

# SAU 50 World Language Curriculum - Spanish

## Rye School District ~ Kindergarten to Grade 8

Key: I Introduced    D Developing    A Applied    N Not Yet Taught

line #	Focus of Instruction	Example or Explanation	K	1	2	3	4	5	6	7	8
1	1	Communication - Communicate in Spanish									
2	1:1	Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.									
3	1:1.1	A student will be able to greet and respond to greetings	I	I	I	D	D	D	A	A	A
4	1:1.2	A student will be able to state needs and preferences	N	N	N	N	N	N	I	I	D
5	1:1.3	A student will be able to express gratitude and appreciation	I	I	I	D	D	D	A	A	A
6	1:1.4a	A student will be able to exchange descriptions of people, places, and things	I	I	I	I	I	I	D	D	A
7	1:1.4b	A student will be able to exchange descriptions of people, places, and things	N	N	N	N	N	N	N	I	D

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8	1:1.5	A student will be able to share likes and dislikes	A student will understand verbs like gustar, encantar, interesar, chocar, aburrir, fascinar, odiar; indirect object pronouns; and thematic vocabulary for leisure activities, foods, clothing, sports, and school	N	N	N	N	N	I	I	D	D
9	1:1.6	A student will be able to ask and answer questions about familiar topics	A student will understand thematic vocabulary for family, friends, health, leisure activity, time, feelings, school schedule; common interrogative words; appropriate intonation; and proper word order	N	N	N	N	N	I	I	D	D
10	1:2	Students understand and interpret written and spoken Spanish on a variety of topics										
11	1:2.1	A student will be able to follow oral instructions in Spanish related to daily classroom activities	A student will understand commands and vocabulary for classroom activities	N	N	N	N	N	I	D	D	D
12	1:2.2	A student will be able to comprehend main ideas and main characters in spoken or written passages	A student will understand thematic vocabulary for the unit or lesson, audio clues such as intonation inflection, body language and gestures, and reading strategies	N	N	N	N	N	N	I	D	D
13	1:2.3	A student will be able to identify people and objects in school and at home	A student will understand thematic vocabulary at school and home	N	N	N	N	N	I	I	D	D
14	1:2.4	A student will be able to understand the main message from written Spanish language media such as texts, posters, and advertisements	A student will understand reading strategies, recognize cultural cues such as a 24 hour clock, monetary units, products and use cognates and visuals to infer meaning	N	N	N	N	N	N	I	D	D

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15	1:2.5	A student will be able to interpret gestures, intonation, and visual and auditory clues in media such as films, television, and video	N	N	N	N	N	N	N	I	I
16	1:3	Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics in Spanish									
17	1:3.1	A student will be able to prepare and present a variety of topics in written or spoken form.	N	N	N	N	N	N	I	D	D
18	2	Cultures - Gain knowledge and understanding of the cultures of the world									
19	2:1	Students develop an understanding of the relationship between the practices and perspectives of Hispanic cultures									
20	2:1.1	A student will be able to use appropriate gestures and oral expression for greetings, leave-takings, and common classroom interactions	N	N	N	I	I	I	D	D	A

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21	2:1.2	A student will be able to understand different cultural activities	A student will understand games, songs, and birthday celebrations; regional dances; holiday practices; recognition of traditional dress and items connected to holidays and events	I	I	I	I	D	D	D	A	A
22	2:2	Students demonstrate an understanding of the relationship between the products and perspectives of the different Hispanic cultures										
23	2:2.1	A student will be able to observe, identify, and/or describe tangible products from Spanish-speaking cultures	A student will understand clothing, toys, dwellings, city layouts, foods, musical instruments, etc.	I	I	I	D	D	D	D	D	D
24	2:2.2	A student will be able to identify, experience, hear, or read about expressive products of Spanish speakers	A student will understand songs, literature, rhymes, legends, folklore, and tongue twisters	I	I	I	I	D	D	D	A	A
25	2:2.3	A student will be able to recognize common themes, ideas, or perspectives of groups of Spanish speakers	A student will understand friendships, individual and family responsibilities, and personal space	N	N	N	N	I	I	D	D	D
26	3	Connections - Connect with other disciplines and acquire information										
27	3:1	Students reinforce and further their knowledge of other disciplines through Spanish										
28	3:3.1	A student will be able to demonstrate in Spanish an understanding about concepts learned in other subject areas	A student will understand biology, weather, mathematics, measurement, geography, and cardinal directions	N	N	N	I	I	I	D	D	A

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29	3:3.2	A student will be able to use their understanding of weather maps and temperature charts	N	N	N	N	N	N	I	D	D
30	3:3.3	A student will be able to apply their knowledge of the metric system and other systems of measurement	N	N	N	N	N	N	N	N	N
31	3:2	Students acquire information and recognize the distinctive viewpoints that are available only through the Spanish language and its many cultures									
32	3:2.1	A student will be able to read, listen to, and talk about materials written for native speakers of Spanish	N	N	N	N	N	N	N	N	N
33	4	Comparisons - Develop insight into the nature of language and culture									
34	4:1	Students demonstrate understanding of the nature of language through comparisons between the language studied and their own									
35	4:1.1	A student will be able to cite and use examples of words that are borrowed in Spanish and in English	I	I	I	I	D	D	D	A	A
36	4:1.2	A student will be able to realize that cognates enhance comprehension of spoken and written Spanish	N	N	N	N	I	I	D	D	D
37	4:1.3	A student will be able to show awareness of the existence of idiomatic expressions in English and Spanish	N	N	N	N	N	N	N	N	I

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38	4:1.4	A student will be able to demonstrate an awareness of formal and informal forms of language and expressions of politeness	N	N	N	N	N	I	I	D	A
39	4:1.5	A student will be able to begin to recognize differences and similarities between the sound and writing systems of their own language and Spanish	N	N	N	I	I	D	D	A	A
40	4:2	Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own									
41	4:2.1	A student will be able to demonstrate an awareness that gestures are an important part of communication and that gestures may differ between English and Spanish	N	N	N	N	N	N	N	N	N
42	4:2.2	A student will be able to compare and contrast tangible products of Hispanic cultures and their own	N	N	N	N	N	I	I	I	I
43	5	Communities - Participate in communities at home and around the world									
44	5:1	Students use the language both within and beyond the school setting									
45	5:1.1	A student will be able to convey basic messages to Spanish speakers	N	N	N	N	N	I	I	D	D
46	5:1.2	A student will be able to name professions that benefit from proficiency in Spanish	N	N	N	N	N	N	N	I	I

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47	5:1.3	A student will be able to write, illustrate, and present simple stories in Spanish	N	N	N	N	N	N	I	D	A
48	5:1.4	A student will be able to perform skits and songs in Spanish	N	N	N	I	I	I	I	D	D
49	5:2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment									
50	5:2.1	A student will be able to read, view, and listen to materials from Spanish-speaking countries for personal enjoyment	N	N	N	N	N	N	N	N	N
51	5:2.2	A student will be able to recognize and/or play culturally-associated instruments	N	N	N	N	N	N	N	N	N
52	5:2.3	A student will be able to play culturally-authentic games (Fútbol, Dominó, Simón Dice)	N	N	N	N	N	N	N	N	N
53	5:2.4	A student will be able to establish friendships in local Spanish-speaking community	N	N	N	N	N	N	N	N	N