptero, el taxi
Places in a city	La biblioteca, la panadería, el parque, la escuela, la casa, el supermercado, el hospital
Shopping	Yo voy a comprar ____. Yo quiero comprar ____.
Daily Life	comer, dormir, desayuno, almuerzo, cena
Leisure and Recreation	At the restaurant: Yo quiero comer ____. Yo quiero beber ____. Sin _____. Con _____. El plato, el cuchillo, la cuchara, el tenedor, el vaso
Daily and weekly schedules	jugar, leer, escribir, correr, ir al colegio, ir de compras, ir a Misa
People and Basic Occupations	el hombre, la mujer, el niño, la niña
Rooms in a House	sala, cocina, comedor, dormitorio, baño, sótano

Fourth Grade Spanish Vocabulary List

(This is the minimum vocabulary the student must know by the end of this year. The words in **bold** are new this year.)

Topic	Vocabulary
Basic Greetings	Hola, adiós buenos días, buenas tardes, buenas noches ¿Cómo estás? Estoy bien, mal, así-así, Estoy feliz. Estoy triste. ¿Cómo te llamas? Me llamo... ¿Cómo se llama él/ella? El/Ella se llama ____.
Ser phrases	Yo soy un niño/a. Yo soy un/a estudiante. Él es un niño. Ella es una niña.
Tener phrases	Yo tengo ____. Yo tengo frío, calor, hambre, sed, ____ años.
Estár phrases	Yo estoy Tú estás Él/Ella está
Personal Pronouns	Yo, tú, el, ella
Possessive Adjectives	Mi, tu, su
Colors	rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
Shapes	círculo, cuadrado, rectángulo, triángulo
Food and Beverages	la leche, el agua, la manzana, el plátano, la pera, la piña, el mango, el coco, las uvas, la sandía, la naranja, el melocotón, la fresa, la pamáya, la zanahoria, el pepino, el tomate, el chile, el queso , el pollo, la carne, el pastel, el helado
Numbers	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, 21-100 . ¿Cuántos hay? Hay _____. Son _____. (In response to ¿Cuántos?)
Weather	Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado. Hace viento. Está nevando./ Nieva.
Seasons	el invierno, la primavera, el verano, el otoño
Parts of the Face	los ojos, la nariz, la boca, las orejas, el pelo, los labios, los dientes, la lengua

Parts of the body	las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie
Family	la mamá, el papá, el hermano, la hermana, el abuelo, la abuela, el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez
Animals	el cerdo, la vaca, el caballo, la gallina, el pollito, el elefante, la jirafa, el tigre, el loro, el oso, el león, el toro
Opposite Pairs	grande/ pequeño/a chiquito/a abajo/arriba adentro/afuera limpio/sucio bueno/malo alto/bajo nuevo/viejo bonito/feo largo/corto
Adjectives	alto/a, bajo/a, guapo/a, castaño, rubio, pelirrojo, joven, mayor, menor
Clothing	Yo llevo ____. la camisa, los pantalones, el suéter, los zapatos, las medias/ los calcetines, el sombrero, la falda, la blusa, la bufanda, la chaqueta, las botas, el traje de baño, la sombrilla, el impermeable, la toalla, el cinturón, la corbata, el vestido
I want	Yo quiero ____.
Days of the week	lunes, martes, miércoles, jueves, viernes, sábado, domingo.
Months of the year	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
Classroom	La mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los crayones, la maestra, el estudiante, el portafolio, el cuaderno, el libro, el papel, el marcador, el bolígrafo, el escritorio/pupitre Puedo ir al baño. Puedo beber agua. Siéntate/Siéntense. Levántate/Levántense. Saquen. Escriban. Abran.
Time	¿Qué hora es? Es la _____. Son las _____.
Ir + a	¿Adónde vas? Yo voy a _____.

Transportation	El carro, la bicicleta, el tren, el bote, el autobús, el avión, el helicóptero, el taxi
Places in a city	la biblioteca, la panadería, el parque, la escuela, la casa, el supermercado, el hospital, el correo, la plaza, la ciudad, el pueblo, el campo, la estación de tren, el aeropuerto
Geography	México y Centroamérica: México, Guatemala, Nicaragua, Costa Rica, Panamá, Honduras, El Salvador
Shopping	Yo voy a comprar ____. Yo quiero comprar ____.
Daily Life	comer, dormir, desayuno, almuerzo, cena
Leisure and Recreation	At the restaurant: Yo quiero comer ____. Yo quiero beber ____. Sin _____. Con _____. El plato, el cuchillo, la cuchara, el tenedor, el vaso
Daily and weekly schedules	jugar, leer, escribir, correr, ir al colegio, ir de compras, ir a Misa, el día, la semana, el fin de semana
Academic Subjects	matemáticas, ciencia, educación física, español, música, computación/informática
People and Basic Occupations	el hombre, la mujer, el niño, la niña, el policía, el/la doctor/a, el/la enfermero/a, el cartero, el panadero
Rooms and Objects in a House	sala, cocina, comedor, dormitorio, baño, sótano, sofá, televisión, mesita, estufa, silla, cama, escritorio, ducha, bañera, lavabo, garaje
Positional words	al lado de encima de debajo de delante de detrás de

Fifth Grade Spanish Vocabulary List

(This is the minimum vocabulary the student must know by the end of this year. Words in bold are new this year.)

