

WORLD LANGUAGES CURRICULUM PHILOSOPHY

The teaching of foreign languages provides a variety of benefits:

- “ Teaches listening, speaking, reading, writing and culture with emphasis on communication
- “ Exposes students to the beauty and richness of other languages and civilizations
- “ Strengthens cognitive thinking skills
- “ Supports the native language of the student and reinforces English grammar

The ultimate goal of an academic elementary program is to complete successfully the level one high school curriculum. The high schools currently require a foreign language placement test and/or written recommendation by the student's foreign language teacher.

WORLD LANGUAGE RATIONALE

To support the current/existing philosophy incorporated in the Diocesan World Language Guidelines, we offer the following rationale:

- Research indicates the most successful language learning takes place between birth and age ten to twelve. At this young age, the child will have an easier time of learning and retaining the language.
- When children study foreign language, they develop higher cognitive thinking skills. Foreign language study helps students gain a better understanding of the grammar/ structure of their native language. As a result they usually perform better on standardized tests (Terra Nova, HSP/AT, SAT).
- Two or three years of foreign language study in high school do not always provide fluency in a foreign language. Fluency will more likely be reached if the child has started foreign language learning much earlier and continues to advanced levels in high school.
- Study of a foreign language creates citizens who will learn to accept, understand and appreciate the diversity of cultures. Thinking globally will help to promote world peace.
- In our global society, as the world becomes more interdependent, students' knowledge of foreign language is crucial for expanded career opportunities.

It will also aid in developing responsible citizens of the world community and bring us closer to realizing the Kingdom of God on earth.

GRADE 1 AND 2

FL.1-2.1 Map and location of country – flag of country

FL.1-2.2 Introducing oneself

FL.1-2.3 Basic greetings

FL.1-2.4 Colors

FL.1-2.5 Fruit

FL.1-2.6 Numbers 1 to 20 (K-1)

FL.1-2.7 Numbers 11 to 50 (through 2nd)

FL.1-2.8 Weather

FL.1-2.9 Seasons

FL.1-2.10 Parts of the body

FL.1-2.11 Face

FL.1-2.12 Family

FL.1-2.13 Animals

FL.1-2.14 Big and small

FL.1-2.15 Clothes

FL.1-2.16 I like, I do not like

FL.1-2.17 Please, I would like

FL.1-2.18 Holidays

FL.1-2.19 Days of week/months of the year

GRADE 3

- FL.3.1 Capital of the country
- FL.3.2 Regions
- FL.3.3 Time
- FL.3.4 I am, You are, He is, She is
- FL.3.5 I have, You have, He has, She has
- FL.3.6 I go
- FL.3.7 Means of transportation
- FL.3.8 My passport
- FL.3.9 Nationalities
- FL.3.10 Classroom
- FL.3.11 I go to town
- FL.3.12 I play, walk, read, write
- FL.3.13 Dialogue with verb to go
- FL.3.14 At the store
- FL.3.15 At the restaurant
- FL.3.16 Setting the table – singular and plural
- FL.3.17 Numbers 50 to 100

GRADES 4 AND 5

FL.4-5.1 Continuously incorporating prayers in target language and continuing cross-curricular integration, whenever possible.

FL.4-5.2 Continuously reviewing alphabet/letter pronunciation and building a personalized dictionary to include vocabulary from each unit, leading to building expanded sentences and expanded dialogue

FL.4-5.3 Stressing practical application through various activities emphasizing oral communication and listening comprehension as often as possible throughout the entire curriculum.

FL.4-5.4 Using greetings and expressions of courtesy in dialogue settings.

FL.4-5.5 Using all subject pronouns in sequential order with a few basic verbs.

FL.4-5.6 Beginning conjugation of basic regular verbs and verbs used in idiomatic expressions (for example: to have, to be, to make, to go)

FL.4-5.7 Knowing gender of nouns plus definite and indefinite articles: singular and plural.

FL.4-5.8 Knowing frequently used adjectives and general rules for noun adjective agreement and placement.

FL.4-5.9 Identifying colors, body parts and clothing.

FL.4-5.10 Recognizing and using classroom commands (singular and plural).

FL.4-5.11 Identifying classroom objects.

FL.4-5.12 Telling time and recognizing and saying numbers.

