

DRAFT

World
Languages
Curriculum

Spanish

2009

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GUIDELINES FOR WORLD LANGUAGES TEACHERS

Diocese of Pittsburgh

Time Allotments

Grade

Pre-K to Grade 5 15 minutes a day

Grades 6-8. 3- 40 minute periods per week*

*Enough time to adequately cover year 1 of the language.

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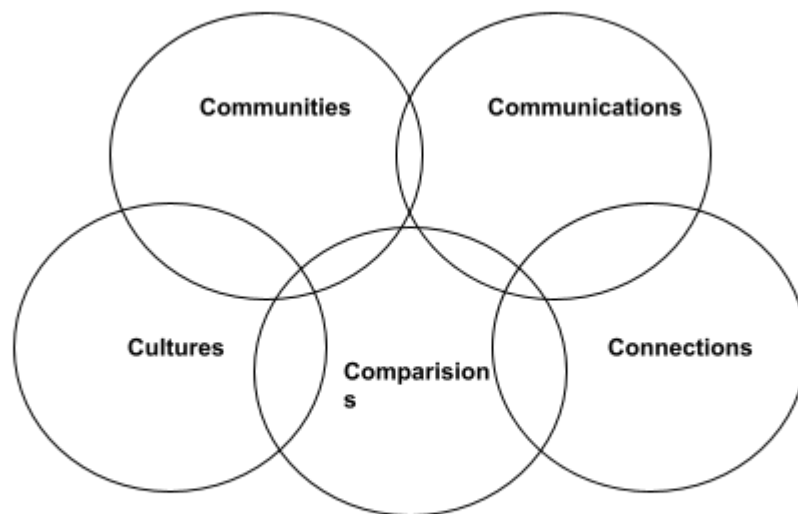
I Introduce the Concept
P Practice and Review
M Master

INTRODUCTION TO WORLD LANGUAGE CURRICULUM

There are many benefits to early study of a World Language. It's been shown that children who have studied a world language in the elementary grades achieve higher scores on standardized testing. Learning a new language also improves children's understanding of their native language. In addition, children who study a world language show greater cognitive development than many of their peers. In the book Practical Handbook to Elementary Foreign Language Programs published in 1998, author Gladys Lipton points out that children who have studied a foreign language have an improved self-concept and sense of achievement in school.

Young children learn languages with great enthusiasm. They are willing to imitate the new sounds of a language, to sing and play with it, unlike older students who may be more self-conscious about such efforts. Research shows that children are most receptive and more able to learn a language before the age of ten. In a Time Magazine article about brain research entitled "Fertile Minds" (February 3, 1997) J. Madeleine Nash wrote: "There appears to be a series of windows for developing language. The window for acquiring syntax may close as early as five or six years of age, while the window for adding new words may never close. The ability to learn a second language is highest between birth and the age of six, then undergoes a steady and inexorable decline..."

The Diocese of Pittsburgh World Language Curriculum compliments the National and Pennsylvania Standards in World Language Learning for the 21st Century. These standards explore five essential elements.



Communication is the heart of this linguistic study. By learning another language, students gain the ability to share information and ideas in verbal and nonverbal ways. Through the study of another language, students gain an understanding of the **culture** of that language. By learning another language, children gain **connections** to new and exciting peoples. Often by **comparing** and contrasting, students can gain a greater insight into their own language and culture and realize there are multiple ways of viewing the world. Taken together, these elements enable the student to gain a better understanding of the **communities** of their home and of the world. It remains for the individual instructor to choose the best experience and methodology to assist his/her students in reaching the goals set by the standards.

The cultural pluralism embraced by our Catholic faith is promoted by the study of World Languages. As the United States Catholic Conference stated so beautifully in Cultural Pluralism in the United States, “The world is charged with the grandeur of God. Not the least of this grandeur is found in the wide diversity of the creation that surrounds us and of which we are so much a part. Just as nature in nearly all its forms is marked by variety, so humankind as well expresses the hand of the Creator in a many-splendored spectacle of distinct and disparate signs. In a single human family there appear, by a divine largesse, multiple expressions of language, talent, and culture and native land...The Church embraces peoples of varying races, languages, and cultures. The Church is indeed Catholic and universal in name and in fact.”

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal employment and enrichment.

ABC's FOR STUDYING A WORLD LANGUAGE

WHY ASK WHY

- A. Analyzing skills improve when students study a world language.
- B. Business skills plus world language skills make an employee more valuable in the marketplace.
- C. Creativity is increased with the study of a world language.
- D. Dealing with another culture enables people to gain a more profound understanding of their own culture.
- E. English vocabulary skill increases.
- F. World language study creates more positive attitudes and less prejudice toward people who are culturally different.
- G. Graduates often cite world language courses as some of the most valuable courses they took in college because of the communication skills they developed in the process.
- H. Higher order thinking skills, like problem solving, dealing with abstract concepts, and inferencing, are all increased when one studies a world language.
- I. International travel is made easier and more pleasant through knowing another language.
- J. Job mobility and chances for promotion are often attributed to knowledge of a world language.
- K. Knowledge of another language promotes understanding of the difficulty immigrants face as they attempt to learn English.
- L. Liberal arts training, which includes world language study, is sought more and more by prospective employers.
- M. Memory is enhanced through world language study.
- N. Non-gifted students' ACT scores show that they gain more from world language study than gifted students.
- O. Overseas business and joint ventures mean fluency in another language is practically a requirement in many American corporations.
- P. Personnel in the army are paid more than others if they have skills in another language.
- Q. Quality of English writing among students improved with study of a second language.

- R. Reading skill in English improves when students study a second language.
- S. SAT scores are higher for world language students, particularly on the English section.
- T. Traveling abroad enhances cultural awareness and self-concept.
- U. Ugly American as a national stereotype is partially based on our belief that the whole world speaks English.
- V. Various verbal and even non-verbal tests of intelligence have shown bilinguals to outperform monolinguals.
- W. Working class students do just as well in world language study as middle class students, and there is no difference between genders or races in this area.
- X. E “X” pertise in a world language aids the cognitive development of children.
- Y. Years spent studying a second language are proportionally correlated with increases in SAT scores.
- Z. ZZZZZ-wake up and smell the café! There are lots of vocational opportunities for world language speakers from government service to hotel management to Peace Corps service, business and travel occupations.

Plaitz, University of South Florida

Your FLAND News

Dr. Jeffra

Courtesy

World Languages Curriculum

Pre-K (15 minutes/day)

I Prayer: I love Jesus and Jesus loves me!. Amen.
Amo a Jesús y Jesús Me Ama. Amen.

I Greetings: hello: *hola* good-bye: *adiós*

I Weather: it's cold: *hace frío* it's sunny: *hace sol* it's cloudy: *está nublado*
it's hot: *hace calor* it's raining: *llueve* it's snowing: *nieva*

I Colors (primary): red: *rojo* yellow: *amarillo* blue: *azul*
One at a time over several weeks.

I Counting: 1-10 1: *uno* 2: *dos* 3: *tres*
4: *cuatro* 5: *cinco* 6: *seis*

P 1-10 7: *siete* 8: *ocho* 9: *nueve* 10: *diez*

Basic commands using TPR (total physical response). Students do it as you say it.

I Sit down: *siéntate* (s.) *siéntanse* (pl.) stand up: *levántate* (s.) *levántense* (pl.)
listen: *escucha* (s.) *escuchen* (pl.) be quiet: *silencio* repeat: *repite* (s.) *repitan* (pl.)
show me: *muéstrame* (s.) *muéstrenme* (pl.) tell me: *dime* (s.) *diganme* (pl.)
yes: *sí* no: *no*
Open the . . . door, window: *abre* (s.) *abran* (pl.) *a puerta, la ventana*
Close . . . door, window: *cierra* (s.) *cierren* (pl.) *la puerta, la ventana*
Courtesies: thank you: *gracias* excuse me: *perdón* or *perdoname* (familiar)
discúlpame (formal)
your welcome: *de nada* no: *no* yes: *si*

Cultural note: Teach something about a holiday celebrated by persons in a country that speaks Spanish. Insert Spanish words into familiar songs or nursery rhymes and add more Spanish words as they become more proficient. Example: “My hat it has three corners” song . Teach (*My hat = mi sombrero*) **HAT** and sing the rest in English. Then teach *tres* **THREE** etc.

Note: Informal commands are being used for Pre-K and K. The formal is introduced in grade one.
(This correlates to the Español Para Ti video program.)

World Languages Curriculum

Kindergarten (15 minutes/day)

1st quarter

- P** Prayer: Review “I love Jesus” prayer from Pre-K.
- I** Teach Sign of the Cross: *En el Nombre del Padre, y del Hijo, y del Espíritu Santo. Amen.*
- P** 1. Greetings: Good morning: *buenos días* afternoon: *buenas tardes*
evening: *buenas noches*
review known greetings
Courtesies: Review and add “you are welcome.” *de nada.*
2. Names given to all children (review).
3. Colors (one at a time over several weeks).
- P** review primary colors: red: *rojo* yellow: *amarillo* blue: *azul*
- I** teach: white: *blanco* black: *negro* green: *verde* orange: *anaranjado* violet: *violeta*
brown: *marrón*, de color: *café*, purple: *morado*
- I** 4. Song: Good day to you (tune: Happy Birthday)

Cultural note: Practice greeting a man, woman, boy, girl as a Spanish person would.

2nd quarter

- P** 1. Review known colors.
- I** 2. What is your name? *¿Cómo te llamas?* (inf.) *¿Cómo se llama usted?* (f.)
My name is: *Me llamo. . .*
See you later: *hasta luego*
3. Rhymes/songs inserting foreign words between the English.
4. Review greetings.
- I** 5. Teach: Jesus: *Jesús* God: *Dios* Mary: *María* Joseph: *José*
- I** 6. Song: Happy Birthday: *Feliz cumpleaños a ti, Feliz cumpleaños a ti,*
Feliz cumpleaños a _____, Feliz cumpleaños a ti.

