

DIOCESE OF CHARLESTON

Spanish Curriculum Grades K – 8

Introduction

Research shows that learning a foreign language expands a student's educational development, communication skills and thinking abilities. Students who are involved in learning a foreign language improve their creativity and problem solving skills. It has also been proven that students who speak/read/write a foreign language have higher SAT scores. Students that learn a foreign language will better understand the world in which they live and be a more active participant in the global economy.

Purpose

The Curriculum is a guideline from which Catholic educators can provide basic instruction within the context of our Catholic faith. The goal is to teach the skills and information needed for students to be successful foreign language students in high school and higher education and to begin a long, consecutive study of the same second language that includes articulation between grades, leading to competency in that language.

Aim

To provide a framework to assist Diocesan teachers in Spanish instruction
To improve the consistency of Spanish instruction within the Diocese
To provide a curriculum that can be adapted for use with other World Languages
To challenge students to become active participants in their own language growth through goal-setting and self-assessment

Framework

There are five standards based on the national standards identified by the American Council on the Teaching of Foreign Languages (ACTFL), the South Carolina State Standards and the Diocese of Phoenix. The standards are: Communication, Culture, Connections with Content, Community and Comparisons. Each performance indicator is identified with SP (Spanish), the standard's Roman numeral, grade level and numerical identifier. For example, SPII35.3 is the performance indicator for Spanish standard II grade levels 3-5 indicator #3.

The curriculum can be implemented using a variety of instructional approaches and materials. It is also recommended that teachers and/or schools develop an assessment plan that documents student progress. For example, a checklist of skills, a portfolio, or more traditional methods like tests and exams.

The frequency of these assessments and specific program details are to be determined locally by each school.

It is recognized that due to staff and financial constraints Spanish programs in some schools may not be able to meet every objective and other schools will surpass the objectives named. However, the implementation of the Spanish Curriculum is essential to develop Catholic students who will more readily relate to their world outside the classroom and proclaim the Gospel.

Acknowledgements

The Most Reverend Robert E. Guglielmo
Bishop of the Diocese of Charleston

Sandra Leatherwood
Diocese of Charleston Catholic Schools, Assistant Superintendent

Committee members

Maricel Gonzalez
St. Andrew
Myrtle Beach

Lindsay Wolfe
Cardinal Newman HS
Columbia

Melissa Drummond
St. Paul the Apostle
Spartanburg

ADDITIONAL RESOURCES RECOMMENDED

Languages and Children: Making the Match, Foreign Language Instruction for an Early Start Grades K-8 by Curtain and Pesola

Bringing New Languages to Young Learners - a online course offered through the State Department of Education with graduate credit through the Citadel. (Contact Ruta Couet at rcouet@ed.sc.gov with the SDE for details)

SCFLTA (South Carolina Foreign Language Teachers' Association www.scflta.org for continuing education through conferences and workshops and networking with other language educators

Spanish Curriculum Standards

I. COMMUNICATION

A. The student will develop and demonstrate listening comprehension on a variety of topics with increasing details. Evidence of this ability include the student's ability to follow classroom directions, select an item from among choices when named, and answer questions in Spanish which progress in difficulty from yes/no answers to either/or answers to questions that seek specific information with question words.

B. The student will be able to express information, both orally and in writing, in Spanish.

II. CULTURE

The student will be able to understand cultural perspectives and practices in Spanish-speaking countries.

III. CONNECTIONS with CONTENT

The student will be able to reinforce and expand upon content learned in other subjects.

IV. COMMUNITY

A. The student will be able to share language with others in the school setting and the community.

B. The student will be able to educate other students and their parents, and others in the school community regarding the importance of language study and involve them in the learning process.

V. COMPARISONS

The student will develop insights into his/her own language and culture by the comparing the similarities and differences to the Spanish language and culture.

GRADES PK - 2

Standard I: Communication

SPI The student will understand and interpret written and spoken communication on a variety of topics in Spanish.

- SPIP2.1 follow commands
- SPIP2.2 respond to greetings and farewells
- SPIP2.3 understand and follow classroom rules
- SPIP2.4 identify colors, shapes, fruit, animals, body parts, etc.
- SPIP2.5 name colors, shapes, fruit, animals, body parts, etc.
- SPIP2.6 describe objects/people through numbers, colors, and/or shapes
- SPIP2.7 identify and recognize basic opposites (such as alto/bajo, lento/rapido)
- SPIP2.8 participate in simple poems, songs, games and prayers
- SPIP2.9 recite prayers and the sign of the cross
- SPIP2.10 recognize family members

Standard II: Culture

SPII The student will understand cultural perspectives and practices in Spanish-speaking countries.