Topic	Vocabulary
Basic Greetings	Hola, adiós buenos días, buenas tardes, buenas noches ¿Cómo estás? Estoy bien, mal, así-así, Estoy feliz. Estoy triste. Estoy enojado. Estoy aburrido. ¿Cómo te llamas? Me llamo... ¿Cómo se llama él/ella? El/Ella se llama _____.
Ser phrases	Yo soy un niño/a. Yo soy un/a estudiante. Él es un niño. Ella es una niña.
Tener phrases	Yo tengo _____. Yo tengo frío, calor, hambre, sed, ____ años.
Estár phrases	Yo estoy Tú estás Él/ella está
Personal Pronouns	Yo, tú, él , ella, nosotros, vosotros, ellos, ellas, ustedes
Possessive Adjectives	Mi(s), tu(s), su(s)
Colors	rojo, amarillo, azul, anaranjado, blanco, negro, morado, rosado, marrón
Shapes	círculo, cuadrado, rectángulo, triángulo
Food and Beverages	la leche, el agua, la manzana, el plátano, la pera, la piña, el mango, el coco, las uvas, la sandía, la naranja, el melocotón, la fresa, la pamáya, la zanahoria, el pepino, el tomate, el chile, el queso, el pollo, la carne, el pastel, el helado
Numbers	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, 21-100. ¿Cuántos hay? Hay _____. Son _____. (In response to ¿Cuántos?)
Ordinal Numbers No	Remove primero, segundo, tercero, cuarto, quinto, sexto, séptimo, octavo, noveno, décimo.
Weather	Hace sol./Está soleado. Llueve/Está lloviendo. Hace calor. Hace frío. Está nublado. Hace viento. Está nevando./ Nieva.
Seasons	el invierno, la primavera, el verano, el otoño

Parts of the Face	los ojos, la nariz, la boca, las orejas, el pelo, los labios, los dientes, la lengua, las cejas, la frente, la barbilla, el bigote
Parts of the body	las manos, la cabeza, los brazos, las piernas, los pies, los dedos, los hombros, las rodillas, los dedos del pie, la cintura, los hombros, el codo, el cuello, la garganta
Family	la mamá, el papá, el hermano, la hermana, el abuelo, la abuela, el tío/la tía, el primo/ la prima, el/la bebé, el perro, el gato, el pez
Animals	el cerdo, la vaca, el caballo, la gallina, el pollito, el elefante, la jirafa, el tigre, el loro, el oso, el león, el toro
Opposite Pairs	Grande/ pequeño/a chiquito/a abajo/arriba adentro/afuera limpio/sucio bueno/malo alto/bajo nuevo/viejo bonito/feo largo/corto
Adjectives	alto/a, bajo/a, guapo/a, castaño, rubio, pelirrojo, joven, mayor, menor
I like/I don't like	¿Qué te gusta? me gusta(n)___/ no me gusta(n)___.
Days of the week	lunes, martes, miércoles, jueves, viernes, sábado, domingo.
Classroom	la, mochila, la computadora, la goma, la silla, la mesa, la alfombra, la ventana, el lápiz, la pizarra, las tijeras, los crayones, la maestra, el estudiante, el portafolio, el cuaderno, el libro, el papel, el marcador, el bolígrafo, el escritorio/pupitre ¿Puedo ir al baño? ¿Puedo beber agua? Siéntate/Siéntense. Levántate/Levántense. Saquen. Escriban. Abran.
Time	¿Qué hora es? Es la _____. Son las _____.
Ir + a	¿Adónde vas? Yo voy a _____.
Transportation	El carro, la bicicleta, el tren, el bote, el autobús, el avión, el helicóptero, el taxi

Places in a city	la biblioteca, la panadería, el parque, la escuela, la casa, el supermercado, el hospital, el correo, la plaza, la ciudad, el pueblo, el campo, la Estación de tren, el aeropuerto
Geography	Sudamérica y África: Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Perú, Uruguay, Venezuela, Guinea Ecuatorial
Shopping	Yo voy a comprar ____. Yo quiero comprar ____.
Daily Life	comer, dormir, desayuno, almuerzo, cena
Leisure and Recreation	At the restaurant: Yo quiero comer ____. Yo quiero beber ____. Sin _____. Con _____. El plato, el cuchillo, la cuchara, el tenedor, el vaso, la servilleta
Daily and weekly schedules	jugar, leer, escribir, correr, ir al colegio, ir de compras, ir a Misa, el día, la semana, el fin de semana, estudiar, ver televisión, escuchar música
Academic Subjects	matemáticas, ciencia, educación física, español, música, computación/informática
People and Basic Occupations	el hombre, la mujer, el niño, la niña, el policía, el/la doctor/a, el/la enfermero/a, el cartero, el panadero
Rooms and Objects in a House	sala, cocina, comedor, dormitorio, baño, sótano, sofa, television, mesita, estufa, silla, cama, escritorio, ducha, bañera, lavabo, garaje
Positional words No	Remove al lado de encima de debajo de delante de detrás de