Cultural note: Explain how Birthdays are celebrated in a Spanish speaking country.

3rd quarter

P 1. Numbers 1-15:

I 11: *once* 12: *doce* 13: *trece* 14: *catorce* 15: *quince*

I 2. Toys: doll: *la muñeca* truck: *el camión* car: *el carro or el auto* plane: *el avión*
railroad train: *el tren*

ball: *la pelota* bat: *el bate* glove: *el guante* skates: *los patines* teddy bear: *el osito*

P 3. Review known colors.

I 4. Song: Are you Sleeping, Fray Phillip?

*Fray Felipe, Fray Felipe, duermes tú? Duermes tú? Toca la Campana,
Toca la Campana, Tan, Tan, Tan. Tan, Tan, Tan.*

Cultural note: Teach a Spanish game from the Activity Section.

4th quarter

P 1. Prayer: Review the Sign of the Cross.

I 2. Opposites: boy: *el chico or el niño* girl: *la chica or la niña*

big: *grande* small: *pequeño (m.)*

pequeña (f.) cold: *frío (m.) fría (f.)* hot: *caliente* open: *abre or abierto*

close: *cierra or cerrado* up: *arriba* down: *abajo* mother: *la madre* father: *el padre*

tall: *alto (m.) alta (f.)* short: *bajo (m.) baja (f.)* pretty: *bonita (f.) bonito (m.)*

plain: *sencillo (m.) sencilla (f.)*

man: *hombre* Mr. *señor* woman: *mujer* Mrs. *señora* Miss: *señorita*

I 3. Words to describe: big/large: *grande* plain: *sencillo ((m.) sencilla (f.)*

pretty: *bonito (m.), bonita (f.),* short: *bajo (m.), baja (f.)*

small: *pequeño (m.), pequeña (f.)* tall: *alto (m.), alta (f.)*

Cultural note: Teach a custom native to a Spanish speaking country.

World Languages Curriculum

Grade 1 (15 minutes/day)

1st quarter

1. Prayer: Teach the Glory Be (p. 31)
2. Greetings: How are you? *Cómo estás?* (fam.) *¿Cómo está Usted?* (formal)
I'm fine: *Estoy bien* I'm not well: *No estoy bien.* I'm so-so: *Estoy regular.*
- I 3. People: man: *el hombre/el señor* lady: *la mujer/la señora* boy: *el chico/el niño*
girl: *la chica/la niña*

- P & I** 4. Review colors, add a few new ones: gray: *gris* pink: *rosado* silver: *plateado*
gold: *dorado*

- I** 5. Classroom objects: paper: *el papel* pencil: *el lápiz* pen: *el bolígrafo* chalk: *la tiza*
eraser: *el borrador* chalkboard: *la pizarra* book: *el libro* ruler: *la regla*
window: *la ventana* door: *la puerta* floor: *el piso* flag: *la bandera*
lights: *las luces* desk: *el pupitre* (student's) *el escritorio* (teacher's)
stapler: *la grapadora*

6. Teach words of position: to the left: *a la izquierda* to the right: *a la derecha*
in front: *delante de* in back of: *detrás de*
over: *sobre* under: *debajo*

7. Numbers: 1-20 16: *dieciséis* 17: *diecisiete* 18: *dieciocho* 19: *diecinueve*
20: *veinte*

8. Verb – like: *gustar*: *me gusta* I like (something singular). *Me gustan* (something plural).

Cultural note: Discuss how people in different parts of the world speak different languages. As an example teach “hello” and “good-bye”, “please” and “thank you” in 3 or 4 different languages. Explain that Hispanics, Latinos, etc. all refer to a common cultural background from Spain.

2nd quarter

P & I

1. Prayer: Continue teaching the Glory Be.

I

2. Farm animals and pets: cat: *el gato* dog: *el perro* rabbit: *el conejo* fish: *el pez*
cow: *la vaca* rooster: *el gallo* chicken: *el pollo* pig: *el cerdo*
horse: *el caballo* sheep: *la oveja* turtle: *la tortuga*

(And teach the sound each animal makes.)

I

3. Numbers 20-30 21: *veinti uno* 22: *veinti dos* 23: *veinti tres*
24: *veinti cuatro* 25: *veinti cinco* 26: *veinti seis* 27: *veinti siete*
28: *veinti ocho* 29: *veinti nueve* 30: *treinta*

I

4.*Days of the week. Monday: *lunes* Tuesday: *martes* Wednesday: *miércoles*
Thursday: *jueves* Friday: *viernes* Saturday: *sábado* Sunday: *domingo*

* Days of the week are **not** capitalized in Spanish.

I

5. What day is it? *¿Qué día es hoy?* Es _____.

6. Teach a simple Spanish Christmas Carol.

Cultural note: Color a picture of flags from the United States and 2 Spanish speaking countries.

(See page (add No.)

3rd quarter

P

1. Prayer: Glory Be.

2. Numbers: 30-40 31: *treinta uno* 32: *treinta dos* 33: *treinta tres*
34: *treinta cuatro* 35: *treinta cinco* 36: *treinta seis* 37: *treinta siete*
38: *treinta ocho* 39: *treinta nueve* 40: *cuarenta*

P

3. Weather: review.

P

4. Review days of the week.

4th quarter

M

1. Prayer: Finish the Glory Be.

I

2. Numbers: 40-50 41: *cuarenta uno* 42: *cuarenta dos* 43: *cuarenta tres*
44: *cuarenta cuatro* 45: *cuarenta cinco* 46: *cuarenta seis*
47: *cuarenta siete* 48: *cuarenta ocho* 49: *cuarenta nueve*
50: *cincuenta*

- I** 3. Fruits: apple: *la manzana* banana: *el plátano, la banana* pineapple: *la piña*
 pear: *la pera* orange: *la naranja* grapes: *las uvas*
 melon: *el melón* lemon: *el limón* strawberries: *las fresas*
- Cultural note:** Talk about Holy Week and Easter and any customs that relate to these from countries that speak Spanish.

World Languages Curriculum

Grade 2 (15 minutes/day)

1st quarter

- I** 1. Prayer: Hail Mary, begin teaching one phrase at a time. (See p. 31)
2. Review greetings.
3. Use TPR (total physical response – students DOING the command) to review commands.
- I** 4. Body parts: head: *la cabeza* arm: *el brazo* leg: *la pierna* knee: *la rodilla*
foot: *el pie* hand: *la mano* eyes: *los ojos* nose: *la nariz*
mouth: *la boca* chest: *el pecho* stomach: *la barriga* elbow: *el codo*
- P & I** 5. Classroom objects: review from grade 1 but add: wastebasket: *la papelera*
TV: *el televisor* computer: *la computadora*
- I** 6. Introduce the Spanish alphabet.

Cultural note: Teach some Halloween words like: spider: *la araña*, pumpkin: *la calabaza*,
witch: *la bruja*, skeleton: *el esqueleto*, scarecrow: *el espantapájaros*,
ghost: *el fantasma*, “trick or treat”: *truco o golosina*, costume: *el disfraz*,
haunted house: *casa de terror*.

2nd quarter

- I** 1. Prayer: Continue teaching the Hail Mary.
- I** 2. Clothing: hat: *el sombrero* cap: *el gorro* shirt: *la camisa* slacks: *los pantalones*
skirt: *la falda* socks: *los calcetines* shoes: *los zapatos* sweater: *el suéter*
jacket: *la chaqueta* underwear: *la ropa interior*
- I** *Months of the year. January: *enero* February: *febrero* March: *marzo* April: *abril*
May: *mayo* June: *junio* July: *julio* August: *agosto*
September: *septiembre* October: *octubre* November: *noviembre*
December: *diciembre*
- *Months of the year are **not** capitalized in Spanish.

Cultural note: Three Kings Day as celebrated in a Spanish speaking country. Teach flags for three more countries.

See page (add No.) (Picture of Spanish flag)

3rd quarter

1. Prayer: Continue the Hail Mary.
2. Introduce question words and explain Spanish punctuation. Apply the skill with appropriate body questions.

¿ Qué? – what? ¿ Cuándo? – when? ¿ Cuántos? – how many?
¿ Cual? – which? ¿ Dónde? – where? ¿ Cómo? – how?
¿ Por qué? – why? ¿ Quién? – who?
¿ Cuántos años tienes? (informal) How old are you?
¿ Cuántos años tiene usted? (formal)

- I** 3. Numbers 1-100.
- I** 4. Family members: father: *el padre* mother: *la madre* son: *el hijo* daughter: *la hija*
 brother: *el hermano* sister: *la hermana* uncle: *el tío* aunt: *la tía*
 grandfather: *el abuelo* grandmother: *la abuela*
 cousin: *la prima* (girl) *el primo* (boy)
- P & I** 5. Adjectives for describing people. Review from K add: thin: *delgado* (m.) *delgada* (f.)
 large: *grande* funny: *gracioso* (m.) *graciosa* (f.) clever: *astuto* (m.), *astuta* (f.)
 silly: *tonto* (m.) *tonta* (f) young: *joven* old: *viejo* (m.) *vieja* (f.)

Cultural note: Saint Valentine's Day – Make simple Valentine with messages (vocabulary) they know.

4th quarter

1. Prayer: Finish teaching the Hail Mary.
- P & I** 2. Fruits and vegetables: review those in grade 1 and add: corn: *el maíz*
 cauliflower: *el coliflor* lettuce: *la lechuga* potatoes: *las papas*
 carrots: *las zanahorias* peas: *los guisantes* beans: *las habas* or *las habichuelas*
- I** 3. House: living room: *la sala* kitchen: *la cocina* bedroom: *el dormitorio*
 den: *el estudio* bathroom: *el cuarto de baño* stairs: *la escalera*
 garage: *el garaje* dining room: *el comedor* door: *la puerta* window: *la ventana*
 roof: *el techo* living room: *la sala*
- I** 4. Furniture: sofa: *el sofá* lamp: *la lámpara* table: *la mesa* chair: *la silla*
 bed: *la cama* dresser: *el tocador* bath tub: *la bañera* toilet: *el retrete* or *el inodoro*
 sink: *el fregadero* easy chair: *el sillón*

Cultural note: Show how words derive from other languages. (Cognates).