FL.4-5.13 Knowing days of week, months of year, academic subjects and class schedules.

FL.4-5.14 Describing weather and seasons.

FL.4-5.15 Identifying house and family members (reviewing and expanding possessive adjectives).

FL.4-5.16 Describing daily life and to include application of food related vocabulary and expressions.

FL.4-5.17 Identifying and describing occupations and city-life (i.e. shops, streets, towns, directions, cultural landmarks, etc.) and applying to real life situations.

FL.4-5.18 Identifying and describing leisure and recreation events and applying to real life situations.

FL.4-5.19 Identifying and using shopping vocabulary.

FL.4-5.20 Using transportation related vocabulary in exploring the geography of the target language countries.

FL.4-5.21 Gaining exposure to art, music, literature and history (integrated throughout the curriculum throughout the year).

DIOCESAN SPANISH LEVEL 1 CURRICULUM - Grades 6-8

This curriculum guide is meant to be non-text specific. This course represents a full year of study or equivalent. The curriculum should encourage oral proficiency.

VOCABULARY

Social Functions

- SP.6-8.1 Common greetings and farewells
- SP.6-8.2 Basic expressions of courtesy
- SP.6-8.3 Basic introductions
- SP.6-8.4 Proper Names
- SP.6-8.5 Expressing likes and dislikes
- SP.6-8.6 Basic food and drink expressions, reading a menu

Geography

- SP.6-8.7 Names of 21 Spanish-speaking countries, their capitals, and nationalities
- SP.6-8.8 Simple geographical divisions (continent, country, city, town)
- SP.6-8.9 Cardinal points (north, south, east, and west)
- SP.6-8.10 Nature and the environment (basic plants and animals) Time, Weather and Leisure
- SP.6-8.11 Days of the week
- SP.6-8.12 Months of the year
- SP.6-8.13 Basic weather expressions
- SP.6-8.14 Telling time and basic time divisions
- SP.6-8.15 Simple pastimes and basic sports
- SP.6-8.16 Question words

Friends, Family and Home

- SP.6-8.17 Simple description of people (physical and personality)
- SP.6-8.18 Basic temporary states of emotion/well-being
- SP.6-8.19 Simple description of things
- SP.6-8.20 Basic colors
- SP.6-8.21 Basic clothing
- SP.6-8.22 Immediate family
- SP.6-8.23 Basic Parts of the body
- SP.6-8.24 Basic parts of the house

School, Education and Work

- SP.6-8.25 Basic classroom activities
- SP.6-8.26 Basic classroom objects
- SP.6-8.27 Basic mathematical operations
- SP.6-8.28 Cardinal numbers up to 1,000 and ordinal numbers from 1st – 10TH.
- SP.6-8.29 Basic professions

Travel and Transportation

- SP.6-8.30 Simple places in a city
- SP.6-8.31 Basic directions
- SP.6-8.32 Basic modes of transportation

GRAMMAR

Nouns and Articles

- SP.6-8.33 Gender and number of nouns
- SP.6-8.34 Definite articles (el, la, los, las)
- SP.6-8.35 Use of definite articles with a title
- SP.6-8.36 Contractions with "al" and "del"
- SP.6-8.37 Use of definite article with day of the week to express "on"
- SP.6-8.38 Indefinite articles (un, una, unos, unas)
- SP.6-8.39 Possession of nouns (use of de+noun to express 's)
- SP.6-8.40 Diminutive ending -ito, -ita

Adjectives

- SP.6-8.41 Adjective agreement with nouns in gender and number
- SP.6-8.42 Position
- SP.6-8.43 Short form possessives (mi, tu, su, etc.)
- SP.6-8.44 Demonstratives
- SP.6-8.45 Ordinal Numbers 1st – 10th
- SP.6-8.46 Cardinal numbers 1-1000

Verbs

- SP.6-8.47 Subject-verb agreement
- SP.6-8.48 Present Tense

- a. regular ar, er and ir verbs
- b. irregular verbs: ser, estar, ir, tener, oír, decir, venir
- c. irregular "yo" forms: salir, conocer, saber, hacer, dar, ver, poner
- d. stem-changing verbs
- e. the expression "hay" (the present of haber)

SP.6-8.49** Not required but highly recommended.

