

**St. Mary School  
Cincinnati, Ohio  
Spanish as a World Language Program 2020  
Adapted from the ACFTL and the Archdiocese of Cincinnati  
World Language Committee and Instructor - Leah Carbetta Scandy, M.Ed.**

The revised 2019 American Council of Teaching Foreign Language (ACFTL) Core Curriculum Content Standards for World Languages notes that, “Students in the United States are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages.”

The Archdiocesan Graded Course of Study (GCS) is designed to drive the instructional programs at all Catholic elementary schools in the Archdiocese of Cincinnati. All Catholic elementary schools are asked to follow the GCS and demonstrate their compliance with the GCS as they receive their accreditation from the Ohio Catholic Schools Accreditation Association (OCSAA). The GCS is organized by subject area for Preschool through Eighth Grade. Regarding areas of study other than the core subjects, such as world language, teachers and principals are free to design their specific instructional programs, including the sequence of topics, supporting textbooks/materials, and teaching strategies.

#### **St. Mary School Mission**

To enable students to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures whilst fostering the Catholic faith and academic excellence.

#### **Goals**

Communicates in more than one language with the appropriate level of language proficiency, whilst exhibiting attitudes, values and skills with an understanding of cultural differences that enhance cross-cultural communication. To encourage the values and benefits of language learning as a global society as well as for its long-term worth in fostering personal, work-related, and/or academic and professional development in an increasingly interconnected world.

#### **Class Frequency**

Students begin the study of a learning Spanish in kindergarten that meets once a week for 50 minutes, continuing in subsequent grades until seventh and eighth grade when students meet twice per week for 50 minutes. The time allotted for Spanish instruction at the elementary level falls well below students attending immersion or high school. However, the creation of a curriculum strives to provide a rich and interesting program for elementary students which will prepare them to reach the “Intermediate - Low” proficiency level by the time they enter high school. To aid this instruction, developed lists of vocabulary and verbs should be mastered by the end of 8th grade. These lists, along with accompanying grammar skills, were used in writing this K-8 document. An annual cumulative benchmark assessment, National Spanish Exam, funded by the school, measures the mastery of language acquisition and proficiency.

## **Spanish Beginner Grades K-2**

### **Topics & Vocabulary:**

- Greetings and introductions
- Classroom instructions/commands
- Alphabet
- Country cultural significance and holidays (Spain, Peru and Mexico)
- Numbers 0-30
- Family members
- Colors
- Calendar and weather
- Body parts

### **Skills Work:**

- Lots of speaking mostly repetition
- Lots of listening
- Games to build vocabulary

## **Spanish Beginner Grades 2-4**

### **Grammar:**

- Number and gender
- Articles: definite and indefinite
- Personal pronouns
- Likes and dislikes
- Numbers 50-100

### **Skills Work:**

- Lots of speaking
- Lots of listening
- Lots of pronunciation
- Games to build vocabulary

## **Spanish Beginner Grades 4-6**

### **Topics & Vocabulary:**

- Common everyday objects
- Numbers from 100 - 1,000
- Leisure activities and sports
- Telling time

**Grammar:**

Indefinite articles  
Question words (¿cuál?, ¿qué?, cuántos?, ¿dónde?, ¿cómo?, ¿por qué?)  
Hay (there is / there are)  
Quantifiers: mucho/a/os/as, bastante/s, poco/a/os/as  
Prepositions

**Skills Work:**

Lots of speaking  
Lots of listening  
Lots of pronunciation  
Games to build vocabulary

**Spanish Beginner Grades 4-6 continued****Topics & Vocabulary:**

Daily routine and weekend activities  
Food and Drink (developed in early grades)  
Transport (developed through *Mi Vida Loca*)

**Grammar:**

Quantifiers: mucho, bastante, poco  
Question words: ¿cómo?  
Agreeing and disagreeing (también, tampoco, sí, no)  
Infinitives

**Skills Work:**

Lots of speaking  
Lots of listening  
Lots of pronunciation  
Games to build vocabulary

**Spanish Beginner Grades 5-6****Topics & Vocabulary:**

Feelings  
Ordering food and drinks in a restaurant.

**Grammar:**

I want / I would like + infinitive (Quiero / me gustaría + infinitivo)  
Quantifiers: muy, mucho, etc.

**Skills Work:**

Listening and responding.  
Reading for comprehension.  
Speaking activities to encourage interaction in class.  
Writing assignments as homework.  
Games to build vocabulary.

**Spanish Beginner Grades 6-8****Topics & Vocabulary:**

Describing the life of somebody (Biography).  
Requesting permission. Poder – to be able to

**Grammar:**

Comparison.  
Direct Object pronouns (lo, la, los, las)  
Uses of verbs 'ser' and 'estar'.  
Prepositions 'de' and 'en'  
Have to + infinitive (Tener que + infinitivo)  
Need to + infinitive (Necesitar + infinitivo)  
Going to + infinitive (Ir a + infinitivo)  
Verb doler –form and syntax.  
Differences between saber and conocer (to know)  
Regular and irregular verbs in the present.

**Skills Work:**

Listening and responding.  
Reading for comprehension.  
Speaking activities to encourage interaction in class and build confidence.  
Writing assignments as homework.  
Games to build vocabulary.

**Spanish Beginner Grades 6-8 continued****Topics & Vocabulary:**

Talking about films and outdoors activities.  
Inviting people to go out: accepting and rejecting.  
Asking and giving directions.  
Expressing possession and preferences.

**Grammar:**

Want + infinitive (Querer + infinitivo)  
Regular and irregular verbs in the present.  
Comparisons.  
Prepositions 'a' and 'de'.

**Skills Work:**

Listening and responding.  
Reading for comprehension.  
Speaking activities to encourage interaction in class.  
Writing assignments as homework.  
Games to build vocabulary.

**Cultural Content & Connection**

Cultural differences when meeting people.  
Spanish language in the world, map skills, capitals and major cities.  
Heavy concentration on Spain, Mexico, Latin and South America.  
Significant Latin-American people, customs and traditions.  
Series *Mi Vida Loca* (grades 4-8)  
Interactive Notebooks in grades 6-8  
Email exchange with students in a Spanish speaking country (grade 8)