



LARAMIE COUNTY SCHOOL DISTRICT 2

Students First

Foreign Language Curriculum

**Approved by the Laramie County School District #2
Board of Trustees**

Revised March, 2017

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Introduction

The purpose of Laramie County School District #2's Foreign Language Curriculum is to provide a clear, organized framework on which to build instruction in the classroom. The curriculum includes clear outcomes and components of these outcomes which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the knowledge and skills outlined in the curriculum.

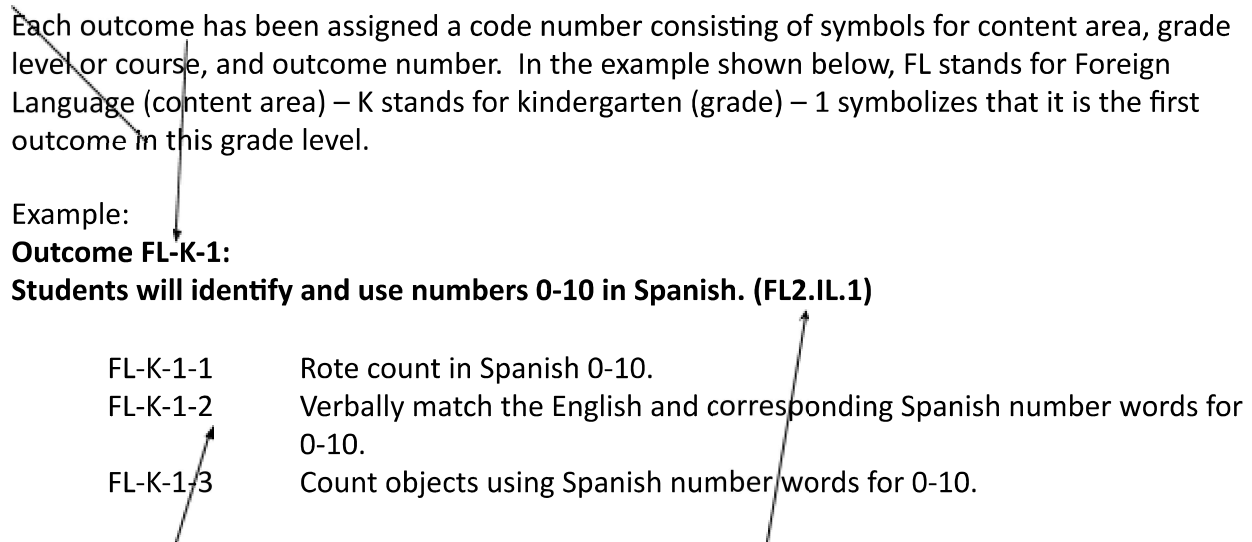
The *Outcomes and Components* are **grade-level specific**. These have been carefully aligned to the state standards and teachers are expected to align their instruction to these. Outcomes express the essential learning that all students in the grade level must know or be able to demonstrate in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. Components state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, FL stands for Foreign Language (content area) – K stands for kindergarten (grade) – 1 symbolizes that it is the first outcome in this grade level.

Example:

Outcome FL-K-1:

Students will identify and use numbers 0-10 in Spanish. (FL2.IL.1)



FL-K-1-1	Rote count in Spanish 0-10.
FL-K-1-2	Verbally match the English and corresponding Spanish number words for 0-10.
FL-K-1-3	Count objects using Spanish number words for 0-10.

Each component has also been given a code number consisting of symbols for the content area, grade level or course, outcome number, and component number. In the example shown above, FL stands for Foreign Language (content area) – K stands for kindergarten (grade) – 1 stands for the component number – and 2 symbolizes that it is the second component of the outcome.

At the end of each component or outcome, the code number in parentheses indicates the Wyoming Content and Performance Standard to which it aligns and includes the standard, proficiency level, and benchmark number. In the above example, FL stands for Foreign Language, 2 represents that it is the second standard, IL stands for the intermediate proficiency level, and 1 stands for the benchmark under the standard. A link to the complete Wyoming Foreign Language Performance Standards document can be found on the K-12 Curriculum Fusion page when logging onto the district web site.

The Foreign Language Subject Area Committee (SAC) performed a careful analysis of alignment between the previous years' foreign language instruction and the current Wyoming Foreign Language Content and Performance Standards adopted in 2013. Based on this analysis, an

aligned curriculum was developed to fit the needs of students and include the required state standards.

There are many steps to the curriculum implementation process. The draft curriculum was implemented during the 2015-16 school year. During that time, teachers provided feedback to validate the draft curriculum. Based on teacher feedback, the SAC made revisions as they deemed necessary and finalized the curriculum.

Mission

Successful Foreign Language students in LCSD2 will interpret foreign languages and use them verbally and in written form to contribute to academic progress across all content areas, increase opportunities in the workplace, increase cultural awareness, and function effectively in a global society.

Course/Grade Level Purposes

Kindergarten

Students in Kindergarten will translate the numbers 0-10 from English to Spanish and use them to count and show quantity. Students will recognize and use weather words and days of the week during calendar time. Students will use simple phrases in Spanish.