Examples: computer – computadora, actor – actor, television – televisión

World Languages Curriculum

Grade 3 (15 minutes/day)

1st quarter

- I** 1. Prayer: Our Father/phrase at a time. (See p. 31)
- P** 2. TPR (total physical response - students DOING the response) with classroom objects.
- P** 3. Review weather phrases: it's cold, it's hot, etc.
- P** 4. Review days, months, teach seasons. spring: *la primavera* summer: *el verano*
fall: *el otoño* winter: *el invierno*
- I** 5. Ages: How old are you? ¿Cuántos años tienes?
- I** 6. Ages: I am _____years old, etc. *Tengo años*
- P** 7. Review colors.
- I** 8. TPR (total physical response – students DOING the words with building: house: *la casa*
school: *la escuela* bank: *el banco* church: *la iglesia* library: *la biblioteca*
supermarket : *el supermercado* restaurant: *el restaurante* hospital: *el hospital*
- P & I** 9. Body parts – review from grade 2 plus: ear: *la oreja* finger: *el dedo*
toe: *el dedo del pie* back: *la espalda* neck: *el cuello* shoulders: *los hombros*

Cultural note: Teach Los Días de los Muertos – customs and prayers. (See Activity Section.)

2nd quarter

- I** 1. Prayer: Continue teaching the Our Father.
- P & I** 2. Clothing: review from grade 2 plus: blouse: *la blusa* skirt: *la falda* vest: *el chaleco*
dress: *el vestido* pajamas: *la pijama* robe: *la bata* slippers: *las pantuflas*
- I** 3. Shapes: cone: *el cono* semicircle: *el semicírculo* rectangle: *el rectángulo*
circle: *el círculo* oval: *el óvalo* triangle: *el triángulo* square: *el cuadrado*

Cultural notes: Christmas carols and customs from a Spanish speaking the language.

3rd quarter

- I** 1. Prayer: Continue teaching the Our Father.
- P** 2. Review numbers from 1 to 100.
- I** 3. Map study: continent: *el continente* ocean: *el océano* sea: *el mar* country: *el país*
state: *estado* city: *ciudad* capital: *capital*
north: *el norte* south: *el sur* east: *el este* west: *el oeste*
North America: *América del Norte* Central America: *América del Centro*
South America: *América del Sur* Africa: *África* Europe: *Europa* Asia: *Asia*
Australia: *Australia* China: *China* Canada: *Canada* Mexico: *México*
France: *Francia* Germany: *Alemania* Spain: *España* Italy: *Italia*
United States: *los Estados Unidos*
- Show which countries speak the language you are studying.
- P & I** 4. Animals: review known vocabulary. Add: lion: *el león* bear: *el oso* tiger: *el tigre*
camel: *el camello* elephant: *el elefante* giraffe: *la jirafa*
- What animal is it? ¿Qué animal es?

Cultural note: Make Spanish Valentines. Exchange them with classmates.

4th quarter

- I & P** 1. Prayer: Finish teaching the Our Father and practice praying it.
- P & I** 2. Foods – review vocabulary from grade 2 and add: eggs: *los huevos* meat: *la carne*
bread: *el pan* salad: *la ensalada* coffee: *el café* tea: *el té* milk: *la leche*
water: *el agua* juice: *el jugo* cereal: *el cereal* cookies: *las galletas*
candy: *el dulce* soda pop: *la gaseosa or el refresco* cake: *el pastel*
ice cream: *el helado*
- I** Table setting: dish: *el plato* glass: *el vaso* knife: *el cuchillo* fork: *el tenedor*
spoon: *la cuchara* tablecloth: *el mantel* napkin: *la servilleta*
- I** Numbers: 100: *cien* 200: *doscientos* 300: *trescientos* 400: *cuatrocientos*
500: *quinientos* 600: *seiscientos* 700: *setecientos* 800: *ochocientos*
900: *novecientos* 1,000: *mil*
4. Songs and rhymes

Cultural note: Make a Mother's and Father's Day card in Spanish.

World Languages Curriculum

Grade 4 (15 minutes/day)

1st quarter

- I** 1. Prayer: Introduce the Joyful Mysteries of the Rosary and review known prayers.
 Annunciation: *La Encarnación* Visitation: *La Visitación*
 Birth of Jesus: *El Nacimiento de Jesús* Presentation: *La Presentación*
 Finding of Jesus in the Temple: *El Niño Perdido y Hallado en el Templo*
- P** Review numbers, days, months, seasons, greetings, colors, objects in the classroom through TPR (total physical response).
- I** 2. Sports/Pastimes: basketball: *el baloncesto* or *el básquetbol* baseball: *el béisbol*
 football: *el fútbol americano* fishing: *la pesca* golf: *el golf* soccer: *el fútbol*
 tennis: *el tenis* swimming: *la natación* skating: *el patinaje*
 volleyball: *el vólibol* horseback riding: *la equitación*
- I** 3. Introduce the concept of subject pronouns, basic infinitives
- | <u>Singular</u> | <u>Plural</u> |
|--|--|
| 1 st I – <i>yo</i> | We – <i>nosotros (m.), nostras (f.)</i> |
| 2 nd You – <i>tú</i> (informal) | You – <i>vosotras</i> (formal) |
| You – <i>usted</i> (formal) | They – <i>ellos</i> (m.) |
| 3 rd He – <i>él</i> | They (fem.) – <i>ellas</i> |
| She – <i>ella</i> | You all – <i>ustedes</i> (in Latin American it is formal and informal) |
- Subject pronouns (memorize)
- I** 4. Verbs: to do, to play . . . 1st and 2nd person. Practice by asking and answering questions.
- I.** 5. Teach the use of Negatives: *nada, ni...ni, tampoco*
- Cultural note:** Cooking in the style of countries speaking Spanish.

2nd quarter

- P** 1. Prayer: Continue the Joyful Mysteries and review known prayers that are used in the

rosary.

P 2. Review clothing by having children write descriptions of clothes for an advertisement.

P & I 3. Body parts – review vocabulary from grades 2 and 3. Add: cheeks: *las mejillas*
Apply this to sports and clothing. chin: *la barbilla* teeth: *los dientes*

I 4. Mathematics: plus: *más* or *y* minus: *menos* multiply: *multiplicado por*
divided by: *dividido por* are: *son* equals: *igual*

Cultural note: Sing Christmas carols in Spanish. Talk about Christmas in the United States and in Mexico. Make a Venn diagram showing similarities and differences.

3rd quarter

I 1. Prayer: Teach the Sorrowful Mysteries of the Rosary.

P & M 2. Review weather phrases from Kindergarten.

I & M Weather: weather : *el tiempo* temperature: *la temperatura* sun: *el sol* clouds: *las nubes*
snow: *la nieve* cloudy: *nublado* rainy: *lluvioso*

I & M 3. Teach: 3. Teach: *¿Qué tiempo hace hoy? Hace _____.*

P & I 4. Review known vocabulary about animals.
What does the _____ say? *¿Qué dice el/la _____?*
bird: *el pájaro* butterfly: *la mariposa* ant: *las hormiga*

Cultural note: Discuss the climate/weather in a Spanish speaking country.

4th quarter

P 1. Prayer: Practice the Sorrowful Mysteries of the Rosary.

P & M 2. Review words for rooms in a house.

I 3. Identify and locate countries on a map:

Key: S.A. South America, N.A. North America, C.A. Central America, E. Europe, I. Island
Argentina (S.A.), Bolivia (S.A.) Chile (S.A.), Colombia (S.A.), Costa Rica (N.A.),
Cuba (I.), El Salvador (N.A.), Spain (E): *España*, Guatemala (C.A.),
Honduras (C.A.), Mexico (C.A.), Nicaragua (C.A.), Panama (C.A.), Paraguay (S.A.),
Peru (S.A.), Puerto Rico (I.), Dominican Republic (N.A. I.): *La República Dominicana*
Uruguay (S.A.), Venezuela (S.A.)

P & I

4. Speciality stores: review known vocabulary, add: shoe store: *la zapatería*
butcher shop: *la carnicería* florist: *el florista* jewelry store: *la joyería*
clothing store: *la ropería* department store: *la tienda por departamentos*
barber shop: *la peluquería or la barbería* bakery: *la pastelería or la repostería*
dairy: *la lechería* book store: *la librería*
gym/spa: *el gimnasio or el spa* beauty shop: *el salón de belleza*

P

Use TPR (total physical response) in practicing vocabulary.

I

5. Verbs: 1st and 3rd person plural of: “to do,” “to play.”

M

6. Weather terms and questions.

Cultural notes: Teach an Easter or Lenten custom from country which speaks Spanish.

World Languages Curriculum

Grade 5 (15 minutes/day)

1st quarter

- I** Prayer: Review known prayers. Introduce Sorrowful Mysteries of the Rosary:
Agony in the Garden: *La Oración en el Huerto*
Scourging at the Pillar: *La Flagelación*
Crowning with Thorns: *La Coronación de espinas*
Carrying of the Cross: *Jesús Con la cruz a cuestas*
Crucifixion: *La Crucifixión*
- P** 2. Extensive TPR (total physical response) for: greetings, numbers, courtesy statements, calendar, weather.
- I** 3. Introduce telling time: hour: *la hora* minutes: *los minutos* seconds: *los segundos*
before: *antes de* after: *después de* quarter: *y cuarto* half-past: *y media*
¿Qué hora es? Es La _____. or *Son Las _____.*
- I** 4. Introduce the gender of nouns, showing possession, definite and indefinite articles.
- I** 5. Teach the conjugation of “ar” verbs.

