



Go Make Disciples

CATHOLIC SCHOOLS
ARCHDIOCESE OF OKLAHOMA CITY

Archdiocesan Curriculum

PK-8 Spanish

***Team/Department Outcomes, Course Outcomes, Unit Concepts
and Unit Goals***

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Mission of the Archdiocese of Oklahoma City's Catholic School Office

We, the members of the Office of Catholic Schools of the Archdiocese of Oklahoma City are called together by the Spirit of God to reflect Christ's light and love by sharing our gifts, talents, and resources, to empower others to minister in the educational and spiritual development of students in the Archdiocese of Oklahoma City, so that the reign of God may flourish.

Curriculum of the Archdiocese of Oklahoma City's Catholic School Office

The Catholic Schools of the Archdiocese of Oklahoma City seek to offer excellent academic and co-curricular programs that are infused with religious truth and values reflecting Christ's Gospel call to love one another. We are committed to preparing students for life in today's Church and society. Therefore, our focus is grounded upon the development of the whole person of the student spiritually, intellectually, socially, and physically.

The curriculum of the Catholic Schools of the Archdiocese of Oklahoma City is rooted in the life and teachings of Jesus Christ and responds to His call to make disciples of all peoples. The Catholic Church – and particularly the Church in the United States – has long prioritized Catholic Schools as essential means for the formation of the whole person in the image and likeness of God, in the full freedom and dignity of His creation. The Archdiocese of Oklahoma City carries out this calling and essential function by supporting the Catholic identity of schools, through which the Christian development of each student is nurtured, and by providing guidelines for academic excellence in the context of our Catholic faith.

Now more than ever, these two aspects of Catholic schools go hand in hand. “Young people of the third millennium must be a source of energy and leadership in our Church and our nation. And therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (USCCB, 2005). The essential elements of the academically rigorous and doctrinally sound program described by the USCCB require a curriculum that is rigorous, relevant, research-based, and infused with Catholic faith and traditions. (*National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, 2012). The Curriculum developed by the Archdiocese of Oklahoma City Department of Catholic Education in collaboration with principals, teachers, and other Catholic educators responds to this call.

Summary of Archdiocesan Curriculum

1. Key facts about the curriculum are provided in the *Overview of the Archdiocesan Science Curriculum* below.
2. A description of the organization and terms used in the curriculum can be found in *Organization of the Archdiocesan Science Curriculum* on page 7.
3. The curriculum is organized chronologically by grade. The page numbers for the beginning of the guidelines for each grade are located above.
4. Each grade (3-8) includes *Course Outcomes*.
 - a. These are expectations that your students should meet after all instruction during the school year. They are long term (whole year) outcomes.
 - b. The Course Outcomes are **not** presented in chronological sequence.
5. Each grade (3-8) also includes a *Unit Sequence*.
 - a. The units **are** presented in the order they are intended to be taught, with the exception of grades PK-2 where the order may be adjusted per teacher discretion to adjust for thematic, cross-curricular units.
6. Refer to the Team/Department Outcomes for your grade band (PK-2, 3-5, 6-8) for a list of the Spanish understandings and practices students are expected to master in the context of learning the content in the units over that three of four-year band.
7. All the curriculum documents you need including unit cover pages and unit planning templates, and additional resources can be found at www.sites.google.com/view/archokccurriculumworkspace.

Overview of the Archdiocesan Spanish Curriculum

1. The PK-8 Archdiocesan Science Curriculum was developed in multiple stages by PK-12 teachers, a team of curriculum trainers from various Archdiocesan schools, and administrators from the Archdiocese of Oklahoma City Catholic School Office. The curriculum development process was initiated with feedback and support from ACE Collaborative Staff at the University of Notre Dame.
2. The PK-12 Archdiocesan Music Curriculum emphasizes depth of understanding, not breadth of coverage. **Students are expected to be able to thoroughly use the concepts, practices, and skills learned across multiple contexts.**
3. The Archdiocesan Curriculum is intended to set guidelines for the baseline, or "floor" of what students should know and be able to do. Individual teachers and schools can, should, and do go beyond these expectations in response to the learning needs and capability of their students.
4. The Archdiocesan Curriculum encourages teachers to work collaboratively and use a unit-planning approach to plan their instruction for the year.
5. There are 3 levels of the curriculum, each described below: Team/Department Outcomes; Course Outcomes; Unit Concepts, Goals, and Sequence.
6. At each level of outcome, the abbreviation SWBAT means "Students Will Be Able To".
7. The relevant national benchmark (Common Core State Standard) is provided for each outcome at all levels of outcomes.