First Grade

Students in First Grade will translate the numbers 11-30 from English to Spanish and use them to count and show quantity. Students will recognize and use the months of the year in Spanish during calendar time.

Second Grade

Students in Second Grade will translate the numbers 31-40 from English to Spanish and use them to count and show quantity. Students will recognize family member titles in Spanish.

NOTE: Spanish instruction in grades 3-6 is OPTIONAL. If a teacher wishes to teach Spanish in these grades, these are suggestions for instruction. It would also be appropriate to reteach/review some of the K-2 concepts.

Third Grade

Students in Third Grade will translate the numbers 41-60 from English to Spanish and use them to count and show quantity. Students will introduce themselves in Spanish and will engage in simple conversation with another student.

Fourth Grade

Students in Fourth Grade will translate the numbers 61-80 from English to Spanish and use them to count and show quantity. Students will recognize and discern the cultural differences of the pronoun *you*.

Fifth Grade

Students in Fifth Grade will translate the numbers 81-100 from English to Spanish and use them to count and show quantity. Students will identify the Spanish speaking countries in North America and Europe.

Sixth Grade

Students in Sixth Grade will translate the numbers 0-100 from English to Spanish and use them to count and show quantity. Students will identify the Spanish speaking countries in South America and Africa. Students will recognize and translate subject pronouns.

Spanish I

Students will participate in simple conversations using vocabulary for everyday use. Students will also express themselves in the present tense and conjugate *ar, er, ir*, and irregular verbs.

Spanish II

Students will expand vocabulary and continue to conjugate verbs in the present tense as well as past tense and reflexive verbs.

Spanish III

Students will apply previous learned knowledge to expand conversational Spanish and increase fluency.

Kindergarten

Outcome FL-K-1:

Students will identify and use numbers 0-10 in Spanish. (FL2.IL.1)

- | | |
|----------|---|
| FL-K-1-1 | Rote count in Spanish 0-10. |
| FL-K-1-2 | Verbally match the English and corresponding Spanish number words for 0-10. |
| FL-K-1-3 | Count objects using Spanish number words for 0-10. |

Outcome FL-K-2:

Students will identify and translate descriptive words in Spanish. (FL2.IL.1)

- | | |
|----------|--|
| FL-K-2-1 | Name three sizes (<i>small, medium, large</i>) in Spanish. |
| FL-K-2-2 | Identify an object as <i>small, medium, large</i> in Spanish. |
| FL-K-2-3 | Verbally match the English and corresponding Spanish words for <i>red, blue, green, and yellow</i> . |

Outcome FL-K-3:

Students will identify and translate simple calendar topics. (FL2.IL.1)

- | | |
|----------|--|
| FL-K-3-1 | Verbally match the English and corresponding Spanish words for <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</i> . |
|----------|--|

Outcome FL-K-4:

Students will identify and translate simple phrases in Spanish. (FL2.IL.1)

- | | |
|----------|---|
| FL-K-4-1 | Verbally match the English and corresponding Spanish salutations for <i>hello, goodbye, please, thank you, you're welcome</i> . |
| FL-K-4-2 | Use the Spanish salutations in an exchange with another person. |
| FL-K-4-3 | Say "happy birthday" in Spanish. |

Kindergarten Foreign Language Vocabulary

Numbers

zero – *cero*

one – *uno*

two – *dos*

three – *tres*

four – *cuatro*

five – *cinco*

six – *seis*

seven – *siete*

eight – *ocho*

nine – *nueve*

ten – *diez*

Sizes

small – *pequeño*

medium – *mediano*

large – *grande*

Days of the Week (these are not capitalized in Spanish)

Sunday – *domingo*

Monday – *lunes*

Tuesday – *martes*

Wednesday – *miércoles*

Thursday – *jueves*

Friday – *viernes*

Saturday – *sábado*

Colors

red – *rojo*

yellow – *amarillo*

green – *verde*

blue – *azul*

Phrases

please – *por favor*

thank you – *gracias*

hello – *hola*

goodbye – *adiós*

you are welcome – *de nada*

Happy Birthday – *¡Feliz Cumpleaños!*

First Grade

Outcome FL-1-1:

Students will identify and use numbers 0-30 in Spanish. (FL2.IL.1)

- | | |
|----------|---|
| FL-1-1-1 | Rote count in Spanish 0-30. |
| FL-1-1-2 | Verbally match the English and corresponding Spanish number words for 0-30. |
| FL-1-1-3 | Count up to 30 objects using Spanish number words. |

Outcome FL-1-2:

Students will identify and translate descriptive words in Spanish. (FL2.IL.1)

- | | |
|----------|---|
| FL-1-2-1 | Describe the size of an object using the Spanish word for <i>small</i> , <i>medium</i> , or <i>large</i> . (see kindergarten vocabulary list) |
| FL-1-2-2 | Verbally match the English and corresponding Spanish words for <i>red</i> , <i>blue</i> , <i>green</i> , <i>yellow</i> , <i>orange</i> , <i>purple</i> , <i>grey</i> , <i>pink</i> , <i>brown</i> , <i>black</i> , <i>gold</i> , <i>silver</i> , <i>white</i> . |