Cultural note: Talk about Fall in countries speaking Spanish.

2nd quarter

- P & I** 1. Prayer: Review known rosary prayers. Continue teaching the Sorrowful Mysteries of the Rosary.
- I** 2. Teach more adjectives, the first three forms of the verb “to be” *ser* and noun adjective agreement.
- P & I** 3. Modes of transportation: review known vocabulary and teach the verb in “to go”, in *yo* (I) and *tú* (you) forms.

Cultural note: Teach the first verse of the Mexican National Anthem. (Words and Music on Sing, Dance and Eat Tacos Vol. II).

3rd quarter

P & I

1. Prayer: Review known prayers. Teach the “Mysteries of Light” of the Rosary.

P

2. Teach the conjugation of “ar” verbs.

3. Teach the **plural forms** of the verb “to be”: *Son (ser) están (estar)* – they

Somos (ser) estamos (estar) - we

Cultural note: Locate Spanish speaking countries on the map, teach capital city using travel brochures made by students to these countries. Discuss major cities and ethnic groups.

4th quarter

P

1. Prayer: Review known prayers and Joyful and Mysteries of Light for the Rosary.

I

2. Vocabulary about classroom activities and class subjects:

religion: *la religión* reading: *la lectura* math: *las matemáticas*

social studies: *las ciencias sociales* science: *la ciencia* library: *la biblioteca*

computer: *la computadora* art: *el arte* music: *la música*

physical education: *la educacion física* health: *la salud*

foreign language: *el idioma extranjero*

I

3. Teach verbs to accompany classroom activities:

to learn: *aprender* to study: *estudiar* to teach: *enseñar*

Cultural note: Holy Week as celebrated in Spanish speaking countries.

World Languages Curriculum

Grade 6 (at least 3, 40 minute periods/week)

1st quarter

- I** 1. Prayer: Prayer for the Dead (El Dia de Los Muertos p. 31).
- M** Extensive TPR (total physical responses) of: greetings, numbers, courtesy statements, calendar, telling time, weather.
- I** 2. Grammar: possession, all forms of the verb “to be,” noun-adjective agreement, present tense of “have” (singular).
- I** 3. Teach all forms of verb “have” and review pastimes.

Cultural note: Prepare a Day of the Dead Celebration. (El Día de Los Muertos).

2nd quarter

- P & I** 1. Prayer: Review known prayers; Teach Lord Have Mercy from Mass p. 37.
- I** 2. Vocabulary, verbs and useful expressions for shopping.
- I** 3. Teach health expressions using different forms of “estar” and “tener”.
- I** 4. Teach the conjugation of “er” and “ir” verbs present tense.
- I** 5. Teach vocabulary for living and eating with the family.

Cultural note: Christmas carols in your foreign language.

3rd quarter

- P** 1. Prayer: Review known prayers, Learn the “Holy, Holy” for Mass p. 38.
- P** 2. Review known vocabulary through situational dialogue: “in the store,” “at home,” “in class,” “at a ball game.”
- I** 3. Teach useful expressions for living in the City.

I 4. Teach the verb to give: dar.

Cultural note: Valentines written in Spanish to share with classmates.

4th quarter

P & I 1. Prayer: Review known prayers and learn the Memorial Acclamation from Mass p. 38.

I 2. Teach family relationships, review family names, have children make a simple family tree diagram in Spanish.

I 3. Teach the uses of “tener (have). Use this in writing a paragraph about family relationships.

P 4. Review known vocabulary.

M 5. Have students read a story that uses known vocabulary.

Cultural note: Easter customs in Spanish speaking countries.

World Languages Curriculum

Grade 7 (at least 3, 40 minute periods/week)

1st quarter

- I 1. Prayer: Litany of the Blessed Virgin p. 32.
- P 2. TPR (total physical response) review of greetings, numbers (use math computation and word problems) calendar, telling time, weather.
- I 3. Teach all forms of the verb “to be.”
- P 4. Review and label body parts of a skeleton picture. Write a short paragraph in present tense about your drawing.

Cultural note: Discuss sections of the United State where Spanish speaking persons settled and the cultural influence they had on the architecture, or gardens, or local feasts/customs of the area.

2nd quarter

- I & P 1. Prayer: Continue learning the Litany of the Blessed Virgin.
- I 2. Teach the present tense of irregular stem changing verbs like “to want”: *querer*
“to play”: *jugar*
- P 3. Use these verbs in dialogues about family celebrations, birthdays, holidays, etc.

Cultural note: Make Christmas cards for shut-ins, the elderly, in Spanish with the English translation.

3rd quarter

- P 1. Prayer: Practice praying the Litany of the Blessed Virgin. _____
- I 2. Teach the present tense of “to make”: *hacer* “to do”: *hacer* “to put”: *poner*
“to leave”: *salir* “to place”: *poner* “to bring”: *traer*
“to leave”: *dejar a* (somebody) *marcharse de* (a place) “to come”: *venir*
“to think”: *pensar* “to begin”: *empezar*
Discuss travel by train and boat using the above verbs.
- P 3. Continue to review “to have” in its regular meanings and with special expressions.
4. Design a bookmark for Catholic Schools Week with a simple prayer or ejaculation written in Spanish.

Cultural note: Sports, native to Spanish speaking countries.

4th quarter

- I** 1. Prayers: Introduce: “Mary the Dawn”, p. 33 (perhaps for May Crowning).
- I** 2. Explain the use of reflexive and irregular verbs and give several examples.
llamarse (call oneself) *sentarse* (sit oneself)
- P** 3. Use TPR to discuss good personal hygiene.
- I** 4. Introduce reflexive and irregular reflexive verbs.
- I** 5. Introduce immediate future “ir” + “a” + infinitive.
- M** 6. Master use and conjugation of “ser” and “estar”.

Cultural note: Make commercials for visiting a country that speaks Spanish.

Cultural note: Make commercials for visiting a country that speaks your foreign language.

World Languages Curriculum

Grade 8 (at least 3, 40 minute periods/week)

1st quarter

- I & P** 1. Prayer: Continue Mass prayers and responses. See pp. 37-39.
- P** 2. Review known vocabulary using TPR (total physical response) and the topic travel by airplane and car.
- I** 3. Teach the verb: *saber*: “to know” (for facts); *conocer*: “to know” (people as acquaintances or places). Practice these discussing travel.
- P** 4. Review reflexive verbs and immediate future
- I** 5. Introduce the future using “pensar”.
- I** 6. Introduce “command” verb forms.

Cultural note: Winter Sports. Climate changes from northern to southern hemispheres.

2nd quarter

- I & P** 1. Prayer: Continue Mass prayers and responses.
- I** 2. Teach the verb: *decir*: “to say”.
- P** 3. Practice the above discussing the sport of skiing or any other winter sport.
- I** 4. Introduce indirect, direct and object pronouns: me, us you.
- I** 5. Teach preterit tense verbs “ar”, “er”, “ir”.

Cultural note: Perform Los Posados.

3rd quarter

- P** 1. Prayer: Practice mass prayers and responses.
- P** 2. Act out the story of the First Pentecost.
3. Teach expressions used for a day at the beach, review object pronouns.
- P & M** 4. Review second quarter concepts and master the immediate future construction “ir” + “a” + infinitive.
- P** 5. Review.

Cultural note: Prepare a liturgy in Spanish using the Mass prayers and responses on pp. 37-39.

4th quarter

P 1. Prayer: Mary the Dawn p. 33.

P 2. General review of Spanish using TPR.

M 3. Master use of “saber” and “conocer” and command verb forms.

Cultural note: Show-View part of a Spanish video and discuss it to see how much of the dialogue the class was able to understand.

PRAYERS

Hail Mary

Hail Mary, full of grace,
the Lord is with you!
Blessed are you among women
and blessed is the fruit of your womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.

Sign of the Cross

In the Name of the Father,
and of the Son,
and of the Holy Spirit.

Prayer for the Dead

Eternal rest grant unto them,
O Lord and let the perpetual
light shine upon them.
May they rest in peace.
Amen.

Our Father

Our Father, who art in heaven,
hallowed be Thy name;
Thy kingdom come, Thy will be done
on earth as it is in heaven.
Give us this day our daily bread
and forgive us our trespasses
as we forgive those
who trespass against us;
and lead us not into temptation,
but deliver us from evil.
Amen.

Glory Be

Glory be to the Father,
and to the Son,
and to the Holy Spirit,
As it was in the beginning, is now
and will be forever.
Amen.

Salve Maria

Dios te salve, Maria, llena eres de gracia,
el Señor es contigo!
bendita Tú eres entre todas las mujeres,
y bendito es el fruto de tu vientre, Jesus.
Santa Maria, Madre de Dios,
ruega por nosotros pecadores,
ahora y en la hora de nuestra muerte.
Amén.

Señal del Cruz

En el Nombre del Padre
y del Hijo
y del Espíritu Santo.

El Dia de los Muertos

Dale, Señor,
el descanso eterno y que brille para ellos
la luz perpetua,
Que descansen en paz.
Amén.

Padre

Padre nuestro, que estás en el cielo,
santificado sea tu nombre;
venga tu reino; hágase tu voluntad
en la tierra como en el cielo.
Danos hoy nuestro pan de cada día
perdona nuestras ofensas
como también nosotros
perdonamos a los que nos ofenden;
no nos dejes caer en tentación,
y libranos del mal.
Amén.

Gloria

Gloria al Padre,
y al Hijo,
y al Espíritu Santo,
Como era en el principio ahora y siempre
por los siglos de los siglos.

Amén.

Prayer to Our Lady of Guadalupe

O, Our Lady of Guadalupe,
mystical rose, make intercession for the Holy
Church, protect the Sovereign Pontiff, help all those
who invoke thee in their necessities, and since thou
art the ever Virgin Mary and Mother of the true God,
obtain for us from thy most holy Son the grace of
keeping our faith, sweet hope in the midst of the
bitterness of life, burning charity and the precious
gift of final perseverance. Amen.

