

Spanish Curriculum Guide (2000)

K – 8

Archdiocese of Oklahoma City

Department of Catholic Education

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K-12 Spanish Goals for the Archdiocese of Oklahoma City

Mission Statement

The Spanish curriculum in the Archdiocese of Oklahoma City prepares students for further foreign language study. All students within the Archdiocese will have exposure to the Spanish language and culture. Many students will receive instruction capable of advanced placement in both high school and college. The students will become increasingly able to communicate in Spanish all the while recognizing and appreciating their role as global citizens.

Goals of the Spanish Curriculum

- 1.) All students in the Archdiocese of Oklahoma City will have exposure to the language and cultures of Spanish speaking countries.
- 2.) Many students within the Archdiocese of Oklahoma City will develop the ability to communicate in Spanish using simple sentences.
- 3.) Many of the students will be able to comprehend the spoken language in the form of directions, commands, questions, and structured conversations and simple narrative descriptions.
- 4.) Many of the students will be able to write most of the language that can be produced orally.
- 5.) All students will demonstrate a basic knowledge of the Hispanic geographic areas.
- 6.) All students will understand the importance of a second language in procuring employment and in job advancement.
- 7.) All students will learn the basic prayers in Spanish.
- 8.) All students will know of important Hispanic artists, writers, and thinkers.

A special thanks is extended to the following individuals for their many hours of work in the formulation of the Spanish goals and objectives.

Jonya Brennan, Mt. St. Mary High, Oklahoma City

Sharon Elkins, St. Elizabeth Ann Seton, Edmond

Kate Ferguson, St. Charles, Oklahoma City

Robert Johnson, Bishop McGuinness High, Oklahoma City

Nancy Krug, St. John Nepomuk, Yukon

Rosa Maguire, St. James, Oklahoma City

David Naranjo, Mt. St. Mary High, Oklahoma City

Sherry Rowan, Bishop McGuinness High, Oklahoma City

Pam Wilson, All Saints, Norman

The goals and objectives listed on the “Exposure Curriculum” are basic learning that should be found within the curriculum of every school in the Archdiocese of Oklahoma City. If a school is expecting students to ”test out of” their first course of Spanish in high school or college, students should follow the “Advanced Curriculum”.

It is the hope of the committee that teachers of Spanish and their administrators will study these goals and objectives in order to evaluate the strength of their present Spanish curriculum. Once again the level of mastery is left to the decision of the individual schools. An 80% or higher minimum mastery level is strongly recommended.

Suggested Weekly Minimum Time Allotments

Exposure Curriculum

Advanced Curriculum

K-3	30 Minutes	K-3	60 Minutes
4-6	45 Minutes	4-6	90 Minutes
7-8	60 Minutes	7-8	120 Minutes

Symbol Key:

I= Introduce D= Develop

M= Master

R=Reinforce

Spring, 2000

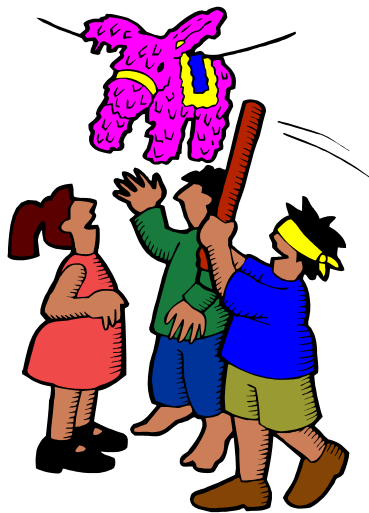
Exposure Curriculum

Vocabulary Themes

	K-3	4-6	7-8	9-12
1. The student will be able to understand and use greetings and expressions of common courtesy.	I	D	D	M
2. The student will be able to use the polite forms of address.	I	D	D	M
3. The student will be able to recognize Spanish first names, and use them to introduce him or herself and address other students in class.	I	M	R	R
4. The student will be able to identify colors and shapes.	I	M	R	R
5. The student will be able to tell time, dates and days of the week.	I	D	D	M
6. The student will be able to discuss weather and describe the seasons.	I	D	D	M
7. The student will be able to understand words describing people and things, using basic adjectives of physical/personality description and possessive adjectives.	I	D	D	M
8. The student will be able to name articles of clothing.	I	D	M	R
9. The student will be able to identify parts of the body.	I	D	M	R
10. The student will be able to name family members.	I	D	M	R
11. The student will be able to recognize the names of common U.S. sports.		I	D	M
12. The student will be able to identify several foods, drinks, utensils, and the meal names.		I	D	D
13. The student will be able to name the rooms in the house and name the basic furniture.		I	D	D
14. The student will be able to talk about simple household chores.				I
15. The student will be able to recognize and use church related vocabulary such as Saint Mary’s Church, God, Prayer, Priest.	I	D	D	D
16. The student will be able to verbalize common classroom expressions to have needs met. (i.e. May I go to the restroom?” “I need paper”. Etc.			I	D
17. The student will be able to identify animals and sea creatures.	I	D	D	D
18. The student will be able to recognize thematic terms for the major holidays.	I	D	D	D
19. The student will be able to recognize and say the numbers from 0 to 100.	I	D	M	R
20. The student will be able to use simple math terms.		I	D	D
21. The student will be able to demonstrate an understanding of directional words.			I	D
22. The student will be able to use and respond to “question words” using specific information.			I	M
23. The student will be able to talk about the frequency of activities, using siempre, nunca, a veces.			I	D
24. The student will be able to identify whom things belong to, using “de” and possessive adjectives.			I	M

Cultural Awareness

	K-3	4-6	7-8	9-12
1. The student will be able to identify Spanish-speaking countries and capitals on a world map.		I	D	M
2. The student will be able to describe the values, beliefs and traditions of many Spanish-speaking countries as related to family life, school, work, and travel, as compared to, and contrasted with, the United States.	I	D	D	D
3. The student will be able to indicate an awareness of language and cultural differences among various Hispanic countries.	I	D	D	D
4. The student will be able to explain the major holiday customs of the Spanish-speaking countries.	I	D	D	D



Listening Comprehension

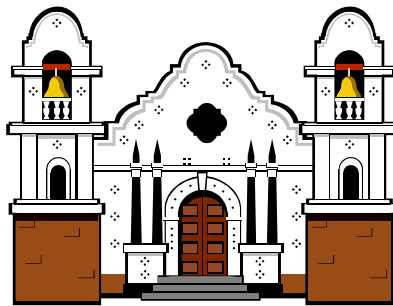
	K-3	4-6	7-8	9-12
1. The student will be able to respond by actions to commands with classroom activities.	I	D	D	D
2. The student will be able to comprehend and follow directions involved with	I	D	D	M
Clothing and family				
Body parts, sense	I	D	M	R
Shapes, colors, number	I	D	M	R
Classroom object	I	D	M	R
Weather	I	D	M	R
Animals and sea creature	I	D	D	D
Clock and days of the week	I	D	M	R
Foods and utensils	I	D	D	M
Home		I	D	M
Modes of transportation	I	D	D	M
Directional words			I	M

Speaking Skills

	K-3	4-6	7-8	9-12
1. The student will use the spoken language in these contexts: Greetings	I	D	M	R
Weather descriptions		I	D	M
Telling time		I	D	M
Simple emotions and simple statements of health	I	D	D	M
Dates		I	D	M
Family relationships	I	D	D	M
Describing the home		I	D	M
Age	I	D	M	R
Prayers	I	D	D	M
Spanish-speaking countries and their capitals			I	D
2. The student will be able to recite the Spanish alphabet.	I	D	M	R

Reading Skills

	K-3	4-6	7-8	9-12
1. The student will be able when reading to demonstrate understanding of the vocabulary of the curriculum.	I	D	D	D
2. The student will be able, when reading, to demonstrate understanding of the written messages based on presented vocabulary.	I	D	D	D



Writing Skills

	K-3	4-6	7-8	9-12
1. The student will be able to use the proper gender/number agreement and position of the following with the modified noun: Definite articles (el, la, los, las)		I	D	M
Indefinite articles (un, una, unos, unas)		I	D	M
Adjectives of description		I	D	D
Possessive adjectives (mi, tu, su, nuestra, su)		I	D	M