Outcome FL-1-3:

Students will identify and translate simple calendar topics. (FL2.IL.1)

- | | |
|----------|--|
| FL-1-3-1 | Verbally match the English and corresponding Spanish words for <i>January</i> , <i>February</i> , <i>March</i> , <i>April</i> , <i>May</i> , <i>June</i> , <i>July</i> , <i>August</i> , <i>September</i> , <i>October</i> , <i>November</i> , <i>December</i> . |
| FL-1-3-2 | State the day of the week, date, and month in Spanish in a sentence. (e.g., <i>Hoy es lunes</i> , <i>el siete de noviembre</i> .) |
| FL-1-3-3 | Describe the daily weather in Spanish. (see kindergarten vocabulary list) |

Outcome FL-1-4:

Students will identify and use simple phrases in Spanish. (FL2.IL.1)

- | | |
|----------|---|
| FL-1-4-1 | Say "Merry Christmas" in Spanish. |
| FL-1-4-2 | Use common Spanish greetings, manners, and farewells in everyday conversation. (see kindergarten vocabulary list) |

1st Grade Foreign Language Vocabulary

Numbers

11 – <i>once</i>	21 – <i>veinte y uno</i>
12 – <i>doce</i>	22 – <i>veinte y dos</i>
13 – <i>trece</i>	23 – <i>veinte y tres</i>
14 – <i>catorce</i>	24 – <i>veinte y cuatro</i>
15 – <i>quince</i>	25 – <i>veinte y cinco</i>
16 – <i>diez y seis</i>	26 – <i>veinte y seis</i>
17 – <i>diez y siete</i>	27 – <i>veinte y siete</i>
18 – <i>diez y ocho</i>	28 – <i>veinte y ocho</i>
19 – <i>diez y nueve</i>	29 – <i>veinte y nueve</i>
20 – <i>veinte</i>	30 – <i>treinta</i>

*Months

January – <i>enero</i>
February – <i>febrero</i>
March – <i>marzo</i>
April – <i>abril</i>
May – <i>mayo</i>
June – <i>junio</i>
July – <i>julio</i>
August – <i>agosto</i>
September – <i>septiembre</i>
October – <i>octubre</i>
November – <i>noviembre</i>
December – <i>diciembre</i>

Colors

purple – <i>morado</i>
grey – <i>gris</i>
orange – <i>anaranjado</i>
pink – <i>Rosado</i>
brown – <i>café</i>
black – <i>negro</i>
gold – <i>oro</i>
silver – <i>plata</i>
white – <i>blanco</i>
red – <i>rojo</i>
yellow – <i>amarillo</i>
green – <i>verde</i>
blue – <i>azul</i>

Weather

It is sunny. – <i>Hace sol.</i>
It is hot. – <i>Hace calor.</i>
It is cold. – <i>Hace frío.</i>
It is windy. – <i>Hace viento.</i>
It is snowing. – <i>Está nevando.</i>
It is raining. – <i>Está lloviendo.</i>

Phrases Merry Christmas – *¡Feliz Navidad!*

*Days of the Week

(see kindergarten vocabulary list)

*(these are not capitalized in Spanish)

Second Grade

Outcome FL-2-1:

Students will identify and use numbers 0-40 in Spanish. (FL2.IL.1)

- FL-2-1-1 Rote count in Spanish 0-40. (see previous vocabulary lists for numbers 0-30)
- FL-2-1-2 Verbally match the English and corresponding Spanish number words for 0-40.
- FL-2-1-3 Count up to 40 objects using Spanish number words.

Outcome FL-2-2:

Students will use simple phrases in Spanish. (FL2.IL.1)

- FL-2-2-1 Use size and color words in Spanish to describe objects. (see kindergarten and first grade vocabulary lists)
- FL-2-2-2 Ask in Spanish, "How are you?" and respond, "I am not well", "I am sad", or "I am fine" in Spanish.

Outcome FL-2-3:

Students will compare and contrast Mexican cultural traditions with those of the United States. (FL2.IL.1)

- FL-2-3-1 Compare and contrast common Mexican birthday traditions to those in the United States.
- FL-2-3-2 Compare and contrast common Mexican Christmas traditions to those in the United States. (e.g., Las Posadas)
- FL-2-3-3 Identify *Cinco de Mayo* as a day of Mexican national pride.

Outcome FL-2-4:

Students will identify family members in Spanish. (FL2.IL.1)

- FL-2-4-1 Verbally match the English and corresponding Spanish words for *baby, mom, dad, brother, sister, grandma, and grandpa*.

