

# Spanish Curriculum

## Kindergarten

By the end of kindergarten, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. The kindergartener will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. The kindergartener will be able to apply word relationships to other subject areas and will begin to use the skills to interpret, 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 Kindergarten

<b>LEARNING OUTCOMES</b> (What the student will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate the student has achieved the Learning Outcome)	<b>BEST PRACTICES</b>
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<p>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></p>		
<p><b>A. Students engage in conversation, obtain and provide simple information about self, express feelings, emotions, and exchange opinions in Spanish.</b></p>		
<p>1. Express simple feelings</p> <ul style="list-style-type: none"> <li>○ I am sad</li> <li>○ I am happy</li> </ul>	<ul style="list-style-type: none"> <li>● Role-play with teacher and classmates using: <i>¿Cómo estás?</i> and <i>¿Cómo te sientes?</i></li> <li>● Respond with correct phrases: (i.e., <i>Estoy triste; estoy feliz; estoy muy bien</i>).</li> </ul>	
<p>2. Extend a conversation to include simple questions and answers, such as:</p> <ul style="list-style-type: none"> <li>○ How are you?</li> <li>○ I am well</li> <li>○ How old are you?</li> <li>○ I am ... years old</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-Student and Student-Student: Role-play simple dialogues.</li> </ul>	
<p><b>B. Students understand and interpret spoken language on a variety of topics, including the appropriate article.</b></p>		
<p>1. Sing simple songs based on the vocabulary presented.</p>	<ul style="list-style-type: none"> <li>● Teacher observation: The student will follow along with song lyrics and show comprehension.</li> <li>● (i.e., "... now touch your head...clap your hands...").</li> </ul>	
<p>2. Expand number base (listen to, identify, and recite) by adding 11-20.</p>	<ul style="list-style-type: none"> <li>● Recite numbers from 11-20 and identify them when scrambled.</li> </ul>	
<p>3. Listen to, identify, and recite: Body-face</p> <ul style="list-style-type: none"> <li>○ face</li> <li>○ eyes</li> <li>○ nose</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct face parts through illustrations, pictures, and on-self.</li> </ul>	

<ul style="list-style-type: none"> <li>○ mouth</li> <li>○ ears</li> <li>○ teeth</li> <li>○ tongue</li> <li>○ cheeks</li> <li>○ chin</li> <li>○ hair</li> </ul>		
<p>4. Expand family vocabulary by adding:</p> <ul style="list-style-type: none"> <li>○ uncle</li> <li>○ aunt</li> <li>○ cousin (m)</li> <li>○ cousin (f)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct family members through illustrations and pictures.</li> </ul>	
<p>5. Listen to, identify, and recite simple shapes, such as:</p> <ul style="list-style-type: none"> <li>○ circle</li> <li>○ square</li> <li>○ rectangle</li> <li>○ triangle</li> <li>○ oval</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct shapes through illustrations and pictures.</li> </ul>	
<p>6. Listen to, identify, and recite: Animals-pets</p> <ul style="list-style-type: none"> <li>○ dog</li> <li>○ cat</li> <li>○ fish</li> <li>○ bird</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct pets through illustrations and pictures.</li> </ul>	
<p>7. Listen to, identify, and recite: Animals-farm</p> <ul style="list-style-type: none"> <li>○ cow</li> <li>○ horse</li> <li>○ pig</li> <li>○ chicken</li> <li>○ rooster</li> <li>○ lamb</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the correct farm animals through illustrations and pictures.</li> </ul>	
<p><b>C. Students present information, concepts, and ideas to an audience of listeners on a variety of topics.</b></p>		

1. Associate visually and verbally with material provided.	<ul style="list-style-type: none"> <li>• Demonstrate orally and recognize a mixture of vocabulary words (i.e., numbers, face-parts, family members, shapes, pets, farm animals) through music, games, illustrations, pictures, and symbols.</li> </ul>	
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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.

*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 Kindergarten**

<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 cultural practices of the Spanish language.</b>		
1. Participate in dances and listen to music which reflects cultures of Spanish	<ul style="list-style-type: none"> <li>• Sing along to age-appropriate music from Spanish speaking countries; from artists</li> </ul>	

speaking countries.	such as: José Luis Orozco, Stanley Lucero, Charlotte Diamond and dance “ <i>La Raspa.</i> ”	
2. Participate in “show and tell” using toys and costumes.	<ul style="list-style-type: none"> <li>• Present an object and/or costume from any Spanish-speaking country.</li> </ul>	
3. Recognize common foods typical of Spanish speaking countries.	<ul style="list-style-type: none"> <li>• Identify and present his/her favorite Hispanic dish.</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 Kindergarten**

<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 the Sign of the Cross ( <i>La Señal de la Cruz</i> ).	<ul style="list-style-type: none"> <li>• Correctly use hand movements when reciting the Sign of the Cross (<i>La Señal de la Cruz</i>).</li> </ul>	
2. Recite the Glory Be ( <i>Gloria</i> ).	<ul style="list-style-type: none"> <li>• Teacher observation: Actively participate when reciting the Glory Be (<i>Gloria</i>) with classmates for opening prayers in class.</li> </ul>	