Preterite tense

- a. regular ar, er and ir verbs
- b. irregular verbs: ser, ir, hacer, dar, ver

SP.6-8.50 Negative construction

SP.6-8.51 Affirmative tú commands of regular ar, er and ir verbs

SP.6-8.52 Ser vs. estar

SP.6-8.53 Verbs followed by an infinitive: tener que, poder, querer, ir a, acabar de, hay que

SP. 6-8.54 Use of gustar

SP.6-8.55 Hacer used in weather expressions

SP.6-8.56 Present Progressive

Adverbs

SP.6-8.57 Adverbs of affirmation (sí, cómo no, por supuesto, también)

SP.6-8.58 Adverbs of negation (no, nada, nunca, tampoco)

SP.6-8.59 Adverbs of time and frequency (tarde, temprano, siempre, ahora, hoy, nunca, después de, antes de, etc.)

SP.6-8.60 Adverbs of place (aquí, allí)

Pronouns

SP.6-8.61 Subject

SP.6-8.62 Direct Object

SP.6-8.63 Indirect Object

SP.6-8.64 Interrogative

SP.6-8.65 Demonstrative

Prepositions

SP.6-8.66 Prepositions (de, a, en, con, para, sin, según, entre)

SP.6-8.67 Conmigo, contigo

SP.6-8.68 Basic directions

SP.6-8.69 Basic modes of transportation (a pie, en tren, por avión, etc.)

Conjunctions

SP.6-8.70 Simple conjunctions (y, o, e, u, pero)

Interjections

SP.6-8.71 Simple interjections (¡Ay!, ¡Oye!, ¡Caramba!)

Other

SP.6-8.72 Interrogatives

SP.6-8.73 Word order of statements and questions

SP.6-8.74 Personal "a"

SOUND DISCRIMINATION

SP.6-8.75 Sound of all letters of the alphabet

SP.6-8.76 Statement vs. question intonation

CULTURE AND CIVILIZATION

SP.6-8.77 Exposure to names of the most important holidays and explanation of how they are celebrated

SP.6-8.78 Exposure to geography of Latin America and Spain

LISTENING

SP.6-8.79 Comprehend simple spoken statements and questions

SP.6-8.80 Comprehend commands in Spanish

SP.6-8.81 Recognize sound patterns

SPEAKING

SP.6-8.82 Ask/answer basic questions/statements in the affirmative and negative

SP.6-8.83 Pray in Spanish

SP.6-8.84 Demonstrate oral proficiency

READING

SP.6-8.85 Able to read and comprehend simple written text

WRITING

SP.6-8.86 Answer questions with complete sentences

SP.6-8.87 Write a paragraph using correct grammar and appropriate vocabulary

FESTIVALS

Spanish holidays (fiestas) are a spectacular mixture of color, music, parades, costumes, and dancing. They take place throughout the year to celebrate various religious events. They might also be held to celebrate the beginning of spring, or the autumn harvest.

Romerías are picnic outings to a saint's shrine, held in country districts. People travel on horseback or in white covered wagons decorated with flowers. They sing and play guitars and castanets.

Seville's Feria de abril (April festival) is even noisier and more colorful than Semana Santa. Far into the night people sing and dance to flamenco music. Guitars and castanets are played. Many people wear traditional gypsy costumes.

One of the most important fiestas is held in Seville during Semana Santa (Holy Week, the week before Easter). The people dress up in costumes decorated with semi-precious stones. Crucifixes and holy statues are carried on floats while sorrowful hymns are sung.

On the second Thursday after Whitsun, the festival of Corpus Christi is celebrated throughout Spain. The streets are covered in flowers, the town bells are rung, and there are noisy firework displays.

In March, Valencia celebrates the Fallas de San José. Artists spend all year making huge papier-mâché models of people. These are painted with fantastic colors and put up in the squares or plazas all around the city. Many of Spain's festivals include bullfights.

In some fiestas, the bulls run through the streets. On the last night, the figures are burned on huge bonfires and fireworks are set off. The fire brigade has to make sure that the people and the nearby buildings are safe.

At the San Fermín Festival in the northern city of Pamplona, the people run with the bulls, trying to distract them with rolled-up newspapers.