Litany of Mary

Leader:	All:
Lord, have mercy,	Lord, have mercy.
Christ, have mercy,	Christ, have mercy.
Lord, have mercy.	Lord have mercy.
God our Father in heaven,	have mercy on us.
God the Son,	
our Redeemer,	have mercy on us.
God the Holy Spirit,	have mercy on us.
Holy Trinity, one God,	have mercy on us.
Holy Mary,	pray for us.
Mother of God,	pray for us.
Most honored of all virgins,	pray for us.
Woman of Faith,	pray for us.
Joy of Israel,	pray for us.
Honor of our people,	pray for us.
Model of prayer,	pray for us.
Temple of the Holy Spirit,	pray for us.
Mother of Jesus,	pray for us.
Faithful follower of Jesus,	pray for us.
Mother of the Church,	pray for us.
Mary Immaculate,	
Patroness of the	
United States	pray for us.
Our Lady of Guadalupe,	pray for us.
patroness of the Americas,	pray for us.
Advocate of the family,	
Companion of the married,	pray for us.
Friend of the single,	pray for
us.	
Nurse of the aged,	pray for
us.	

Guide for the young,	pray for
us.	
Voice of the unborn,	pray for
us.	
Example of detachment	
for the rich,	

pray for us.

Oración a Nuestra Señora de Guadalupe

*Oh, Nuestra Señora de Guadalupe,
rosá mística, intercede por la santa Iglesia
Católica, protege al Soberano Pontífice,
ayuda a los que te invocan en sus necesidades y ya
que tú eres la siempre Virgen Maria y Madre del
verdadero Dios, obtén para nosotros, de parte de tu
Hijo bendito la gracia de mantener nuestra fe; la
dulce esperanza en medio de la amargura de la vida,
ardiente caridad y el don precioso de la perseverancia
eterna. Amén.*

Letania de Maria

Leader:	Todos:
Señor, ten piedad,	Señor, ten
piedad,	
Cristo, ten piedad,	Cristo, ten
piedad,	
Señor, ten piedad.	Señor, ten
piedad.	
Dios Padre Celestial	ten piedad
de nosotros	
Dios Hijo, nuestro redentor	ten piedad de nosotros
Dios, Espíritu Santo	ten piedad
de nosotros	
Santísima Trinidad, un Solo Dios	ten piedad de nosotros
Santa Maria,	
	ruega por nosotros
Madre de Dios,	ruega por
nosotros	
Santa Virgen de las Virgenes	ruega por nosotros
Mujer de fé,	
	ruega por nosotros
Alegria de Israel,	ruega por
nosotros	
Honor de nuestro Pueblo	ruega por nosotros

<i>Modelo de oración</i>	<i>ruega por</i>	of the world:	
<i>nosotros</i>			have mercy on us.
<i>Templo del Espiritu Santo</i>	<i>ruega por nosotros</i>	Lamb of God,	
<i>Madre de Jesús</i>	<i>ruega por</i>	you take away the sins	
<i>nosotros</i>		of the world:	
<i>Fiel seguidor a de Jesús</i>	<i>ruega por nosotros</i>		have mercy on us.
<i>Madre de la Iglesia</i>	<i>ruega por</i>	Lamb of God,	
<i>nosotros</i>		you take away the sins	
<i>Maria Inmaculada, Patrona</i>		of the world:	
<i>de los Estados Unidos</i>	<i>ruega por nosotros</i>		Have mercy on us.

*Nuestra Señora de Guadalupe,
patrona de las Americas
Defensora de la familia
Acompañte de los casados
Amiga de los solteros
nosotros
Enfermera de los ancianos
Guia de los jóvenes
nosotros
Voz de los nonatos
nosotros
Ejemplo de indiferencia a
los ricos*

*ruega por nosotros
ruega por nosotros
ruega por nosotros
ruega por
ruega por nosotros
ruega por
ruega por
ruega por
ruega por nosotros*

Mary the Dawn

Mary the dawn, Christ the Perfect Day;
Mary the gate, Christ the Heavenly Way!
Mary the root, Christ the Mystic Vine;
Mary the grape, Christ the Sacred Wine!
Mary the wheat, Christ the Living Bread;
Mary the stem, Christ the Rose blood-red!
Mary the font, Christ the Cleansing Flood;
Mary the cup, Christ the Saving Blood!
Mary the temple, Christ the temple's Lord;
Mary the shrine, Christ the God adored!
Mary the beacon, Christ the Haven's Rest;
Mary the mirror, Christ the Vision Blest!
Mary the mother, Christ the mother's Son
By all things blest while endless ages run. Amen.

Hope of the poor, us.	pray fo:
Comforter of the sick, us.	pray fo:
Help of the suffering, us.	pray fo:
Strength of the broken-hearted us.	pray fo:
Support of the family, us.	pray fo:
Resort of the traveler, us.	pray fo:
Hymn of the joyful, us.	pray fo:
Woman most timeless, Woman most involved, Virgin most free, us.	pray for us.
Mother most fulfilled, us.	pray for us.
Lamb of God, you take away the sins	pray fo:

<i>Esperanza de los pobres</i>	<i>ruega por nosotros</i>
<i>Consuelo de los enfermos</i>	<i>ruega por nosotros</i>
<i>Auxilia de los que sufren</i>	<i>ruega por nosotros</i>
<i>Fortaleza de los descorazonados</i>	<i>ruega por</i>
<i>nosotros</i>	
<i>Pilar de la familia</i>	<i>ruega por</i>
<i>nosotros</i>	
<i>Recurso del viajero</i>	<i>ruega por</i>
<i>nosotros</i>	

<i>Himno de los alegres</i>	<i>ruega por</i>
<i>nosotros</i>	
<i>Mujer tan eterna</i>	<i>ruega por</i>
<i>nosotros</i>	
<i>Mujer tan comprometida</i>	<i>ruega por nosotros</i>
<i>Virgen tan libre</i>	<i>ruega por</i>
<i>nosotros</i>	
<i>Madre tan completa</i>	<i>ruega por</i>
<i>nosotros</i>	
<i>Cordero de Dios,</i>	
<i>que quitas los pecados</i>	
<i>del mundo</i>	<i>ten piedad de nosotros:</i>
<i>Cordero de Dios,</i>	
<i>que quitas los pecados</i>	
<i>del mundo</i>	<i>ten piedad de nosotros:</i>
<i>Cordero de Dios,</i>	
<i>que quitas los pecados</i>	
<i>del mundo</i>	<i>ten piedad de nosotros:</i>

Maria el Amanecer

Maria el amanecer, Cristo el Día Perfecto;
Maria el portal, Cristo el Camino Celestial!
Maria la raíz, Cristo el Vino Místico;
Maria la uva, Cristo el Vino Sagrado!
Maria el trigo, Cristo el Pan de Vida;
Maria el tallo, Cristo la rosa Sangre roja!
Maria la fuente, Cristo el agua purificadora;
Maria la copa, Cristo la sangre salvadora!
Maria el templo, Cristo el del templo Señor;
Maria el relicario, Cristo el Dios Adorado!
Maria la luz, Cristo Refugio del descanso;
Maria el espejo, Cristo la Visión Bendita!
Maria la madre, Cristo el Hijo de la Madre
Bendecida por todas las cosas a través de todos los
tiempos. Amén.

Joyful Mysteries of the Rosary

The Annunciation

Encarnación

The Visitation

La Visitación

The Birth of Jesus

El Nacimiento de Jesús

The Presentation

La Presentación

The Finding of Jesus in the Temple

El Niño Perdido y Hallado en el Templo

Sorrowful Mysteries of the Rosary

Agony in the Garden

La Oración en el Huerto

Scourging at the Pillar

La Flagelación

Crowning with Thorns

La Coronación de Espinas

Carrying the Cross

Jesús con la cruz auestas

Crucifixion

La Crucifixión

Glorious Mysteries of the Rosary

Resurrection

La Resurrección

Ascension

La Ascención

Descent of the Holy Spirit

La Venida del Espíritu Santo

Assumption

La Asunción de la Virgen María

Coronation

La Coronación de Nuestra Señora

The Mysteries of Light

The Baptism of Jesus in the Jordan

El Bautizo de Jesús en el Jordán

The Self-Manifestation of Jesus at the Wedding of Cana

La auto revelación de Jesús en las Bodas de Caná

The Proclamation of the Kingdom of God, with His call to Conversion

La Proclamación del Reino de Dios invitando a la conversión

The Transfiguration of Jesus

La Transfiguración de Jesús

The Institution of the Eucharist



El Rosario Misionario Del Mundo



Este rosario fue creado para inspirar la oración por las misiones en los cinco continentes.

Verde : Este decada se ofrece por las misiones de Africa. Verde representa el color de las selvas, y el color sagrado de los musulmanes, por cuya conversión rezamos. (Norte América, Ethiopia, Africa Occidental, Congo, Sudan, Egipto, Liberia, Baustolandia, Africa del Sur.)

Azul: Es por Australia, y todas de las islas en el Océano Pacífico. (Indias Orientales, Ceylon, Japón, Filipina, Islas Solo, Islas Gilbert, Islas de Hawai, Carolina, Islas Marshal, Guam, Indonesia, y todas las otras islas.)

R rojo : Es por las Américas, y representa “Los Hombres Rojos” los que fundaron el continente. (Misiones de Los Indios, Misiones locales, Misiones Multiculturales, Alaska, Misiones de América Central, Misiones de América del Sur, Misiones Canadienses, Misiones Mexicanas, y Islas del Caribe.)

Blanco: Es por Europa y la capital espiritual, Roma. El Pastor Blanco es el Santo Padre. (Suecia, Noruega, Dinamarca, Finlandia, Greenlandia, Celandia, Albania, Yugoslavia, Rumania.)