Archdiocese of Oklahoma City's Catholic School Office's Approach to Curriculum

"Go into the whole world and spread the good news. Go therefore, and make disciples of all peoples. Baptize them and teach them to carry out everything I have commanded you." (Mk. 16:15)

"Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm, and thanksgiving and worship of our God is cultivated." (US Conference of Catholic Bishops, 2005)

"Catholic schools provide young people with sound Church teaching through a broad-based curriculum, where faith and culture are intertwined in all areas of a school's life. By equipping our young people with a sound education, rooted in the Gospel message, the Person of Jesus Christ, and rich in the cherished traditions and liturgical practices of our faith, we ensure that they have the foundation to live morally and uprightly in our complex modern world." (USCCB, 2005)

Definition of Curriculum

Curriculum has many definitions among education professionals, and many more among the parents and students who experience it. For the purposes of this document, curriculum is most basically defined as “What we teach.” More specifically for this document, it is the concepts and skills that students are expected to understand and demonstrate in each grade and grade band.

Archdiocesan Curriculum

This document contains the *Archdiocesan Curriculum* for Science for all students in grades PK-8 in the Archdiocese of Oklahoma City. It provides the baseline of expectations for skills and content knowledge that all students should develop. It provides specific expectations for grade bands (called “Team/Department Outcomes” for PK-2, 3-5, 6-8), grades (called “Course Outcomes” for each grade from PK through 8), and units of study (called “Unit Sequence” for each grade or course). More detail on the specific meanings of those categories and their implications for classroom instruction and assessment are provided below.

The expectations provided in the Archdiocesan Curriculum are conveyed as a “floor” and not a “ceiling” of concepts and skills students should experience. It ensures a consistent, coherent, and guaranteed set of concepts and skills for all students in the Archdiocese of Oklahoma City Catholic Schools. A guaranteed and viable curriculum such as this, if implemented fully and consistently, is among the most significant school factors that affect learning (Marzano, 2003).

Classroom Curriculum

Consistent with the Catholic principle of subsidiarity, teachers are responsible for developing the classroom curriculum that their students will experience each day, week, and month throughout the school year. The *Classroom Curriculum* includes the specific activities, simulations, readings, and other content from which students will learn the concepts and skills in the Archdiocesan Curriculum. It also includes the instructional strategies that teachers use to teach the concepts and skills, as well as the assessment strategies used to guide instruction and evaluate student growth. Each teacher’s Classroom Curriculum should be developed under the leadership of the Principal and attend to the needs of his or her students, the expectations and priorities of parents, the teacher’s judgment about what is in the best interest of his or her students, and the particular traditions and charisms of the school

Organization of the Archdiocesan Spanish Curriculum

Team/Department Outcomes

Team/Department Outcomes are the broadest level of outcome. They describe what students should know or be able to do at the end of four phases of their education: PK-2, 3-5, 6-8, and 9-12. They are stated broadly as the highest priorities for outcomes for Archdiocese of Oklahoma City students.

They are named “Team/Department” outcomes because they are intended to be used by elementary, intermediate, and middle school planning and instructional teams (e.g., PK-2 teachers) or high school departments as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities.

Team/Department Outcomes should be used as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities. Teachers should therefore refer to the Team/Department Outcomes when planning instruction to ensure that these high-level outcomes are cultivated in units and courses.

Course Outcomes

Course outcomes describe what students should know and be able to do at the end of each grade (for grades PK-8) and each specific course (for grades 9-12). They are the highest priorities for outcomes for the Archdiocese of Oklahoma City students at each grade.

Course Outcomes should be used by individual teachers and teams of teachers at each school who teach the same grade. They should be used as a reference and periodic check to make sure that unit and lesson planning during the year is on track at a specific grade. They should also be used to ensure that the same content is not being taught at multiple grades.