Grammar Skills

K-3 4-6 7-8 9-12

1. The student will be able to use “hay” when counting things and people.		I	D	M
2. The student will be able to use “tienes” to ask what friends have.		I	D	M
3. The student will be able to practice using “-s” and “es” plural endings to nouns.		I	D	M
4. The student will be able to recognize the difference between definite and indefinite articles el, la, los, las, un, una, unos, unas.		I	D	M
5. The student will be able to use singular, plural, feminine, masculine endings on adjectives.		I	D	M
6. The student will be able to use the "yo" form of several verbs.		I	D	M
7. The student will be able to contrast the use of the “to be” verbs: estar and ser.			I	D
8. The student will be able to identify people using the subject pronouns, and contrast the use of the different words for “you”.		I	D	D
9. The student will be able to use present tense verb forms in sentences.		I	D	D
10. The student will be able to use the contraction “al” and “del” with masculine place names.		I	D	M
11. The student will be able to use the pronouns me, te, le in sentences with the verb gustar. (later, nos, les)			I	D
12. The student will be able to use the verb gustar correctly.		I	D	D
13. The student will be able to use the irregular verbs Ir, Estar, Ser, Querer in the present tense.		I	D	D
14. The student will be able to utter more native target language sentences by using direct object pronouns.				I
15. The student will be able to use common expressions with prepositions.			I	D
16. The student will be able to correctly spell spelling change verbs.			I	D



Advanced Curriculum

Vocabulary Themes

	K-3	4-6	7-8	9-12
1. The student will be able to master all of the vocabulary in the exposure curriculum.	I	D	M	R
2. The student will be able to describe ordinary classroom routines and activities as well as school subjects.	I	D	M	R
3. The student will be able to identify various rooms and parts of the school as well as objects within.	I	D	M	R
4. The student will be able to identify places of interest outside of the school such as church, stadium, store, museum, park, street, and playground.	I	D	D	D
5. The student will be able to name articles of clothing and know how to express sizes.	I	D	D	D
6. The student will be able to name several types of stores (grocery, hardware, clothing, drug, florist, shoe, stationery) and will be able to ask questions about a potential purchase.		I	D	D
7. The student will be able to use health expressions including expressing “where it hurts”, “how long”, “how much”		I	D	D
8. The student will be able to discuss personal grooming.			I	D
9. The student will be able to use common travel expressions whether traveling by car, train, bus or plane.			I	D
10. The student will be able to depict or identify items in nature.		I	D	D
11. The student will be able to recite and read numbers to 1000.	I	D	D	M
12. The student will be able to name and describe several toys.	I	D	D	D
13. The student will be able to recognize the names of world nationalities/languages/countries.	I	D	D	D



Listening Comprehension

	K-3	4-6	7-8	9-12
1. The student will be able to accomplish all of the listening skills from the exposure curriculum.	I	D	M	R
2. The student will be able to comprehend the spoken language in the form of directions, commands, questions, structured conversations and simple narrative descriptions.	I	D	M	R

Speaking Skills

	K-3	4-6	7-8	9-12
1. The student will be able to use all of the speaking skills from the exposure curriculum.	I	D	M	R
2. The student will be able to form information questions.	I	D	D	M
3. The student will be able to form questions in regard to buying a product.			I	M
4. The student will be able to describe clothing.	I	D	D	M
5. The student will be able to converse regarding modes of transportation.		I	D	M
6. The student will be able to order a meal in a restaurant.		I	D	M
7. The student will be able to have a telephone conversation using basic vocabulary words.		I	D	M



Reading Skills

	K-3	4-6	7-8	9-12
1. The student will be able to accomplish all of the reading skills from the exposure curriculum.	I	D	M	R
2. The student will be able to understand the differences in meaning as conveyed through different grammatical structures of a written message.		I	D	D
3. The student will be able to understand written materials based on prior written knowledge as well as pictorial clues.	I	D	D	D

Writing Skills

	K-3	4-6	7-8	9-12
1. The student will be able to accomplish the writing skills from the exposure curriculum.	I	D	M	R
2. The student will be able to use the different verb forms in the present indicative and use in correct context:		I	M	R
a. Regular –ar, –er, and –ir verbs				
b. Irregular and spelling changing verbs such as: ser/estar, saber/conocer, ir, dar, ver, tener, venir, decir. Verbs like: hacer, poner, traer, salir		I	D	M