- SPII2.1 become aware of other countries, ethnic celebrations, symbols, and customs (such as flags and monuments)
- SPII2.2 participate in the creations of cultural projects (such as making piñatas, constructing an altar for Dia de los Muertos)
- SPII2.3 learn authentic songs and dances from other countries

Standard III: Connections with Content

SPIII The student will reinforce and expand upon content learned in other subjects.

- SPIII2.1 name and count numbers (at least until 20)
- SPIII2.2 recognize number words
- SPIII2.3 recognize and name shapes
- SPIII2.4 identify animals
- SPIII2.5 name and express days and months
- SPIII2.6 recognize date (through reviewing the calendar)
- SPIII2.7 articulating basic weather expressions

SPIIIPK2.8 name and identify seasons

SPIIIPK2.9 recognize and write symbols and punctuation such as written accents and opening punctuation marks

Standard IV: Community

SPIV The student will share language with others in the school setting and community. The student will also educate other students, their parents, and others in the school community regarding the importance of language study and involve them in the learning process.

SPIVPK2.1 read to others

SPIVPK2.2 listen to others

SPIVPK2.3 perform songs for other students

SPIVPK2.4 participate in cultural celebrations

Standard V: Comparisons

SPV Students will develop insights into own language and culture by comparing and contrasting.

SPVPK.1 compare/contrast symbols through description

SPVPK.2 compare/contrast people

SPVPK.3 compare/contrast the difference between Catholic traditions in the United States and in other countries

GRADES 3 - 5

Standard I: Communication

SPI The student will understand and express written and spoken communication on a variety of topics in Spanish.

- SPI35.1 respond to greeting and farewells
- SPI35.2 follow commands
- SPI35.3 use Spanish for classroom routines and objects (such as sharpening pencils, needing a certain color, etc.)
- SPI35.4 introduce themselves
- SPI35.5 describe objects/people through numbers, colors, shapes or other adjectives
- SPI35.6 read and understand words and expressions
- SPI35.7 respond to questions using short or complete answers
- SPI35.8 identify and describe people, animals or objects through the use of adjectives such as color, numbers, etc.
- SPI35.9 participate in simple poems, songs, games and prayers
- SPI35.10 express weather conditions
- SPI35.11 participate in mini dialogues
- SPI35.12 write/orally communicate brief messages focusing on vocabulary
- SPI35.13 answer basic questions after reading a story
- SPI35.14 construct simple sentences in Spanish
- SPI35.15 learn spelling rules and grammatical structures to assist in the production of meaningful sentence

Standard II: Culture

SPII The student will understand cultural perspectives and practices in Spanish-speaking countries.

- SPII35.1 comprehend and interpret simple prayers, rhymes, songs or games from others countries
- SPII35.2 acknowledge and appreciate Hispanic music and culture
- SPII35.3 develop and appreciate age appropriate Hispanic storytelling (such as Our Lady of Guadalupe)
- SPII35.4 participate in arts, crafts, games, and food during the celebration of Hispanic holidays

Standard III: Connections with Content

SPIII The student will reinforce and expand upon content learned in other subjects.

- SPIII35.1 sing songs related to alphabet, colors, and numbers
- SPIII35.2 tell time using the appropriate time expression
- SPIII35.3 identify on a map the countries and capitals where Spanish is spoken
- SPIII35.4 recite prayers and make the sign of the cross
- SPIII35.5 participate in celebrations of feasts or saints
- SPIII35.6 identify and learn important aspects of saints
- SPIII35.7 identify people, animals and things in the Nativity scene in Spanish
- SPIII35.8 learn about food, symbols, traditions, religion, seasons and musical styles

Standard IV: Community

SPIV The student will share language with others in the school setting and community. The student will also educate other students, their parents, and others in the school community regarding the importance of language study and involve them in the learning process.

- SPIV35.1 use appropriate greetings in and outside the classroom (with teacher and others)
- SPIV35.2 read to others
- SPIV35.3 share simple poems, songs, games and prayers
- SPIV35.4 perform for others (such as Las Posadas)
- SPIV35.5 listen to and learn from community guest speakers who speak Spanish

Standard V: Comparisons

SPV The student will develop insights into his/her own language and culture by comparing and contrasting.