Course Outcomes are not meant to have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction. They are not expected to be mastered in one unit.

Unit Concepts, Goals, and Sequence

Unit Concepts provide the specific concepts that should be the focus of each unit of instruction for each grade (grades PK-8) or course (grades 9-12). These are the “titles” of the units. **Unit Goals** provide the expectations for what students should be able to do with knowledge, skills, and practices related to the unit concept.

Unit Concepts and Unit Goals are meant to provide anchors for the development of units and lessons. They provide specific big ideas, practices, and skills that should be pursued through individual lessons and entire units.

The Units are expected to be taught in the sequence in which they are provided in the Archdiocesan curriculum. Within each unit, Lesson Concepts (see below) can be determined and taught in the sequence determined by the teacher to be most effective for his or her class. Likewise, the approach used to teach each unit and lesson is to be determined by the teacher, considering the content, skills, and practices involved; the resources available; and the needs of his/her students. A broad range of instructional strategies and resources should be considered when designing units and lessons to help students achieve the Unit Goals.

Students are expected to thoroughly **know and be able to use** the concepts, practices, and skills across multiple contexts. Therefore, all lessons and instruction in a given unit should be linked back to the Unit Goal. While it is important to establish factual content knowledge that knowledge should always be learned in the service of the performances students are expected to demonstrate, as articulated in the Unit Goals.

Primary Grades PK-2 Spanish

An explanation of PK-2 Spanish

Before writing the Spanish curriculum, our team surveyed all of the PK-8 schools in the Archdiocese to see how many minutes students were receiving instruction in Spanish or other world languages each week. At that time, *most* of these schools either did not offer Spanish to those grades, or offered it for a very brief amount of time each week. It is somewhat common for PK-2nd graders to have 15 minutes of Spanish each week.

Additionally our team decided to change the pedagogical approach of our language classrooms to focus on reading, writing, speaking and listening. The newly developed curriculum asks teachers to work with their students in Spanish as often as possible, so that students are learning to function in the target language rather than learning rules about how the language is formed.

For these two reasons, our curriculum team (trainers and teachers) decided to focus on writing curriculum for grades 3-8. Our primary goal is to produce students who have the ability to function in Spanish language and cultural environments, who also have a love and respect for the language and Hispanic cultures. Our secondary goal was to ensure that most students in the Archdiocese taking Spanish in our PK-8 schools would be able to easily test into Spanish 2 upon entering high school. After all, students who are interested in taking AP Spanish who are non-native speakers need to enter HS at this level in order to be on track to take the AP Spanish exam. As of 2017, a student who takes AP Spanish and passes with a 3 earns 13 hours of credit at the University of Oklahoma. A student who passes with a 4 earns 16 hours, and a student who passes with a 5 earns 19 hours. Developing communicative language programs in our schools sets our students up for opportunity and success for the rest of their lives by giving them the ability to communicate with others.

Finally, Spanish teachers and school principals can anticipate guidelines for PK-2 Spanish programs sometime in the Fall of 2018.

Intermediate Grades 3-5 Spanish

3-5 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 3-5th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 3rd-5th grade faculty of a school meet in professional learning communities or grade level meetings.

3-5 Science Team/Department Outcomes

Team/Department Outcomes		Standards
1	SWBAT identify products and practices of Spanish speaking cultures and countries.	ACTFL 2.1, ACTFL 2.2, ACTFL 4.2
2	SWBAT write in Spanish in interpersonal settings at the novice-low level.	ACTFL 1.1
3	SWBAT write in Spanish in presentational settings at the novice-low level.	ACTFL 1.3
4	SWBAT speak in Spanish in interpersonal settings at the novice-low level.	ACTFL 1.1
5	SWBAT speak in Spanish in presentational settings at the novice-low level.	ACTFL 1.1, ACTFL 1.3
6	SWBAT interpret spoken Spanish in interpersonal settings at the novice-low level.	ACTFL 1.1, ACTFL 1.2
7	SWBAT interpret spoken Spanish in interpretive settings at the novice-low level.	ACTFL 1.2
8	SWBAT read Spanish in interpretive settings at the novice-low level.	ACTFL 1.2
9	SWBAT read Spanish in interpersonal settings at the novice-low level.	ACTFL 1.1, 1.2
10	SWBAT identify specific celebrations or cultural activities in Spanish speaking countries.	ACTFL 3.1, 3.2, 5.1, 5.2