Amarillo : Es por Asia, representa la tierra de la luz de la mañana, la cuna de la civilización del mundo. (Russia, China, Corea, India, Indochina, Slam, Tibet, Nepal, Malaya, Afghanistan.)

Los primeros rosarios se ofrecen al Padre. También representa dos mundos; el mundo espiritual y misterioso, y el mundo físico de los cinco continentes.

Le rezamos a madre nuestra santa ofrecer su ayuda a los cinco continentes.



MASS PRAYERS IN SPANISH

Saludo

En el nombre del Padre, y del Hijo, y del Espíritu Santo. Amén.

*El Señor esté con vosotros.
Y con tu espítitu.*

Acto Penitencial

*Hermanos:
Para celbrar dignamente estos sagrados misterios,
reconozcamos nuestros pecados.
Yo confieso ante Dios todopoderoso
y ante vosotros, hermanos,
que, he pecado mucho
de pensamiento, palabra, obra y omisión.
Por mi culpa, por mi culpa, por mi gran culpa.
Por eso ruego a santa Maria, siempre Virgen,
a los ángeles, a los santos
y a vosotros, hermanos,
que intercedáis por mí ante Dios, nuestro Señor.*

*Dios todopoderoso
tenga misericordia de nosotros,
perdone nuestros pecados
y nos lleve a la vida eterna. Amén.*

*Señor, ten piedad.
Cristo, ten piedad.
Señor, ten piedad.*

Gloria

*Gloria a Dios en el cielo,
y en la tierra paz
a los hombres
que ama el Señor.
Por tu inmensa gloria
te alabamos,
te bendecimos,
te adoramos.
te glorificamos,
te damos gracias,
Señor Dios, Rey celestial,
Dios Padre todopoderoso.
Señor, Hijo único, Jesucristo,
Señor Dios, Cordero de Dios,
Hijo del Padre;
tú que quitas el pecado
del mundo,
ten piedad de nosotros;
tú que quitas el pecado del mundo,
atiende nuestra súplica;
tú que estás sentado
a la derecha del Padre,
ten piedad de nosotros;
porque sólo tú eres Santo,
sólo tú Señor,
sólo tú Altísimo, Jesucristo,
con el Espíritu Santo
en la gloria de Dios Padre. Amén.*

Liturgia Eucarística

*Bendito seas, Señor, Dios del universo,
por este pan,
fruto de la tierra y del trabajo del hombre,
que recibimos de tu generosidad y ahora te
presentamos;*

él será para nosotros pan de vida.

Bendito seas por siempre, Señor.

*Bendito seas, Señor, Dios del universo,
por este vino,
fruto de la vid y del trabajo del hombre,
que recibimos de tu generosidad y ahora te
presentamos;*

él será para nosotros bebida de salvación.

Bendito seas por siempre, Señor.

*Orad, hermanos,
para que este sacrificio, mío y vuestro,
sea agradable a Dios, Padre todopoderoso.
El Señor reciba de tus manos este sacrificio,
para alabanza y gloria de su nombre,
para nuestro bien
y el de toda su santa Iglesia.*

Prefacio

El Señor esté con vosotros.

Y con tu espíritu.

Levantemos el corazón.

Lo tenemos levantado hacia el Señor.

Demos gracias al Señor, nuestro Dios.

Es justo y necesario.

***Santo, Santo, Santo es el Señor,
Dios del Universo.***

Llenos están el cielo y la tierra de tu gloria.

Hosanna en el cielo.

Bendito el que viene en nombre del Señor.

Hosanna en el cielo.

Aclamación Memorial

Priest: éste es el sacramento de nuestra fe

All: Anunciamos tu muerte

Proclamamos tu resurrección

¡ven señor Jesús!

El Padre Nuestro

*Fieles a la recomendación del Salvador
y siguiendo su divina enseñanza,
nos atrevemos a decir:*

***Padre nuestro, que estás en el cielo,
santificado sea tu Nombre;***

venga a nosotros tu reino;

hágase tu voluntad en la tierra como en el cielo.

Danos hoy nuestro pan de cada día;

perdona nuestras ofensas,

como también nosotros perdonamos

a los que nos ofenden;

no nos dejes caer en la tentación,

y líbranos del mal.

líbranos de todos los males, Señor,

y concédenos la paz en nuestros días,

para que, ayudados por tu misericordia,

vivamos siempre libres de pecado

y protegidos de toda perturbación.

mientras esperamos la gloriosa venida

de nuestro Salvador Jesucristo.

Tuyo es el reino, tuyo el poder

y la gloria, por siempre, Señor.

Rito De La Paz

Señor Jesucristo,

que dijiste a tus apóstoles:

“La paz os dejo, mi paz os doy,”

no tengas en cuenta nuestros pecados,

sino la fe de tu Iglesia y,

conforme a tu palabra,

concédele la paz y la unidad.

Tú que vives y reinas

por los siglos de los siglos.

Amén.

La paz del Señor esté siempre con vosotros.

Y con tu espíritu.

Daos fraternalmente la paz.

***Cordero de Dios, que quitas el pecado del mundo,
ten piedad de nosotros.***

***Cordero de Dios, que quitas el pecado del mundo,
ten piedad de nosotros.***

***Cordero de Dios, que quitas el pecado del mundo,
danos la paz.***

Comunión

*Éste es el Cordero de Dios,
que quita el pecado del mundo.
Dichosos los invitados a la cena del Señor.
**Señor, no soy digno de que entres en mi casa,
pero una palabra tuya bastará para sanarme.***

*El Cuerpo de Cristo.
Amén.
La Sangre de Cristo.
Amén.*

Rito De Conclusión

*El Señor esté con vosotros.
Y con tu espíritu.
La bendición de Dios todopoderoso,
Padre, Hijo y Espíritu Santo,
descienda sobre vosotros.
Amén.
Podéis ir en paz.
Demos gracias a Dios.*

SCOPE AND SEQUENCE CHART

FAITH CONNECTIONS	P	K	1	2	3	4	5	6	7	8
Love Prayer	.	.								
Faith Words			.	.	.					
Sign of the Cross		.								
Glory Be			.							
Hail Mary				.						
Our Father					.					
Rosary										
Joyful/Sorrowful Mysteries						.				
Glorious/Light Mysteries							.			
Acclamation Memorial								.		
Lord Have Mercy								.		
Litany of Mary									.	
Mary the Dawn									.	.
Mass Prayers										.

VOCABULARY DEVELOPMENT	P	K	1	2	3	4	5	6	7	8
The Basics										
Age				.	.	.				
Alphabet				.	.	.	.			
Calendar			.	.	.	.	.	.		
Colors	.	.	.							
Courtesies	.	.	.	.	.	.				
Greetings	.	.	.	.	.					
Numbers 1-10	.	.								
Numbers 11-20			.	.						
Numbers 10-1,000				.	.	.				
Ordinals						.	.	.		
Weather			.	.	.	.	.			
Basics (cont'd)										
Adjectives				.	.	.	.	.		
Articles				.	.	.				
Cognates						.	.			
Borrowed					.	.	.	.		
Opposites							.	.	.	
Position Words				.	.	.	.			
Question Words					.	.	.			

VOCABULARY (cont'd)	P	K	1	2	3	4	5	6	7	8
Animals/Pets			.	.	.					
Calendar			.	.	.					
Day			.							
Months				.						
Dates					.	.	.			
Seasons					.	.	.			
Classroom										
Activities						.	.	.	.	.
Commands		.	.	.	.	.	.			
Map Study					.	.	.	.	.	.
Math Operations						.	.	.	.	
Objects			.	.	.	.	.			
Schedule							.	.	.	.
Shapes			.	.	.					
Subjects							.	.	.	
Family Members						.	.	.	.	
Food										
Fruits						.	.	.		
Vegetables						.	.	.		
Table							.	.	.	
Restaurant								.	.	.

VOCABULARY (cont'd)	P	K	1	2	3	4	5	6	7	8
Houses/Buildings										
Types					.	.	.	.	.	.
Rooms					.	.	.	.	.	.
Furniture					.	.	.	.	.	.
Health					.	.	.	.	.	.
Body Parts		.	.	.	.	.	.	.		
Shopping										
Clothes					.	.	.	.		
People							.	.	.	.
Prices							.	.	.	.
Stores						.	.	.	.	.
Time					.	.	.	.		
Transportation							.	.	.	
Weather										
Expressions				.	.	.	.			
Seasons					.	.	.			

GRAMMAR & USAGE	P	K	1	2	3	4	5	6	7	8
Nouns (gender)			.	.	.	.				
Nouns (number)			.	.	.	.				
Spelling Changes					.	.				
Articles (definite)				.	.	.	.			
Articles (indefinite)				.	.	.	.			
Adjective Agreement					.	.	.			
Adjective Placement					.	.	.			
Adjective Demonstrative						.	.	.		
Punctuation				.	.	.	.			
Capitalization				.	.	.	.			
Possession					.	.	.			
Negatives						.	.	.		
Comparisons							.	.	.	
Subject Pronouns						.	.	.		
Tú vs. Usted						.	.	.		
Object Pronouns									.	.

VERBS	P	K	1	2	3	4	5	6	7	8
Me llamo/a Se llamo		.	.	.						
Me gusta/No me gusta			.	.	.					
Infinitives							.	.		
ar . er . ir							.	.		
Conjugation							.	.	.	.
Regular							.	.	.	
Irregular								.	.	.
Stem Changing									.	.
Agreement							.	.	.	.
Tense							.	.		
Present							.	.	.	
Present Progressive								.	.	
Past (Regular)									.	.
Future									.	.
Essential Verbs										
Estar							.	.	.	
Ser							.	.	.	