2nd Grade Foreign Languages Vocabulary

Numbers

31 – *treinta y uno*
32 – *treinta y dos*
33 – *treinta y tres*
34 – *treinta y cuatro*
35 – *treinta y cinco*
36 – *treinta y seis*
37 – *treinta y siete*
38 – *treinta y ocho*
39 – *treinta y nueve*
40 – *cuarenta*

Family Members

mom – *la mamá*
dad – *el papá*
brother – *el hermano*
sister – *la hermana*
baby – *el/la bebé*
grandma – *la abuela*
grandpa – *el abuelo*

Phrases

Merry Christmas – *¡Feliz Navidad!*
How are you? – *¿Cómo estás?*
I am good. – *Estoy bien.*
I am not well. – *Estoy mal.*
I am sad. – *Estoy triste.*
Cinco de Mayo – 5th of May (Mexico won a major battle)

Third Grade (NOTE: Spanish instruction in grades 3 is OPTIONAL. If a teacher wishes to teach Spanish in third grade, this is suggested curriculum. It would also be appropriate to reteach/review some of the K-2 concepts.)

Outcome FL-3-1:

Students will identify and use numbers 0-60 and simple phrases in Spanish. (FL2.IL.1)

- | | |
|----------|---|
| FL-3-1-1 | Rote count in Spanish 0-60. (see previous vocabulary lists for numbers 0-40) |
| FL-3-1-2 | Verbally match the English and corresponding Spanish number words for 0-60. |
| FL-3-1-3 | Count up to 60 objects using Spanish number words. |
| FL-3-1-4 | Ask, " <i>What is your name?</i> " and " <i>Where are you from?</i> " in Spanish and respond with, " <i>My name is . . .</i> " and " <i>I am from . . .</i> " in Spanish. |

Outcome FL-3-2:

Students will create a menu using foods from various food groups in Spanish. (FL2.IL.1)

- | | |
|----------|--|
| FL-3-2-1 | Verbally match the English and corresponding Spanish word for some fruits: (e.g., <i>apples, bananas, grapes, oranges</i>). |
| FL-3-2-2 | Verbally match English and corresponding Spanish word for some vegetables: (e.g., <i>lettuce, tomato, carrots, potatoes</i>). |
| FL-3-2-3 | Verbally match English and corresponding Spanish word for some meats or proteins: (e.g., <i>a hamburger, chicken, pork, fish, beans, eggs</i>). |
| FL-3-2-4 | Verbally match English and corresponding Spanish word for some grains: (e.g., <i>rice, bread, tortillas, corn, wheat</i>). |
| FL-3-2-5 | Verbally match English and corresponding Spanish word for some snacks: (e.g., <i>candy, chips, french fries</i>). |
| FL-3-2-6 | Verbally match English and corresponding Spanish word for some dairy: (e.g., <i>milk, cheese, ice cream</i>). |

3rd Grade Foreign Language Vocabulary

Numbers

41 – <i>cuarenta y uno</i>	51 – <i>cincuenta y uno</i>
42 – <i>cuarenta y dos</i>	52 – <i>cincuenta y dos</i>
43 – <i>cuarenta y tres</i>	53 – <i>cincuenta y tres</i>
44 – <i>cuarenta y cuatro</i>	54 – <i>cincuenta y cuatro</i>
45 – <i>cuarenta y cinco</i>	55 – <i>cincuenta y cinco</i>
46 – <i>cuarenta y seis</i>	56 – <i>cincuenta y seis</i>
47 – <i>cuarenta y siete</i>	57 – <i>cincuenta y siete</i>
48 – <i>cuarenta y ocho</i>	58 – <i>cincuenta y ocho</i>
49 – <i>cuarenta y nueve</i>	59 – <i>cincuenta y nueve</i>
50 – <i>cincuenta</i>	60 – <i>sesenta</i>

Fruits – las frutas

apple – *la manzana*
banana – *el platano*
grapes – *las uvas*
orange – *la naranja*

Vegetables – los vegetales

lettuce – *la lechuga*
tomato – *el tomate*
carrot – *la zanahoria*
potato – *la papa*

Meats – las carnes

hamburger – *la hamburguesa*
chicken – *el pollo*
pork – *el puerco*
fish – *el pescado*
beans – *los frijoles*
eggs – *los huevos*

Grains – los granos

rice – *el arroz*
bread – *el pan*
tortilla – *la tortilla*
corn – *el maiz*
wheat – *el trigo*

Dairy – las lácteos

milk – *la leche*
cheese – *el queso*
ice cream – *el nieve, el helado*

Snacks – las meriendas

candy – *los dulces*
chips – *las papitas*
french fries – *las papas fritas*

Phrases

What is your name? - *¿Como té llamas?*
My name is . . . – *Me llamo . . .*
Where are you from? - *¿De dónde eres?*
I am from . . . – *Yo soy de. . .*

Fourth Grade (NOTE: Spanish instruction in grades 4 is OPTIONAL. If a teacher wishes to teach Spanish in fourth grade, this is suggested curriculum. It would also be appropriate to reteach/review some of the K-3 concepts.)