3rd Grade Course Outcomes

- The highest priorities for 3rd Grade Spanish learning for all students.
- All students will achieve these outcomes as a result of their Spanish experience in **3rd Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

3rd Grade Spanish Course Outcomes

Course Outcomes	Standards for Course Outcomes
1 SWBAT identify the products, practices and perspectives of Spanish-speaking cultures.	ACTFL 2.1, 2.2, 4.2
2 SWBAT compare and contrast our own culture with those of Spanish-speaking cultures.	ACTFL 3.2, 4.1
3 SWBAT write in Spanish in interpersonal settings at the novice-low level.	ACTFL 1.1
4 SWBAT write in Spanish in presentational settings at the novice-low level.	ACTFL 1.3
5 SWBAT speak in Spanish in interpersonal situations at the novice-low level.	ACTFL 1.1
6 SWBAT speak in Spanish in presentational situations at the novice-low level.	ACTFL 1.1, 1.3
7 SWBAT interpret spoken Spanish in interpersonal situations at the novice-low level.	ACTFL 1.1, 1.2
8 SWBAT interpret spoken Spanish in interpretive situations at the novice-low level.	ACTFL 1.2
9 SWBAT read Spanish in interpretive contexts at the novice-low level.	ACTFL 1.1, 1.2
10 SWBAT read Spanish in interpersonal contexts at the novice-low level.	ACTFL 1.1, 1.2

3rd Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Spanish “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

3rd Grade Spanish Unit Concepts, Goals, and Rationale

Unit	Unit Concept	Unit Goal	Unit Rationale
1	<i>¿Cómo estás?</i>	SWBAT greet others in Spanish at the novice-low level.	Students begin their study of Spanish by learning how to greet others and tell how they are doing.
2	<i>Hay animales</i>	SWBAT read, write, speak and aurally interpret the verb hay in Spanish at the novice-low level.	In unit 2, students communicate about animals. The focus of the unit is the verb hay used with the names of specific common or interesting animals.
3	<i>Es la familia</i>	SWBAT read, write, speak and aurally interpret the verb ser in Spanish at the novice-low level.	In unit 3, students communicate about their families. The focus of this unit is the verb ser used with the words for familial relationships (ex. mamá).
4	<i>¿Le gusta la comida?</i>	SWBAT read, write, speak and aurally interpret the verb gustar in Spanish at the novice-low level.	In unit 4, students communicate what food they like. The focus of this unit is the verb gustar used with the names of specific types of food.
5	<i>¿Tienes un lápiz?</i>	SWBAT read, write, speak and aurally interpret the verb tener in Spanish at the novice-low level.	In unit 5, students communicate what they have and need for school. The focus of this unit is the verb tener used with specific words for school supplies, but the verb necesito is also featured.
6	<i>¿Qué quieres?</i>	SWBAT read, write, speak and aurally interpret the verb querer in Spanish at the novice-low level.	Third grade Spanish concludes with this unit about the types of clothing students want. The focus of this unit is the verb querer used with specific types of clothing.

4th Grade Course Outcomes

- The highest priorities for 4th Grade Spanish learning for all students.
- All students will achieve these outcomes as a result of their Spanish experience in **4th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

4th Grade Spanish Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT identify the products, practices and perspectives of Spanish-speaking cultures.	ACTFL 2.1, 2.2, 4.2
2	SWBAT compare and contrast our own culture with those of Spanish-speaking cultures.	ACTFL 3.2, 4.1
3	SWBAT write in Spanish in interpersonal settings at the novice-low level.	ACTFL 1.1
4	SWBAT write in Spanish in presentational settings at the novice-low level.	ACTFL 1.3
5	SWBAT speak in Spanish in interpersonal situations at the novice-low level.	ACTFL 1.1
6	SWBAT speak in Spanish in presentational situations at the novice-low level.	ACTFL 1.1, 1.3
7	SWBAT interpret spoken Spanish in interpersonal situations at the novice-low level.	ACTFL 1.1, 1.2
8	SWBAT interpret spoken Spanish in interpretive situations at the novice-low level.	ACTFL 1.2
9	SWBAT read Spanish in interpretive contexts at the novice-low level.	ACTFL 1.1, 1.2
10	SWBAT read Spanish in interpersonal contexts at the novice-low level.	ACTFL 1.1, 1.2