c. Stem-changing verbs such as: e-ie (empezar, querer, preferir); o-ue (poder, dormir, volver); u-ue (jugar); e-I (pedir, servir, seguir)			I	M
3. The student will be able to execute the proper gender/number agreement and position of demonstrative adjectives with their modified noun.		I	D	M
4. The student will be able to form the two contractions (al and del) and correctly utilize them in the present indicative.		I	M	R
5. The student will be able to correctly utilize the preposition de to express possession.		I	M	R
6. The student will be able to correctly utilize the preposition "a" as the personal "a".			I	M
7. The student will be able to introduce and utilize simple pronouns in the present indicative.		I	M	R
8. The student will be able to introduce reflexive and non-reflexive constructions for verbs in the present indicative (peinarse, lavarse)			I	D
9. The student will be able to correctly utilize idiomatic expressions with the verbs hacer and tener.	I	D	M	R
10. The student will be able to utilize the following constructions in the present indicative: a. Tener + que + infinitive b. ir + a + infinitive		I	M	R
11. The student will be able to form interrogative sentences using inversion and question words in present indicative.		I	D	M
12. The student will be able to form negative sentences in the present indicative (double negative).		I	D	M
13. The student will be able to correctly distinguish and utilize the appropriate formal and familiar form of address according to the relationship of the individuals (cultural point)		I	M	R
14. The student will be able to conjugate regular, irregular, and stem-changing verbs in the preterite tense.			I	D
15. The student will be able to conjugate regular, irregular, and stem-changing verbs in the future tense.				I



Exposure and Advanced Vocabulary

Goal 1: Greetings and Expressions of Common Courtesy

Exposure: ¡Hola, Buenos días, Buenas tardes, Buenas noches, Adiós, Hasta la vista. ¿Cómo está usted? Muy bien, gracias. ¿Y usted? Me llamo. ...	Advanced: Mucho gusto de verlo (la), Hasta mañana, ¿Hola, qué tal? Dispéñeme, Adelante, Perdóneme
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Goal 2: Use polite forms of address

Exposure: ¿Cómo estás tú? Regular. Así, Así ¿Cómo está él? ¿Cómo está ella? ¿Cómo estamos nosotros? Muy bien, No muy bien	Advanced: Lo siento. Permiso. Hasta pronto. Hasta luego. Es necesario practicar mucho. Están muy bien preparados.
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Goal 3: Recognize Spanish first names

Exposure: Carlos, María, Juan, Jesús, José, Luis, Pedro, Elena, Carmen, Fernando, Lucia	Advanced: José María, Luis del Marco, Ricky, Enrique, Gloria, Julio,
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Goal 4: Identify Colors and Shapes

Exposure: Colors rojo, amarillo, azul, anaranjado, verde, morado, rosado, negro, gris, marrón, café, Shapes: cuadrado, rectángulo, círculo, ovalo, triángulo	Advanced: Colors pardo, moreno, plateado, dorado Shapes: cilindro, diamante, cubo, octágono, pentágono
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Goal 5: Time, Dates and Days of the Week

Exposure: lunes, martes, miércoles, jueves, viernes, sábado, domingo, enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre Año Nuevo, Día de San Valentín, Cinco de Mayo, Día de Gracias, Día de la Virgen de Guadalupe, Navidad	Advanced: Día de San Patricio, Día de las Madres, Día Memorial, Día de los Padres, Día de Independencia, Víspera de todos los santos, Día de todos los santos, Noche Buena, Nochevieja, Carnaval, Quinceañera
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Goal 6: Discuss Weather and Seasons

Exposure: Hoy es... Hace calor, Hace frío, Hay sol, Las estaciones, primavera, verano, otoño, invierno, el tiempo, el sol	Advanced: llueve, nieva, nublado, llovizna 
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Goal 7: Describe Self and Friends

<p>Exposure: lacio, rojizo, rubio, ondulado, castaño, bajo, alto, pequeño, mediano, delgado, grueso/gordo, popular, inteligente, serio, impaciente-paciente</p>	<p>Advanced: más bajo que, más alto que, más que, el más alto, el más bajo</p> 
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Goal 8: Possessive Adjectives

<p>Exposure: mi, tu, su</p>	<p>Advanced: mis, tus, nuestro(a), nuestras(os), sus, mía, mías, tuya, tuyas, de él, de ella</p>
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Goal 9: Name Articles of Clothing