- SPV35.1 compare/contrast feminine and masculine gender
- SPV35.2 understand the noun and adjective gender agreement
- SPV35.3 describe as well as compare/contrast cultural events (such as El Dia de Los Muertos, las Posadas, La Virgen de Guadalupe, Navidad, El Dia de Los Reyes)
- SPV35.4 identify people, animals and things between the different American holidays in Spanish
- SPV35.5 compare/contrast food, symbols, traditions, religion, seasons and musical styles in Spanish

GRADE 6-8

Standard I: Communication

SPI The student will understand and express written and spoken communication on a variety of topics in Spanish.

- SPI68.1 respond to greeting and farewells and use phrases of courtesy
- SPI68.2 follow commands
- SPI68.3 use the Spanish language for classroom routines and objects (such as sharpening pencils, needing a certain color, etc.)
- SPI68.4 introduce themselves
- SPI68.5 read and understand words and expressions
- SPI68.6 respond to questions using short or complete answers in Spanish
- SPI68.7 identify and describe people, animals or objects through the use of adjectives such as color, numbers, shapes, and/or through the use of cardinal opposites (with attention to agreement)
- SPI68.8 express feelings and preferences
- SPI68.9 exchange ideas and opinions
- SPI68.10 state likes and dislikes
- SPI68.11 participate in simple poems, songs, games and prayers
- SPI68.12 express weather conditions
- SPI68.13 participate in mini dialogues
- SPI68.14 write/orally communicate at the paragraph level
- SPI68.15 answer basic questions after reading a story
- SPI68.16 construct simple sentences with correct verb usage in Spanish
- SPI68.17 learn spelling rules and grammatical structures to assist in the production of meaningful sentences
- SPI68.18 identify Hispanic foods

Standard II: Culture

SPII The student will understand cultural perspectives and practices in Spanish-speaking countries.

- SPII68.1 comprehend and interpret simple prayers, rhymes, songs or games from others countries
- SPII68.2 acknowledge and appreciate Hispanic music and culture
- SPII68.3 develop and appreciate age appropriate Hispanic storytelling (such as Our Lady of Guadalupe)
- SPII68.4 participate in arts, crafts, games, and food during the celebration of Hispanic holidays
- SPII68.5 prepare a food from a Spanish-speaking country (present information on its origin and ingredients)
- SPII68.6 identify and participate in Hispanic holiday celebrations

Standard III: Connections with Content

SPIII The student will reinforce and expand upon content learned in other subjects.

- SPIII68.1 learn about Hispanic heritage in the U. S.
- SPIII68.2 sing age appropriate, culturally authentic songs
- SPIII68.3 tell time using the appropriate time expression
- SPIII68.4 identify on a map the countries and capitals and other major cities where Spanish is spoken
- SPIII68.5 recite prayers and the sign of the cross
- SPIII68.6 participate in celebrations of feasts or saints
- SPIII68.7 identify and learn important aspects of saints
- SPIII68.8 identify/name people, animals and things in the Nativity scene in Spanish
- SPIII68.9 learn about food, symbols, traditions, religion, seasons and musical styles

Standard IV: Community

SP IV The student will share language with others in the school setting and community. The student will also educate other students, their parents, and others in the school community regarding the importance of language study and involve them in the learning process.

- SPIV68.1 use appropriate greetings in and outside the classroom
- SPIV68.2 read to others
- SPIV68.3 share simple poems, songs, games and prayers
- SPIV68.4 perform for others (such as Las Posadas)
- SPIVP68.5 listen to and learn from community guest speakers who speak Spanish

Standard V: Comparisons

SPV The student will develop insights into his/her own language and culture by comparing and contrasting.

- SPV68.1 compare/contrast feminine and masculine gender
- SPV68.2 understand the noun and adjective gender agreement
- SPV68.3 describe as well as compare/contrast cultural events (such as El Dia de Los Muertos, las Posadas, La Virgen de Guadalupe, Navidad, El Dia de Los Reyes)
- SPV68.4 identify people, animals and things between American holidays and holidays in Spanish-speaking countries
- SPV68.5 compare/contrast food and eating customs, symbols, traditions, religion, seasons and musical styles in the Spanish