4th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Spanish “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

4th Grade Spanish Unit Concepts, Goals, and Rationale

Unit	Unit Concept	Unit Goal	Unit Rationale
1	<i>¿ Adónde vas?</i>	SWBAT read, write, speak and aurally interpret the verb ir in Spanish at the novice-low level.	Fourth grade starts off with students communicating about going home, to school and other places based on the time of the day. The focus of this unit is the verb ir used with location-specific vocabulary.
2	<i>La familia habla español.</i>	SWBAT read, write, speak and aurally interpret the verb hablar in Spanish at the novice-low level.	Fourth grade continues with students communicating about the languages that people in different countries speak. The focus of this unit is the verb hablar.
3	<i>Dime cómo estás.</i>	SWBAT read, write, speak and aurally interpret the verb estar in Spanish at the novice-low level.	In this unit students communicate how they are feeling using the verb estar. Teachers should stay away from feelings or states of being that utilize other verbs like tengo hambre.
4	<i>¿Qué usan los ayudantes?</i>	SWBAT read, write, speak and aurally interpret the verb usar in Spanish at the novice-low level.	In unit 4, students communicate about various professions and their daily work lives. The focus of this unit is verb usar used with job-specific vocabulary.
5	<i>¿Qué tiempo hace?</i>	SWBAT read, write, speak and aurally interpret the verb hacer in Spanish at the novice-low level.	In unit 5, students communicate about the weather. The focus of this unit is the verb hacer used with weather-related vocabulary.
6	<i>Ayúdame poner la mesa.</i>	SWBAT read, write, speak and aurally interpret the verb poner in Spanish at the novice-low level.	Fourth grade Spanish concludes with students learning how to set a table. The focus of this unit is the verb poner.

5th Grade Course Outcomes

- The highest priorities for 5th Grade Spanish learning for all students.
- All students will achieve these outcomes as a result of their Spanish experience in **5th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

5th Grade Spanish Course Outcomes

Course Outcomes	Standards for Course Outcomes
1 SWBAT identify the products, practices and perspectives of Spanish-speaking cultures.	ACTFL 2.1, 2.2, 4.2
2 SWBAT compare and contrast our own culture with those of Spanish-speaking cultures.	ACTFL 3.2, 4.1
3 SWBAT write in Spanish in interpersonal settings at the novice-low level.	ACTFL 1.1
4 SWBAT write in Spanish in presentational settings at the novice-low level.	ACTFL 1.3
5 SWBAT speak in Spanish in interpersonal situations at the novice-low level.	ACTFL 1.1
6 SWBAT speak in Spanish in presentational situations at the novice-low level.	ACTFL 1.1, 1.3
7 SWBAT interpret spoken Spanish in interpersonal situations at the novice-low level.	ACTFL 1.1, 1.2
8 SWBAT interpret spoken Spanish in interpretive situations at the novice-low level.	ACTFL 1.2
9 SWBAT read Spanish in interpretive contexts at the novice-low level.	ACTFL 1.1, 1.2
10 SWBAT read Spanish in interpersonal contexts at the novice-low level.	ACTFL 1.1, 1.2

5th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Spanish “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