<p>Exposure: El sombrero, los pantalones, la camisa, los calcetines, la blusa, el suéter, el vestido, la falda, los zapatos, el abrigo</p>	<p>Advanced: La chaqueta, las pijamas, la bata de baño, las pantuflas, la ropa interior, el traje de baño, el cinturón, los guantes, las botas, la corbata, la bufanda</p>
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Goal 10: Identify Parts of the Body, the Senses, and Associated Actions

<p>Exposure: La cara, los ojos, la boca, la nariz, las orejas, la cabeza, el pelo, los brazos, las manos, los dedos, las piernas, los pies</p>	<p>Advanced: El pecho, la espalda, la garganta, el codo, el estómago, la rodilla, la mejilla, quijada</p>
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Goal 11: Name and Describe Family Members

<p>Exposure: señorita, señora, señor, hijo, hija, muchacho, muchacha, hermano, hermana, madre, padre, padres, tía, tío, abuela, abuelo, mujer, hombre, niño, familia</p>	<p>Advanced: esposa, esposo, nieto, nieta, sobrino, sobrina, primo, prima, bisabuela, bisabuelo, madrastra, padrastro</p>
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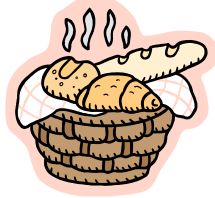
Goal 12: Names of Common US Sports

<p>Exposure: fútbol, fútbol americano, baloncesto, béisbol, tenis, golf</p> 	<p>Advanced: pescar, nadar, patinar, esquiar, volibol, montar a caballo,</p>
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Goal 13: Foods, Drinks, Utensils, Meal Names

Exposure:

El desayuno, los huevos, pan, jamón, leche, el agua, la comida, el almuerzo, la cena, el plátano, las frutas, la naranja, la manzana, las papas, el pollo, el queso, la sal, el vaso, la taza, el plato, la mesa, la sopa, el sándwich, la limonada, el té, las bebidas



Advanced:

La merienda, las verduras, los guisantes, la lechuga, el tomate, el azúcar, la zanahoria, la piña, la pera, la espinaca, el bistec, la pimienta, la mantequilla, la servilleta, el mantel, el tenedor, el cuchillo, la cuchara, la cucharita, la comida española y mexicana

Goal 14: Rooms in the House and Basic Furniture

Exposure: La alcoba, la cocina, el baño, el comedor, el patio, la sala, la casa, los cuartos, el cuarto

Advanced: El sofá, la cama, la lámpara, el espejo, las cortinas, el sillón, la televisión, la estufa, el refrigerador, la lavadora

Goal 15: Exterior Parts of House

Exposure: el jardín, el garaje, patio, pasto, ventana, puerta, techo, pared, chimenea

Advanced: tabique, cerca, casa para la herramienta, albergue para las tormentas, madera, reja

Goal 16: Household Chores

Exposure: limpiar, lavar, cocinar, usar, ayudar

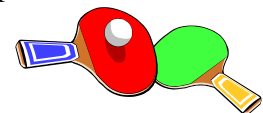


Advanced: arreglar el cuarto, sacar la basura, lavar la ropa, lavar los platos, sacudir los muebles, hacer la cama, poner la mesa, quitar la mesa, cortar el césped, pasar la aspiradora, barrer, planchar


Goal 17: Toys

Exposure: carro, muñeca, cometa, naipes, camión, pelota, ferrocarril

Advanced: tren, ambulancia, juego de video, juego de computadora, pin pon




Goal 18: Church Vocabulary

<p>Exposure: Jesús, Santo, Santa María, Dios, iglesia Prayers: La Señal de la Cruz y El Gloria</p>	<p>Advanced:</p>  <p>Prayers: Padre Nuestro y Dios te Salve María</p>
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Goal 19: Common Classroom Words

<p>Exposure: profesor, profesora, alumno, alumna, escuela, calendario, escritorio, pizarra, borrado, tiza, mesa, pluma, lápiz, libro, bandera, papel, reloj, globo, mapa, silla, regla, director, directora, secretario, secretaria, enfermero, enfermera, correcto, levántate, siéntate, tráeme, muéstrame, dame, dale, pon, colorea, cuenta, repite</p>	<p>Advanced: cesta, pupitre, cuaderno, bolígrafo, ventana, regla, biblioteca, salón de clase, libro, historia, matemáticas, geografía, ciencias, inglés, español, educación Las estaciones, Las estaciones, física, literatura, salud, clase de arte, clase de computadoras, clase de música, gimnasio, escuela, lección, palabra, vocal, consonante, cantar, pintar, usar la computadora, practicar los deportes, estudiar, contesta, contestar, dibuja, dibujar, escribe, dime, lee, ¿Comprendes? El/La compañero(a) de clase</p>
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Goal 20: Animals and Sea Creatures