Outcome FL-4-1:

Students will identify and use numbers 0-80 in Spanish. (FL2.IL.1)

- | | |
|----------|--|
| FL-4-1-1 | Rote count in Spanish 0-80. (see previous vocabulary lists for numbers 0-60) |
| FL-4-1-2 | Verbally match the English and corresponding Spanish number words for 0-80. |
| FL-4-1-3 | Count up to 80 objects using Spanish number words. |

Outcome FL-4-2:

Students will compare and contrast *El Día de Los Muertos* to the United States' Memorial Day. (FL2.IL.1)

- | | |
|----------|---|
| FL-4-2-1 | Identify common Mexican traditions associated with <i>El Día de Los Muertos</i> (November 1 & 2). |
| FL-4-2-2 | Compare and contrast <i>El Día de Los Muertos</i> to the U.S. Memorial Day. |

Outcome FL-4-3:

Students will identify and use the subject pronoun *you* in Spanish. (FL2.IL1)

- | | |
|----------|---|
| FL-4-3-1 | Verbally match the subject pronoun <i>you</i> in English with both the corresponding formal and informal <i>usted</i> and <i>tú</i> in Spanish. |
| FL-4-3-2 | Identify the people with whom <i>usted</i> and <i>tú</i> should be used. |
| FL-4-3-3 | Use <i>¿Cómo estás?</i> and <i>¿Cómo está usted?</i> appropriately. |

4th Grade Foreign Language Vocabulary

Numbers

61 – <i>sesenta y uno</i>	71 – <i>setenta y uno</i>
62 – <i>sesenta y dos</i>	72 – <i>setenta y dos</i>
63 – <i>sesenta y tres</i>	73 – <i>setenta y tres</i>
64 – <i>sesenta y cuatro</i>	74 – <i>setenta y cuatro</i>
65 – <i>sesenta y cinco</i>	75 – <i>setenta y cinco</i>
66 – <i>sesenta y seis</i>	76 – <i>setenta y seis</i>
67 – <i>sesenta y siete</i>	77 – <i>setenta y siete</i>
68 – <i>sesenta y ocho</i>	78 – <i>setenta y ocho</i>
69 – <i>sesenta y nueve</i>	79 – <i>setenta y nueve</i>
70 – <i>setenta</i>	80 – <i>ochenta</i>

Subject Pronouns - you

<i>tú</i> – informal “you”	<i>¿Cómo estás?</i> - How are you? (informal)
<i>usted</i> – formal “you”	<i>¿Cómo está usted?</i> - How are you? (formal)

Day of the Dead – El Día de los Muertos (November 1 & 2)

The goal of teaching the Day of the Dead in 4th grade is to show cultural similarities and differences amongst one of the most important holidays in Mexico and similar holidays in the U.S. It is important to note that this holiday is very similar to Memorial Day in the U.S. even though it may look more like Halloween.

The Day of the Dead holiday is a celebration that remembers loved ones who have passed. They believe that death brings new life. It is a representation of the circle of life. Just like in nature every winter the earth changes as plants die and in spring new life sprouts up everywhere.

Due to the fact that this holiday can be interpreted very differently among different people the World Languages S.A.C. feel that an introduction on this holiday should be generic and that the teacher should use discretion when teaching the material.

Topics that can be included are:

- Spending time with family and remembering those who have passed away
- Death isn't perceived as necessarily a negative thing in the Latin American culture because it is thought of as a renewal of life
- Use different vocabulary such as:
 1. Las Velas (candles) to light up the cemetery
 2. Foods such as mole, el pan de muerto (bread of the dead), las calaveras de azucar (sugar skulls), atole (sweet drink made of corn)
 3. El Cempasuchil (marigold) flowers used to decorate the gravestones
 4. Las Calacas (skeletons that represent death – once again this isn't morbid or scary like the perception in Halloween)
 5. Papel picado (cut paper) to decorate

Suggested Resources:

Day of the Dead – Linda Lowery

<http://archive.azcentral.com/ent/dead/>

Fifth Grade (NOTE: Spanish instruction in grades 5 is OPTIONAL. If a teacher wishes to teach Spanish in fifth grade, this is suggested curriculum. It would also be appropriate to reteach/review some of the K-4 concepts.)

Outcome FL-5-1:

Students will identify and use numbers 0-100 in Spanish. (FL2.IL.1)

- | | |
|----------|---|
| FL-5-1-1 | Verbally match the English and corresponding Spanish number words for 0-100. (see previous vocabulary lists for numbers 0-80) |
|----------|---|

Outcome FL-5-2:

Students will identify and translate body parts in Spanish. (FL2.IL.1)

- | | |
|----------|--|
| FL-5-2-1 | Verbally match the English and corresponding Spanish words for body parts: <i>mouth, teeth, hair, eyes, ears, hand, fingers, nose, feet, toes, arm, leg.</i> |
|----------|--|

Outcome FL-5-3:

Students will identify and locate the Spanish-speaking countries in North America and Europe.