5th Grade Spanish Unit Concepts, Goals, and Rationale

Unit	Unit Concept	Unit Goal	Unit Rationale
1	<i>¿Cómo se llama?</i>	SWBAT read, write, speak and aurally interpret the verb llamar in Spanish at the novice-low level.	Fifth grade Spanish kicks off with a unit about getting to know and greet others, but moves beyond the daily pleasantries experienced since 3rd grade. The focus of this unit is the verb llamar, but it also features vocabulary related to feelings.
2	<i>¿Qué miras en la televisión?</i>	SWBAT read, write, speak and aurally interpret the verb mirar in Spanish at the novice-low level.	In unit 2, students communicate about the kinds of shows and movies they watch. The focus of this unit is the verb mirar used with vocab related to tv and movie genres.
3	<i>¿Dónde vives?</i>	SWBAT read, write, speak and aurally interpret the verb vivir in Spanish at the novice-low level.	In unit 3, students communicate about where they live. The focus of this unit is the verb vivir used with prepositions and location-specific vocabulary.
4	<i>¿Qué puedes hacer?</i>	SWBAT read, write, speak and aurally interpret the verb poder in Spanish at the novice-low level.	In unit 4, students communicate what they can do and where they usually do their activities. The focus of this unit is the verb poder used with complementary infinitives plus prepositional phrases that include locations.
5	<i>¿Qué te gusta llevar?</i>	SWBAT read, write, speak and aurally interpret the verb gustar in Spanish at the novice-low level.	In unit 5, students communicate what clothing they like to shop for. The focus of this unit is the verb gustar used with complementary infinitives plus vocabulary related to clothing.
6	<i>¿Qué quieres ser?</i>	SWBAT read, write, speak and aurally interpret the verb querer in Spanish at the novice-low level.	Fifth grade Spanish concludes with students learning how to communicate what they want to be when they grow up. The focus of the unit is the verb querer used with the complementary infinitive ser plus job-related vocabulary.

Middle Grades 6-8 Spanish

6-8 Science Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 6th-8th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 6th-8th grade faculty of a school meet in professional learning communities or grade level meetings.

Team/Department Outcomes		Standards
1	SWBAT identify products and practices of Spanish speaking cultures and countries.	ACTFL 2.1, ACTFL 2.2, ACTFL 4.2
2	SWBAT write in Spanish in interpersonal settings at the novice-mid level.	ACTFL 1.1
3	SWBAT write in Spanish in presentational settings at the novice-mid level.	ACTFL 1.3
4	SWBAT speak in Spanish in interpersonal settings at the novice-mid level.	ACTFL 1.1
5	SWBAT speak in Spanish in presentational settings at the novice-mid level.	ACTFL 1.1, ACTFL 1.3
6	SWBAT interpret spoken Spanish in interpersonal settings at the novice-mid level.	ACTFL 1.1, ACTFL 1.2
7	SWBAT interpret spoken Spanish in interpretive settings at the novice-mid level.	ACTFL 1.2
8	SWBAT read Spanish in interpretive settings at the novice-mid level.	ACTFL 1.2
9	SWBAT read Spanish in interpersonal settings at the novice-mid level.	ACTFL 1.1, 1.2
10	SWBAT identify specific celebrations or cultural activities in Spanish speaking countries.	ACTFL 3.1, 3.2, 5.1, 5.2

6th Grade Spanish Course Outcomes

- The highest priorities for 6th Grade Spanish learning for all students.
- All students will achieve these outcomes as a result of their Spanish experience in **6th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

6th Grade Spanish Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT identify the products, practices and perspectives of Spanish-speaking cultures.	ACTFL 2.1, 2.2, 4.2
2	SWBAT compare and contrast our own culture with those of Spanish-speaking cultures.	ACTFL 3.2, 4.1
3	SWBAT write in Spanish in interpersonal settings at the novice-mid level.	ACTFL 1.1
4	SWBAT write in Spanish in presentational settings at the novice-mid level.	ACTFL 1.3
5	SWBAT speak in Spanish in interpersonal situations at the novice-mid level.	ACTFL 1.1
6	SWBAT speak in Spanish in presentational situations at the novice-mid level.	ACTFL 1.1, 1.3
7	SWBAT interpret spoken Spanish in interpersonal situations at the novice-mid level.	ACTFL 1.1, 1.2
8	SWBAT interpret spoken Spanish in interpretive situations at the novice-mid level.	ACTFL 1.2
9	SWBAT read Spanish in interpretive contexts at the novice-mid level.	ACTFL 1.1, 1.2
10	SWBAT read Spanish in interpersonal contexts at the novice-mid level.	ACTFL 1.1, 1.2