<p>Exposure: animal, animales, perro, gato, gallina, conejo, gallo, vaca, caballo, cerdo, conejo, coyote, tigre, leopardo, burro, flamenco, canario, loro, mariposa, pez, ratón, oso, lobo, tortuga, pantera, dinosaurio, sapo, mula, león</p> 	<p>Advanced: marino, iguana, lagarto, galápagos, cachorro, ornitorrinco, serpiente de cascabel, carpa dorada, buey almizclado, puerco espin, zarigüeya, ardilla listada, estrella de mar, erizo, gimnoto, caballo de mar, foca, cisne, conejilla de Indias, pájaro carpintero, lagartija, gaviota, castor, armiño, cocodrilo, cebra, jirafa, rinoceronte, ballena, delfín, nutria, tiburón, pulpo, pesca, camarón, langosta, cangrejo, esponja, coral, koala, culebra, mapache, zorro, perico, búho, venado, camello, rana, águila, pingüino</p>
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Goal 21: Thematic Terms for Major Holidays

<p>Exposure: El Día de los Muertos, Navidad, Villancicos, el Día de los Tres Reyes, el Día de San Valentín, Semana Santa y las Pascuas Florida, Quinceañera, Cinco de Mayo,</p>	<p>Advanced: Nochebuena, Virgen de Guadalupe, Diez y seis de septiembre</p>
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Goal 22: Numbers to 100

<p>Exposure: Cero, Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciséis, Diecisiete, Dieciocho, Diecinueve, Veinte, Treinta, Cuarenta, Cincuenta, Sesenta, Setenta, Ochenta, Noventa, Ciento, Cien</p>	<p>Advanced: Primero, Segundo, Tercero, Cuarto, Quinto, Sexto, Séptimo, Octavo, Noveno, Décimo, Mil</p>
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Goal 23: Math Terms

Exposure: Los números, dividido, son, menos, por, mas, multiplicación, fracción	Advanced: ¿Cuánto es...? ¿Cuántos son...? hay, en total,
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Goal 24: Directional Words

Exposure: arriba, abajo, al lado de, enfrente de, detrás de, derecha, izquierda	Advanced: Abajo, arriba, adelante, a la derecha, a la izquierda, al fondo, atrás, a un lado, enfrente(de), en sobre, allí, aquí, allá, por allí
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Goal 25: Nationalities/Languages/ Countries of Central and South America

Exposure: La República Dominicana, España, Puerto Rico, Cuba, México, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panamá, Colombia, Venezuela, El Ecuador, El Perú, Bolivia, Chile, La Argentina, El Paraguay, El Brasil	Advanced: dominicano, español, puertorriqueño, cubano, mexicano, guatemalteco, hondureño, salvadoreño, nicaragüense, costarricense, panameño, colombiano, venezolano, ecuatoriano, peruano, boliviano, chileno, argentino, paraguayo, portugués
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Goal 26: Question Words

Exposure: dónde, de qué, cómo, cuál(es) cuándo, cuánto, cuántos, a qué, qué es, qué pasa, por qué, qué, qué tal, quién, qué tienes, qué tiempo	Advanced: a qué(la edad), podría(s), de qué es, qué tal es, verdad, de dónde, a dónde, de quién, con quién
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Goal 27: Frequency of Activities

Exposure: A veces, nunca, siempre, de vez en cuando, a menudo, tiempo completo, tiempo parcial, casi nunca, cada cuando, cada vez, diario, matutino, vespertino	Advanced:
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Modes of Transportation and Traffic Signs

Exposure: coche, carro, aeroplano, avión, tren, autobús, automóvil, bicicleta, estación del tren, para, no entrar, escuela, 	Advanced: barco, barco de vela, camión, ceder el paso, no retorno, prohibido girar a la izquierda, empieza, carretera dividida, resbaladizo cuando mojado, vía, ferrocarril, carretera curvilínea, sinuosa
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