VERBS (cont'd)	P	K	1	2	3	4	5	6	7	8
Tener/Tenerque							.	.	.	.
Ir							.	.		
Hacer						.	.	.		
Jugar						.	.			
Comprar							.	.		
Comer/vivir							.	.	.	
Other Essentials										
Present Tense										
Conocer								.	.	.
Decir							.	.	.	
Empezar								.	.	.
Hacer							.	.	.	
Pensar								.	.	.
Poder							.	.	.	
Poner							.	.	.	
Querer							.	.	.	
Saber								.	.	.
Salir								.	.	.
Traer								.	.	.
Venir								.	.	.
Ver								.	.	.

VOCABULARY

Topic	English Word	Spanish	Grade Introduced
Animals	ants (insects)	<i>las hormigas (ants)</i>	4
	bear	<i>el oso</i>	3
	bird	<i>el pájaro</i>	3
	butterfly (insect)	<i>la mariposa</i>	4
	What animal is it?	<i>¿Qué animal es?</i>	3
	camel	<i>el camello</i>	3
	cat	<i>el gato</i>	1
	chicken	<i>el pollo</i>	1
	cow	<i>la vaca</i>	1
	dog	<i>el perro</i>	1
	What does the _____ say?	<i>¿Qué dice el/la _____?</i>	4
	elephant	<i>el elefante</i>	3
	fish	<i>el pez</i>	1
	giraffe	<i>la jirafa</i>	3
	horse	<i>el caballo</i>	1
	lion	<i>el león</i>	3
	pig	<i>el cerdo</i>	1
	rabbit	<i>el conejo</i>	1
	rooster	<i>el gallo</i>	1
	sheep	<i>la oveja</i>	1
	tiger	<i>el tigre</i>	3
	turtle	<i>la tortuga</i>	1
Basic Commands and Expressions	all together	<i>todos juntos</i>	
	answer	<i>contesten uds/respondan uds</i>	Pre-K
	are there any questions?	<i>¿ hay preguntas?</i>	
	be quiet	<i>silencio</i>	Pre-K
	begin now	<i>empieza (empiecen uds) ahora</i>	
	close	<i>cerrar; cierre (s.) cierren (pl.)</i>	Pre-K
	close your book	<i>cierra (cierren uds) el libro</i>	
	come here	<i>ven (vengan uds) aquí</i>	
	go to the board	<i>ve (vayan uds) a la pizarra</i>	
	how do you say (in Spanish)?	<i>¿ cómo se dice...(en español)?</i>	
	how do you write...?	<i>¿ cómo se escribe...?</i>	
	I don't know	<i>no sé</i>	
	I don't understand	<i>no entiendo</i>	
	I have a question	<i>tengo una pregunta</i>	
	listen	<i>escuchar; escuche (s.) escuchen (pl.)</i>	Pre-K
	look	<i>mira (miren uds)</i>	
	louder/softer	<i>más alto/bajo</i>	
	open	<i>abrir; abra, abre (s.) abran (pl.)</i>	Pre-K

Topic	English Word	Spanish	Grade Introduced
	open your book to page...	<i>abre (abran uds) el libro/en la página</i>	
Basic Commands and Expressions (cont'd)	put/place	<i>pon (pongan uds)</i>	
	raise your hand (to answer)	<i>levanta (levanten uds) la mano (para contestar)</i>	
	read...out loud	<i>lee (lean uds) ...en vozalta</i>	
	repeat	<i>repitir, repite (s.) repitan uds (pl.)</i>	Pre-K
	show me	<i>enseñar enseñame (s.) enseñme (pl.) mostrar muestrame (s.) muestrame (pl.)</i>	Pre-K
	sit down	<i>sentarse sientate sientese (s.) sientense uds (pl.)</i>	Pre-K
	speak in Spanish	<i>habla (hablen uds) en español</i>	
	stand up	<i>levántate (s.) levántense uds (pl.)</i>	Pre-K
	Take out a sheet of paper/a pen/pencil	<i>saca (saquen uds) una hoja de papel/un bolígrafo/un lápiz</i>	
	tell me	<i>decir dime (s.) diganme (pl.)</i>	Pre-K
	very good	<i>muy bien</i>	
	What does _____ mean?	<i>¿ qué quiere decir...?</i>	
	write	<i>escribe (escriban uds)</i>	
Body Parts	arm	<i>el brazo</i>	2
	back	<i>la espalda</i>	3
	cheeks	<i>las mejillas</i>	4
	chest	<i>el pecho</i>	2
	chin	<i>la barbilla</i>	4
	ear	<i>la oreja</i>	3
	elbow	<i>el codo</i>	2
	eyes	<i>los ojos</i>	2
	finger	<i>el dedo</i>	3
	foot	<i>el pie</i>	2
	hand	<i>la mano</i>	3
	head	<i>la cabeza</i>	2
	knee	<i>la rodilla</i>	2
	leg	<i>la pierna</i>	2
	mouth	<i>la boca</i>	2
	neck	<i>el cuello</i>	3
	nose	<i>la nariz</i>	2
	shoulders	<i>los hombros</i>	3
	stomach	<i>la barriga</i>	2
	teeth	<i>los dientes</i>	4
	toe	<i>el dedo delp ie</i>	3
Buildings	bakery	<i>la pastelería or la repostería</i>	4
	bank	<i>el banco</i>	3

Topic	English Word	Spanish	Grade Introduced
	barber shop	<i>la peluqueria or la barbería</i>	4
	beauty shop	<i>el salón de belleza</i>	4
	book store	<i>la libreria</i>	4
	butcher shop	<i>la carniceria</i>	4
Buildings (cont'd)	church	<i>la iglesia</i>	3
	clothing store	<i>la roperia</i>	4
	dairy	<i>la lecheria</i>	4
	department store	<i>la tienda por departa mentos</i>	4
	florist	<i>el florista</i>	4
	gym/spa	<i>el gimnasio/el espá</i>	4
	hospital	<i>el hospital</i>	3
	house	<i>la casa</i>	3
	jewelry store	<i>la joyeria</i>	4
	library	<i>la biblioteca</i>	3
	school	<i>la escuela</i>	3
	restaurant	<i>el restaurante</i>	3
	shoe store	<i>la zapateria</i>	4
	supermarket	<i>el supermercado</i>	3
Classroom Objects	book	<i>el libro</i>	1
	chalk	<i>la tiza</i>	1
	chalkboard	<i>la pizarra</i>	1
	computer	<i>la computadora</i>	2
	desk	<i>el pupitre (student), el escritorio (teacher)</i>	1
	door	<i>la puerta</i>	1
	eraser	<i>el borrador</i>	1
	flag	<i>la bandera</i>	1
	floor	<i>el piso</i>	1
	lights	<i>las luces</i>	1
	paper	<i>el papel</i>	1
	pen	<i>el bolígrafo or la pluma</i>	1
	pencil	<i>el lápiz</i>	1
	ruler	<i>la regla</i>	1
	stapler	<i>la grapadora</i>	1
	television	<i>la televisión</i>	2
	wastebasket	<i>la papelera</i>	2
	window	<i>la ventana</i>	1
Clothing	blouse	<i>la blusa</i>	3
	cap	<i>el gorro</i>	2
	dress	<i>el vestido</i>	3
	hat	<i>el sombrero</i>	2
	jacket	<i>la chaqueta</i>	2
	pajamas	<i>el pijáma</i>	3
	pants/slacks	<i>los pantalones</i>	2
	robe	<i>la bata</i>	3

Topic	English Word	Spanish	Grade Introduced
	shirt	<i>la camisa</i>	2
	shoes	<i>los zapatos</i>	2
	skirt	<i>la falda</i>	2
	slippers	<i>las pantuflas</i>	3
	socks	<i>los calcetines or las medias</i>	2
	sweater	<i>el suéter</i>	2
Clothing (cont'd)	underwear	<i>la ropa interior</i>	2
	vest	<i>el chaleco</i>	3
Colors	black	<i>negro</i>	K
	blue	<i>azul</i>	Pre-K
	brown	<i>marrón (de color café)</i>	K
	green	<i>verde</i>	K
	gray	<i>gris</i>	1
	gold	<i>dorado</i>	1
	orange	<i>anaranjado</i>	K
	pink (rose)	<i>rosado</i>	1
	red	<i>rojo</i>	Pre-K
	silver	<i>plateado</i>	1
	violet (purple)	<i>voietá, morado</i>	K
	white	<i>blanco</i>	K
	yellow	<i>amarillo</i>	Pre-K
Courtesies	excuse me	<i>perdóname (familiar) discúlpame (formal)</i>	Pre-K
	How old are you?	<i>¿Cuántos años tienes? (inf.)</i> <i>¿Cuántos años tiene Ud? (formal)</i>	3
	I am _____ years old.	<i>Yo tengo _____ años.</i>	3
	please	<i>por favor</i>	Pre-K
	thank you	<i>gracias</i>	Pre-K
	You're welcome	<i>de nada</i>	Pre-K
Days	Monday	<i>lunes</i>	1
	Tuesday	<i>martes</i>	1
	Wednesday	<i>miércoles</i>	1
	Thursday	<i>jueves</i>	1
	Friday	<i>viernes</i>	1
	Saturday	<i>sábado</i>	1
	Sunday	<i>domingo</i>	1
Family Members and People	aunt	<i>la tía</i>	2
	boy	<i>el chico, el niño</i>	K
	brother	<i>el hermano</i>	2
	cousin	<i>la prima (girl) el primo (boy)</i>	2

