

# Spanish Curriculum

## First Grade

By the end of first grade, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. The first grader will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. The first grader will be able to apply word relationships to other subject areas and will begin to use the skills to read appropriate books, write simple sentences and pattern books, and listen to and speak in Spanish.

**Archdiocese of Santa Fe Standard 1:      Communication**  
**Students will increase their knowledge and understanding of the Spanish language and become active participants in our multilingual and multicultural society.**

- NSFLE Standard 1:    Communication  
                                  Students communicate in languages other than English.
  
- NSFLE Standard 3:    Connections  
                                  Students connect with other disciplines and acquire information.
  
- NSFLE Standard 4:    Comparisons  
                                  Students develop insight into the nature of language and culture.
  
- NSFLE Standard 5:    Communities  
                                  Students participate in multilingual communities at home and around the world.

*These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.*

### Essential for Mastery in Grade 1

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
NOTE: <i>Provide age-appropriate literature and</i>		

<i>songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
<b>A. Students engage in conversation, obtain and provide simple information, express feelings, emotions, and exchange opinions in Spanish.</b>		
1. Exchange information in short conversations or interviews on familiar topics, such as: <ul style="list-style-type: none"> <li>○ greetings</li> <li>○ feelings</li> <li>○ age</li> <li>○ family</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in dialogues to exchange information.</li> </ul>	
2. Respond to verbal instructions and simple commands: <ul style="list-style-type: none"> <li>○ raise your hand</li> <li>○ let's pray</li> <li>○ silence</li> <li>○ listen carefully</li> <li>○ write your name</li> <li>○ attention</li> </ul>	<ul style="list-style-type: none"> <li>● Follow verbal instructions and simple commands without hesitation.</li> </ul>	
<b>B. Students understand and interpret spoken and written language on a variety of topics, including the appropriate article.</b>		
1. Learn the written form of colors.	<ul style="list-style-type: none"> <li>● Recognize correct spelling.</li> </ul>	
2. Expand the number base to 20-30 (orally) and 0-10 (written).	<ul style="list-style-type: none"> <li>● Recite numbers from 20-30 and identify them when scrambled.</li> <li>● Recognize correct spelling for numbers 0-10.</li> </ul>	
3. Expand body vocabulary by adding: <ul style="list-style-type: none"> <li>head                      fingers</li> <li>shoulders                hands</li> <li>chest                      wrists</li> <li>stomach                  elbows</li> <li>waist                      arms</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct body parts through illustrations, pictures, and on-self.</li> </ul>	

hips legs knees	toes feet ankles		
4. Expand family vocabulary by adding: <ul style="list-style-type: none"> <li>○ son</li> <li>○ daughter</li> <li>○ boy</li> <li>○ girl</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and point to the correct family members through illustrations and pictures.</li> </ul>		
5. Expand shape vocabulary by adding: <ul style="list-style-type: none"> <li>○ star</li> <li>○ heart</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct shapes through illustrations and pictures.</li> </ul>		
6. Listen to, identify, and recite: Animals-zoo <ul style="list-style-type: none"> <li>○ elephant</li> <li>○ tiger</li> <li>○ lion</li> <li>○ giraffe</li> <li>○ zebra</li> <li>○ bear</li> <li>○ monkey</li> <li>○ gorilla</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct zoo animals through illustrations and pictures.</li> </ul>		
7. Listen to, identify, and recite the Spanish alphabet.	<ul style="list-style-type: none"> <li>● Identify and recite the Spanish alphabet with minimal or no assistance from the teacher.</li> </ul>		
8. Listen to and recite the days of the week in proper order.	<ul style="list-style-type: none"> <li>● Recite the days of the week in proper order with minimal or no assistance from the teacher.</li> </ul>		
<b>C. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>			
1. Associate visually, orally, and in written form with material provided.	<ul style="list-style-type: none"> <li>● Demonstrate orally and in written form a mixture of vocabulary words and phrases (i.e., greetings, simple commands, numbers, body parts, family members, shapes, zoo animals, days of the week) through literature, music, games,</li> </ul>		

	illustrations, pictures, and symbols.	
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**Archdiocese of Santa Fe Standard 2: Culture**  
**Students attain knowledge and understanding of the Spanish culture.**

NSFLE Standard 2: Cultures  
 Students gain knowledge and understanding of other cultures.

NSFLE Standard 4: Comparisons  
 Students develop insight into the nature of language and culture.

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**Essential for Mastery in Grade 1**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
<b>A. Students demonstrate an understanding of the relationship between the cultural practices of the Spanish language.</b>		
1. Listen to and recite rhymes and poems.	<ul style="list-style-type: none"> <li>• Act out and perform rhymes and poems with expressions that indicate understanding.</li> </ul>	
2. Learn about the tradition of making decorated eggshells ( <i>Cascarones</i> ).	<ul style="list-style-type: none"> <li>• Participate by making <i>cascarones</i> and identify the materials used (in Spanish).</li> </ul>	

**Archdiocese of Santa Fe Standard 3: Students will enhance their understanding of Catholic faith and heritage through study of the Spanish language and culture.**

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**Essential for Mastery in Grade 1**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
<b>A. Students use the Spanish language and authentic sources to reinforce content learned in the area of religion.</b>		
1. Recite “Guardian Angel” ( <i>Angel de la Guarda</i> ).	<ul style="list-style-type: none"> <li>• Teacher observation: Actively participate when reciting the prayer with classmates as well as reciting the prayer individually.</li> </ul>	
2. Sing simple songs that are appropriate for Mass (i.e., <i>Señor Ten Piedad</i> and <i>Aleluya</i> [words can be found in <u>Flor y Canto</u> ]).	<ul style="list-style-type: none"> <li>• Teacher observation: Successfully participate and sing the liturgical songs in Spanish at the appropriate time during the Student Mass.</li> </ul>	