6th Grade Spanish Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Spanish “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

6th Grade Spanish Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
1	<i>¿Qué le gusta comer?</i>	SWBAT read, write, speak and aurally interpret the verbal phrase gusta comer in Spanish at the novice-low level.	Sixth grade Spanish begins with many students’ favorite topic: what they like to eat. The focus of this unit is the verb gustar used with the complementary infinitive comer plus vocab related to meals.
2	<i>¿Qué tienes?/¿Qué tienes que hacer?</i>	SWBAT read, write, speak and aurally interpret verbal phrases of tener in Spanish at the novice-low level.	In unit 2, students communicate about what they have to do at home and at school. The focus of unit 2 is the verb tener used with complementary infinitives plus vocab related to homework and chores.
3	<i>¿Tienes frío?</i>	SWBAT read, write, speak and aurally interpret tener expressions in Spanish at the novice-low level.	In unit 3, students communicate about what they experiencing or feeling using the verb tener. Teachers should compare how these concepts are communicated in Spanish with the English constructions.
4	<i>¿Qué haces?</i>	SWBAT read, write, speak and aurally interpret the verb hacer in Spanish at the novice-low level.	In unit 4, students communicate about what they are doing. The focus of this unit are common responses to the question ¿qué haces?.
5	<i>¿Qué quieres ver?</i>	SWBAT read, write, speak and aurally interpret the verb ver in Spanish at the novice-low level.	In unit 5, students communicate about the movies or television shows they want to see. The focus of this unit is the verbal phrase quiero ver plus various media genre words.
6	<i>¿Qué dices?</i>	SWBAT read, write, speak and aurally interpret the verb decir in Spanish at the novice-low level.	Sixth grade Spanish concludes with a unit where students identify who is speaking and what they are saying. The focus of this unit is the verb decir but also features the verb oír.

7th Grade Spanish Course Outcomes

- The highest priorities for 7th Grade Spanish learning for all students.
- All students will achieve these outcomes as a result of their Science experience in **7th Grade Spanish**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

7th Grade Spanish Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT identify the products, practices and perspectives of Spanish-speaking cultures.	ACTFL 2.1, 2.2, 4.2
2	SWBAT compare and contrast our own culture with those of Spanish-speaking cultures.	ACTFL 3.2, 4.1
3	SWBAT write in Spanish in interpersonal settings at the novice-mid level.	ACTFL 1.1
4	SWBAT write in Spanish in presentational settings at the novice-mid level.	ACTFL 1.3
5	SWBAT speak in Spanish in interpersonal situations at the novice-mid level.	ACTFL 1.1
6	SWBAT speak in Spanish in presentational situations at the novice-mid level.	ACTFL 1.1, 1.3
7	SWBAT interpret spoken Spanish in interpersonal situations at the novice-mid level.	ACTFL 1.1, 1.2
8	SWBAT interpret spoken Spanish in interpretive situations at the novice-mid level.	ACTFL 1.2
9	SWBAT read Spanish in interpretive contexts at the novice-mid level.	ACTFL 1.1, 1.2
10	SWBAT read Spanish in interpersonal contexts at the novice-mid level.	ACTFL 1.1, 1.2