- | | |
|----------|--|
| FL-5-3-1 | Identify and locate on a map the Spanish-speaking countries of North America and Europe: <i>Mexico, Costa Rica, Panama, Nicaragua, El Salvador, Honduras, Guatemala, Cuba, Dominican Republic, Puerto Rico, Spain.</i> |
|----------|--|

Outcome FL-5-4:

Students will compare and contrast Mexican Independence Day to the 4th of July. (FL2.IL.1)

- | | |
|----------|--|
| FL-5-4-1 | Identify common Mexican traditions associated with Mexican Independence Day and El Grito (September 16). |
| FL-5-4-2 | Compare and contrast Mexican Independence Day to the 4 th of July. |

5th Grade Foreign Language Vocabulary

Numbers

81 – <i>ochenta y uno</i>	91 – <i>noventa y uno</i>
82 – <i>ochenta y dos</i>	92 – <i>noventa y dos</i>
83 – <i>ochenta y tres</i>	93 – <i>noventa y tres</i>
84 – <i>ochenta y cuatro</i>	94 – <i>noventa y cuatro</i>
85 – <i>ochenta y cinco</i>	95 – <i>noventa y cinco</i>
86 – <i>ochenta y seis</i>	96 – <i>noventa y seis</i>
87 – <i>ochenta y siete</i>	97 – <i>noventa y siete</i>
88 – <i>ochenta y ocho</i>	98 – <i>noventa y ocho</i>
89 – <i>ochenta y nueve</i>	99 – <i>noventa y nueve</i>
90 – <i>noventa</i>	100 – <i>cien</i>

Body Parts

mouth – *la boca*
teeth – *los dientes*
hair – *el pelo*
eyes – *los ojos*
ears – *las orejas*
hand – *la mano*
fingers – *los dedos de la mano*
nose – *la nariz*
feet/foot – *los pies/el pie*
toes – *los dedos de los pies*
arm – *el brazo*
leg – *la pierna*

September 16 – Mexican Independence Day
El Grito – the start of Mexican Independence Day

Sixth Grade (NOTE: Spanish instruction in grades 6 is OPTIONAL. If a teacher wishes to teach Spanish in sixth grade, this is suggested curriculum. It would also be appropriate to reteach/review some of the K-5 concepts.)

Outcome FL-6-1:

Students will identify and use numbers 0-100 in Spanish. (FL2.IL.1)

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| FL-6-1-1 | Match the English and corresponding Spanish number words for 0-100 verbally. (see previous vocabulary lists for numbers 0-80) |
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Outcome FL-6-2:

Students will identify the subject pronouns in Spanish. (FL2.IL.1)

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| FL-6-2-1 | Match the subject pronouns in English with the corresponding Spanish words verbally (<i>I, you, he, she, we, they, plural you</i>). |
| FL-6-2-2 | Use the Spanish formal and informal <i>you</i> in an exchange. (e.g., <i>¿Cómo estás?</i> and <i>¿Cómo está usted?</i>) |

Outcome FL-6-3:

Students will identify and translate items of clothing in Spanish.

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| FL-6-3-1 | Verbally match in English the corresponding Spanish words for <i>pants, shirt, sweater, t-shirt, jacket, shoes, socks, cap, dress, and skirt</i> . |
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Outcome FL-6-4:

Students will identify and locate the Spanish-speaking countries in South America and Europe.

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| FL-6-4-1 | Identify and locate on a map the Spanish-speaking countries of South America and Africa: <i>Venezuela, Colombia, Ecuador, Perú, Bolivia, Paraguay, Chile, Argentina, Uruguay, Guinea Ecuatorial</i> . |
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6th Grade Foreign Language Vocabulary

Numbers

81 – *ochenta y uno*
82 – *ochenta y dos*
83 – *ochenta y tres*
84 – *ochenta y cuatro*
85 – *ochenta y cinco*
86 – *ochenta y seis*
87 – *ochenta y siete*
88 – *ochenta y ocho*
89 – *ochenta y nueve*
90 – *noventa*

91 – *noventa y uno*
92 – *noventa y dos*
93 – *noventa y tres*
94 – *noventa y cuatro*
95 – *noventa y cinco*
96 – *noventa y seis*
97 – *noventa y siete*
98 – *noventa y ocho*
99 – *noventa y nueve*
100 – *cien*

Subject Pronouns

Singular

I – *yo*
you (familiar) – *tú*
he – *él*
she – *ella*
you (formal) – *usted*

Plural

we (all males or mixed group) – *nosotros*
we (all females) – *nosotras*
they (males or mixed group) – *ellos*
they (all females) – *ellas*
you (formal) – *ustedes*

Clothing – la ropa

pants – *los pantalones*
shirt – *la camisa*
sweater – *el suéter*
t-shirt – *la camiseta*
jacket – *la chaqueta*
shoes – *los zapatos*
socks – *los calcetines*
short – *los shorts*
cap – *la cachucha*
dress – *el vestido*
skirt – *la falda*

Spanish I

Outcome FL-SPI-1:

Students will use vocabulary necessary to communicate in basic conversations to introduce themselves and others in Spanish and identify countries where Spanish is spoken. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2)

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| FL-SPI-1-1 | Use the Spanish alphabet to spell vocabulary words. |
| FL-SPI-1-2 | Label the Spanish-speaking countries on a map in Spanish. |
| FL-SPI-1-3 | Ask and answer questions to get name, origin, and general state of being. |
| FL-SPI-1-4 | Use and respond to some common Spanish phrases for the classroom. |
| FL-SPI-1-5 | Address others with common Spanish greetings. |
| FL-SPI-1-6 | Compare Mexico's <i>El Grito/el diez y seis de septiembre</i> to Independence Day in the U.S. |

Outcome FL-SPI-2:

Students will communicate by describing a person's gender and job, and explain likes and dislikes. (FL2.IL.1, FL2.IL.2, FL1.IL.1, FL1.IL.2, FL1.IL.3)

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| FL-SPI-2-1 | Identify the difference between the familiar and formal pronoun <i>you</i> . |
| FL-SPI-2-2 | Identify and use the Spanish subject pronouns. |
| FL-SPI-2-3 | Read, write, and speak the present tense conjugations of the verb <i>ser</i> . |
| FL-SPI-2-4 | Read, write, and speak the present tense conjugations of the verb <i>gustar</i> . |

Outcome FL-SPI-3:

Students will communicate by describing themselves and others while incorporating adjective and noun agreement. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

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| FL-SPI-3-1 | Identify and use the Spanish definite and indefinite articles. |
| FL-SPI-3-2 | Apply the concept of masculine/feminine and singular/plural with respect to nouns, adjectives, and articles in Spanish. |
| FL-SPI-3-3 | Use the conjugations of <i>ser</i> to describe characteristics and personality in reading, writing, and speaking. |
| FL-SPI-3-4 | Describe what people are wearing using the conjugations of <i>llevar</i> . |
| FL-SPI-3-5 | Compare/contrast the Day of the Dead to similar traditions and holidays in the United States. |

Outcome FL-SPI-4:

Students will communicate by describing relationships with family members and asking and answering questions related to the calendar. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

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| FL-SPI-4-1 | Identify and use the Spanish numbers 0-1000. |
| FL-SPI-4-2 | Read, write, and speak the present tense conjugations of <i>tener</i> and express the idiomatic expression for age. |
| FL-SPI-4-3 | Identify and use the preposition <i>de</i> and possessive adjectives to describe possession and family relationships. |
| FL-SPI-4-4 | Ask and answer questions to exchange information related to the calendar. |

Outcome FL-SPI-5:

Students will communicate by describing their classes and classrooms and convey how often they perform different activities. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2)

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| FL-SPI-5-1 | Read, write, and speak the present tense conjugations of regular <i>-ar</i> verbs. |
| FL-SPI-5-2 | Identify classes and classroom objects in Spanish. |
| FL-SPI-5-3 | Express frequency using adverbial phrases in Spanish. |
| FL-SPI-5-4 | Ask and answer simple questions using present tense <i>-ar</i> verb conjugations. |

Outcome FL-SPI-6:

Students will communicate by describing their class schedules, where their classes are located. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2)

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| FL-SPI-6-1 | Read, write, and speak present tense conjugations of the verb <i>ir</i> in order to say where you are going. |
| FL-SPI-6-2 | Use time to talk about class schedules in Spanish. |
| FL-SPI-6-3 | Read, write, and speak present tense conjugations of <i>estar</i> to describe location. |
| FL-SPI-6-4 | Ask and answer complex questions using interrogatives in Spanish. |

Outcome FL-SPI-7:

Students will communicate by describing their daily activities. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2)

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| FL-SPI-7-1 | Express what people are going to do using <i>-ir + a + infinitive</i> . |
| FL-SPI-7-2 | Read, write, and speak the present tense conjugations of regular <i>-er</i> and <i>-ir</i> verbs. |
| FL-SPI-7-3 | Read, write, and speak the present tense conjugations of irregular <i>yo</i> form verbs <i>hacer</i> , and <i>ver</i> . |

Spanish II

Outcome FL-SPII-1:

Students will communicate by extending and responding to invitations. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

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| FL-SPII-1-1 | Read, write, and speak present tense conjugations of <i>estar</i> in order to express feelings. |
| FL-SPII-1-2 | Compare and contrast the uses of <i>ser</i> and <i>estar</i> . |
| FL-SPII-1-3 | Extend and respond to invitations in Spanish. |
| FL-SPII-1-4 | Read, write, and speak present tense conjugations of <i>venir</i> . |

Outcome FL-SPII-2:

Students will communicate preferences by making comparisons and talking about sports. (FL2.IL.1, FL2.IL.2, FL1.IL.1, FL1.IL.2, FL1.IL.3)

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| FL-SPII-2-1 | Read, write, and speak present tense conjugations of <i>jugar</i> . |
| FL-SPII-2-2 | Read, write, and speak present tense conjugations of irregular <i>e-ie</i> stem-changing verbs. |
| FL-SPII-2-3 | Identify and use words of comparison to distinguish between objects. |
| FL-SPII-2-4 | Read, write, and speak present tense conjugations of <i>saber</i> and <i>conocer</i> . |
| FL-SPII-2-5 | Compare and contrast the uses of <i>saber</i> and <i>conocer</i> . |