7th Grade Spanish Unit Concepts, Goals, and Rationale

- **Unit Concepts** are the specific Spanish “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
1	<i>¿Quién eres?</i>	SWBAT read, write, speak and aurally interpret Spanish at the novice-mid level about who they are.	Students begin 7th grade Spanish by communicating who they are, and finding out who others are. This unit incorporates both formal and informal pronouns. This unit may feel like a review. It might also be the first real exposure students have to a Spanish course at their school.
2	<i>En la escuela</i>	SWBAT read, write, speak and aurally interpret Spanish at the novice-mid level about being in school.	In unit 2, students communicate the different things they do in school. Vocab incorporates various verbs that describe things students do at school along with nouns for items that exist in the classroom.
3	<i>¿Qué haces en tu tiempo libre?</i>	SWBAT read, write, speak and aurally interpret Spanish at the novice-mid level about what he or she does in his/her free time.	In unit 3, students communicate what the like to do in their free time. The vocab includes common activities that middle school students enjoy doing used with temporal adjectives.
4	<i>En la casa</i>	SWBAT read, write, speak and aurally interpret Spanish at the novice-mid level about being at home.	In unit 4, students communicate the different obligations and chores that they have at home. The vocab includes verbs for common chores and nouns identifying items that commonly exist in one’s home.
5	<i>Mi familia</i>	SWBAT read, write, speak and aurally interpret Spanish at the novice-mid level about their family.	In unit 5, students communicate about their families. Students will communicate familial relationships along with the characteristics of specific people in their family.
6	<i>De compras</i>	SWBAT read, write, speak and aurally interpret Spanish at the novice-mid level about shopping.	Seventh grade Spanish concludes with a unit about shopping and clothing. Students will be exposed to the stem-changing verbs <i>querer</i> and <i>preferir</i> and the plural form of adjectives.

8th Grade Science Course Outcomes

- The highest priorities for 8th Grade Spanish learning for all students.
- All students will achieve these outcomes as a result of their Spanish experience in **8th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

8th Grade Spanish Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT identify the products, practices and perspectives of Spanish-speaking cultures.	ACTFL 2.1, 2.2, 4.2
2	SWBAT compare and contrast our own culture with those of Spanish-speaking cultures.	ACTFL 3.2, 4.1
3	SWBAT write in Spanish in interpersonal settings at the novice-mid level.	ACTFL 1.1
4	SWBAT write in Spanish in presentational settings at the novice-mid level.	ACTFL 1.3
5	SWBAT speak in Spanish in interpersonal situations at the novice-mid level.	ACTFL 1.1
6	SWBAT speak in Spanish in presentational situations at the novice-mid level.	ACTFL 1.1, 1.3
7	SWBAT interpret spoken Spanish in interpersonal situations at the novice-mid level.	ACTFL 1.1, 1.2
8	SWBAT interpret spoken Spanish in interpretive situations at the novice-mid level.	ACTFL 1.2
9	SWBAT read Spanish in interpretive contexts at the novice-mid level.	ACTFL 1.1, 1.2
10	SWBAT read Spanish in interpersonal contexts at the novice-mid level.	ACTFL 1.1, 1.2

8th Grade Spanish Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Spanish “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

8th Grade Spanish Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
1	<i>De viaje</i>	SWBAT read, write, speak and aurally interpret vocabulary associated with travel in Spanish at the novice-mid level.	Eighth grade Spanish begins with a unit on travel. Students will learn vocabulary associated with taking various forms of transportation, different currencies, and transportation hub locations.
2	<i>¿Qué tiempo hace?</i>	SWBAT read, write, speak and aurally interpret the vocabulary associated with weather in Spanish at the novice-mid level.	In unit 2, students will communicate about the weather. The vocabulary for this chapter focuses on different states of the weather and includes temperatures and seasons.
3	<i>La ropa</i>	SWBAT read, write, speak and aurally interpret vocabulary associated with clothing in Spanish at the novice-mid level.	In unit 3, students talk about clothing needs and preferences. The vocabulary for this unit focuses on preferences and adjectives.
4	<i>El cine y la televisión</i>	SWBAT read, write, speak and aurally interpret vocabulary associated with media in Spanish at the novice-mid level.	In unit 4, students take a critical approach to movies and television by comparing and contrasting various movies and tv programs. The vocabulary for this unit focuses on verbs related to watching or like a show, words for different ways to watch media (ex. internet), and adjectives that describe programs.
5	<i>Cocinando</i>	SWBAT read, write, speak and aurally interpret vocabulary associated with preparing food in Spanish at the novice-mid level.	In unit 5, students communicate about food. The vocabulary for this unit focuses on words for preparing and consuming food and beverages, along with the names of specific types of food.
6	<i>Pedimos en el restaurante</i>	SWBAT read, write, speak and aurally interpret vocabulary associated with ordering in a restaurant in Spanish at the novice-mid level.	Eighth grade Spanish concludes with a unit about ordering food in restaurants. The vocabulary for this unit focuses on interacting with waiters in a restaurant, along with the names of specific types of food.