Outcome FL-SPII-3:

Students will communicate by describing the weather. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2)

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| FL-SPII-3-1 | Read, write, and speak to describe weather, using <i>hacer</i> , <i>estar</i> and <i>hay</i> . |
| FL-SPII-3-2 | Read, write, and speak idiomatic expressions using the verb <i>tener</i> . |
| FL-SPII-3-3 | Read, write, and speak the present progressive tense. |
| FL-SPII-3-4 | Identify and use direct object pronouns in reading, writing, and speaking. |

Outcome FL-SPII-4:

Students will communicate by giving directions in a city. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

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| FL-SPII-4-1 | Read, write, and speak present tense conjugations of <i>decir</i> . |
| FL-SPII-4-2 | Identify and use prepositional phrases to express location. |
| FL-SPII-4-3 | Read, write, and speak positive and negative <i>tú</i> and <i>usted</i> commands. |
| FL-SPII-4-4 | Read, write, and speak present tense conjugations of <i>salir</i> . |

Outcome FL-SPII-5:

Students will communicate by making purchases. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

- FL-SPII-5-1 Read, write, and speak present tense conjugations of irregular *o-ue* stem-changing verbs.
- FL-SPII-5-2 Identify and use indirect object pronouns in reading, writing, and speaking.
- FL-SPII-5-3 Read, write, and speak present tense conjugations of *dar*.

Outcome FL-SPII-6:

Students will communicate by ordering food. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2)

- FL-SPII-6-1 Read, write, and speak using proper placement of direct and indirect object pronouns.
- FL-SPII-6-2 Read, write, and speak using affirmative and negative words in indefinite or negative situations.
- FL-SPII-6-3 Read, write, and speak present tense conjugations of irregular *e-i* stem-changing verbs.
- FL-SPII-6-4 Read, write, and speak present tense conjugations of *traer*.
- FL-SPII-6-5 Describe the importance of the celebration of Cinco de Mayo in the United States.
- FL-SPII-6-6 Read, write, and speak using demonstrative adjectives to point out specific things.

Outcome FL-SPII-7:

Students will communicate by describing their daily routines and chores. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2,)

- FL-SPII-7-1 Read, write, and speak present tense conjugations of reflexive verbs.
- FL-SPII-7-2 Read, write, and speak verbs that are specific to daily chores.
- FL-SPII-7-3 Express chronology using ordinal numbers.

Outcome FL-SPII-8:

Students will communicate in the past tense using preterite. (FL2.IL.1, FL2.IL.2, FL1.IL.1, FL1.IL.2, FL1.IL.3)

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| FL-SPII-8-1 | Read, write, and speak the past tense conjugations of regular preterite <i>–ar</i> verbs. |
| FL-SPII-8-2 | Read, write, and speak the past tense conjugations of regular preterite <i>–er</i> and <i>–ir</i> verbs. |
| FL-SPII-8-3 | Read, write, and speak the past tense conjugations of irregular preterite verbs <i>ser, estar, ir, & tener</i> . |

Spanish III

Outcome FL-SPIII-1:

Students will communicate by describing their daily routines and chores. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2,)

- FL-SPIII-1-1 Read, write, and speak present tense conjugations of reflexive verbs.
- FL-SPIII-1-2 Read, write, and speak verbs that are specific to daily chores.
- FL-SPIII-1-3 Read, write, and speak the past tense conjugations of stem-changing preterite verbs.
- FL-SPIII-1-4 Express chronology using ordinal numbers.

Outcome FL-SPIII-2:

Students will communicate stories and past experiences using the imperfect tense. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

- FL-SPIII-2-1 Read, write, and speak using possessive adjectives and pronouns to show personal relationships or possession.
- FL-SPIII-2-2 Read, write, and speak the past tense conjugations of imperfect *-ar* verbs.
- FL-SPIII-2-3 Read, write, and speak the past tense conjugations of imperfect *-er* and *-ir* verbs.
- FL-SPIII-2-4 Read, write, and speak the past tense irregular conjugations of imperfect verbs.
- FL-SPIII-2-5 Compare and contrast Las Posadas to similar traditions and Christmas in the United States.

Outcome FL-SPIII-3:

Students will apply the correct past tense verb form in the appropriate situation. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

- WL-SPIII-3-1 Recognize which verb form is being used in reading, writing, and speaking.
- WL-SPIII-3-2 Compare and contrast the two verb forms in order to communicate them in reading, writing and speaking.

Outcome WL-SPIII-4:

Students will convey uncertainty and emotion using the present subjunctive mood. (FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL2.IL.2, FL3.IL.1, FL3.IL.2)

- WL-SPIII-4-1 Read, write and speak the present subjunctive mood for regular *-ar* verbs.
- WL-SPIII-4-2 Read, write, and speak the present subjunctive mood for regular *-er* and *-ir* verbs.
- WL-SPIII-4-3 Read, write, and speak the present subjunctive mood for stem-changing verbs.
- WL-SPIII-4-4 Read, write, and speak the present subjunctive mood for irregular verbs.