Topic	English Word	Spanish	Grade Introduced
	daughter	<i>la hija</i>	2
	father	<i>el padre</i>	2
	girl	<i>la chica, la niña</i>	K
	grandfather	<i>el abuelo</i>	2
	grandmother	<i>la abuela</i>	2
	man	<i>el señor/el hombre</i>	K
	mother	<i>la madre</i>	2
	sister	<i>la hermana</i>	2
Family Members and People (cont'd)	son	<i>el hijo</i>	2
	uncle	<i>el tío</i>	2
	woman/lady	<i>la señora</i>	K
	young woman	<i>la señorita</i>	K
Food	apple	<i>la manzana</i>	1
	banana	<i>el plátano, la banana</i>	2
	beans	<i>las habas or las habichuelas</i>	2
	bread	<i>el pan</i>	3
	cake	<i>el pastel</i>	3
	candy	<i>el caramelo, el dulce</i>	3
	carrots	<i>las zanahorias</i>	2
	cauliflower	<i>el coliflor</i>	2
	cereal	<i>el cereal</i>	3
	coffee	<i>el café</i>	3
	cookies	<i>las galletas</i>	3
	corn	<i>el maíz</i>	2
	eggs	<i>los huevos</i>	3
	fish	<i>el pescado, el pez</i>	1
	grapes	<i>las uvas</i>	1
	ice cream	<i>el helado</i>	3
	juice	<i>el jugo</i>	3
	lettuce	<i>la lechuga</i>	2
	lemon	<i>el limón</i>	1
	meat	<i>la carne</i>	3
	melon	<i>el melón</i>	1
	milk	<i>la leche</i>	3
	orange	<i>la naranja</i>	1
	pear	<i>la pera</i>	1
	peas	<i>los guisantes</i>	2
	pineapple	<i>la piña</i>	1
	potatoes	<i>las papas</i>	2
	pumpkin	<i>la calabaza</i>	2
	salad	<i>la ensalada</i>	3
	soda pop	<i>la gaseosa or el refresco</i>	3
	strawberries	<i>las fresas</i>	1
	tea	<i>el té</i>	3
	water	<i>el agua</i>	3

Topic	English Word	Spanish	Grade Introduced
Glorious Mysteries of the Rosary	Resurrection	<i>La Resurrección</i>	5
	Ascension	<i>La Ascensión</i>	5
	Descent of the Holy Spirit	<i>La Venida del Espíritu Santo</i>	5
	Assumption	<i>La Asunción</i>	5
	Coronation	<i>La Coronación</i>	5
Greetings/Farewell	good afternoon	<i>buenas tardes</i>	K
	good bye	<i>adios</i>	Pre-K
	good evening	<i>buenas noches</i>	K
	good morning	<i>Buenos días</i>	K
	hello	<i>hola</i>	Pre-K
	How are you?	<i>¿Cómo estás?</i>	1
	I am fine	<i>bien</i>	1
	I'm not well	<i>no estoy bien</i>	1
	I am so-so	<i>estoy así, así or estoy regular</i>	1
	My name is	<i>Me llamo...</i>	K
	No	<i>no</i>	Pre-K
	See you later.	<i>hasta luego</i>	K
	What is your name?	<i>¿Cómo te llamas?</i>	K
	Yes	<i>Sí</i>	Pre-K
Halloween	costume	<i>el disfraz</i>	2
	ghost	<i>el fantasma</i>	2
	haunted house	<i>case de terror</i>	2
	pumpkin	<i>la calabaza</i>	2
	scarecrow	<i>el espantapájaros</i>	2
	spider	<i>la araña</i>	2
	“trick or treat”	<i>“truco o golosina”</i>	2
	witch	<i>la bruja</i>	2
Holy Family/God	God	<i>Dios</i>	K
	Jesus	<i>Jesús</i>	K
	Joseph	<i>José</i>	K
	Mary	<i>María</i>	K
Joyful Mysteries of the Rosary	The Annunciation	<i>La Encarnación</i>	4
	The Visitation	<i>La Visitación</i>	4
	The Birth of Jesus	<i>El Nacimiento de Jesús</i>	4
	The Presentation	<i>La Presentación</i>	4

Topic	English Word	Spanish	Grade Introduced
	The Finding of Jesus in the Temple	<i>El Niño Perdido y Hallado en el Templo</i>	4
Map Study	Africa	<i>Africa</i>	3
	Asia	<i>Asia</i>	3
	Australia	<i>Australia</i>	3
	capital	<i>capital</i>	3
	China	<i>China</i>	3
	city	<i>ciudad</i>	3
	continent	<i>continente</i>	3
	country	<i>país</i>	3
	east	<i>este</i>	3
Map Study (cont'd)	Europe	<i>Europa</i>	3
	France	<i>Francia</i>	3
	Germany	<i>Alemania</i>	3
	Italy	<i>Italia</i>	3
	Mexico	<i>México</i>	3
	north	<i>norte</i>	3
	North America	<i>América del Norte</i>	3
	ocean	<i>el océano</i>	3
	sea	<i>el mar</i>	3
	south	<i>sur</i>	3
	South America	<i>América del Sur</i>	3
	Spain	<i>España</i>	3
	state	<i>estado</i>	3
	west	<i>oeste</i>	3
Math Words	are	<i>son</i>	4
	divide by	<i>dividir por</i>	4
	equals	<i>igual a</i>	4
	minus	<i>menos</i>	4
	multiply	<i>multiplicado por</i>	4
	plus	<i>más, y</i>	4
Months of the Year	January	<i>enero</i>	2
	February	<i>febrero</i>	2
	March	<i>marzo</i>	2
	April	<i>abril</i>	2
	May	<i>mayo</i>	2
	June	<i>junio</i>	2
	July	<i>julio</i>	2
	August	<i>agosto</i>	2
	September	<i>septiembre</i>	2
	October	<i>octubre</i>	2
	November	<i>noviembre</i>	2

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	December	<i>diciembre</i>	2
Mysteries of Light of the Rosary	The Baptism of Jesus in the Jordan	<i>El Bautizo de Jesús en el Jordán</i>	5
	The Self-Manifestation of Jesus at the Wedding of Cana	<i>La auto revelación de Jesús en las Bodas de Caná</i>	5
	The Proclamation of the Kingdom of God, with His Call to Conversion	<i>La Proclamación del Reino de Dios invitando a la conversion</i>	5
	The Transfiguration of Jesus	<i>La Transfiguración de Jesus</i>	5
	The Institution of the Eucharist	<i>La Institución de la Eucaristía</i>	5
Numbers	0	<i>cero</i>	Pre-K
	1	<i>uno</i>	Pre-K
	2	<i>dos</i>	Pre-K
	3	<i>tres</i>	Pre-K
	4	<i>cuatro</i>	Pre-K
	5	<i>cinco</i>	Pre-K
	6	<i>seis</i>	Pre-K
	7	<i>siete</i>	Pre-K
	8	<i>ocho</i>	Pre-K
	9	<i>neuve</i>	Pre-K
	10	<i>diez</i>	Pre-K
	11	<i>once</i>	K
	12	<i>doce</i>	K
	13	<i>trece</i>	K
	14	<i>catorce</i>	K
	15	<i>quince</i>	K
	16	<i>dieciséis</i>	1
	17	<i>diecisiete</i>	1
	18	<i>dieciocho</i>	1
	19	<i>diecinueve</i>	1
	20	<i>veinte</i>	1
	30	<i>treinta</i>	1
	40	<i>cuarenta</i>	2
	50	<i>cincuenta</i>	2
	60	<i>sesenta</i>	2
	70	<i>setenta</i>	2
	80	<i>ochenta</i>	2
	90	<i>noventa</i>	2
	100	<i>cien</i>	2
	200	<i>doscientos</i>	3
	300	<i>trescientos</i>	3
	400	<i>cuatrocientos</i>	3
	500	<i>quinientos</i>	3

Topic	English Word	Spanish	Grade Introduced
	600	<i>seiscientos</i>	3
	700	<i>setecientos</i>	3
	800	<i>ochocientos</i>	3
	900	<i>novecientos</i>	3
	1,000	<i>mil</i>	3
Position	in front of	<i>delante de</i>	1
	behind	<i>detrás de</i>	1
	over	<i>sobre</i>	1
	to the left	<i>a la izquierda</i>	1
	to the right	<i>a la derecha</i>	1
	under	<i>debajo de</i>	1
Question Words	how	<i>¿ como?</i>	2
	how many	<i>¿ cuantos?</i>	2
Question Words (cont'd)	what	<i>¿ que?</i>	2
	what or which	<i>¿ cual?</i>	2
	when	<i>¿ cuando?</i>	2
	where	<i>¿ donde?</i>	2
	who	<i>¿ quien?</i>	2
Seasons	Spring	<i>la primavera</i>	3
	Summer	<i>el verano</i>	3
	Fall	<i>el otoño</i>	3
	Winter	<i>el invierno</i>	3
School Subjects	Art	<i>el arte</i>	
	Computer	<i>la computación</i>	
	Health	<i>la salud</i>	
	Language	<i>el idioma</i>	
	Library	<i>la biblioteca</i>	
	Math	<i>las matemáticas</i>	
	Music	<i>la música</i>	
	Physical Education	<i>la educación física</i>	
	Reading	<i>la lectura</i>	
	Religion	<i>la religion</i>	
	Science	<i>la ciencia</i>	
	Social Studies	<i>las ciencias sociales</i>	
Shapes	circle	<i>el círculo</i>	3
	cone	<i>el cono</i>	3
	oval	<i>el óvalo</i>	3
	rectangle	<i>el rectángulo</i>	3

Topic	English Word	Spanish	Grade Introduced
	semicircle	<i>el semicírculo</i>	3
	square	<i>el cuadrado</i>	3
	triangle	<i>el triángulo</i>	3
Sorrowful Mysteries of the Rosary	Agony in the Garden	<i>La Oración en el Huerto</i>	4
	Scourging at the Pillar	<i>La Flagelación</i>	4
	Crowing with Thorns	<i>La Coronación de Espinas</i>	4
	Carrying the Cross	<i>Jesús con la cruz a cuestas</i>	4
	Crucifixion	<i>La Crucifixión</i>	4
Sports/Pastimes	baseball	<i>el béisbol</i>	4
	basketball	<i>el baloncesto, el básquetbol</i>	4
	fishing	<i>la pesca</i>	4
	football	<i>el fútbol americano</i>	4
	golf	<i>el golf</i>	4
	horseback riding	<i>la equitación</i>	4
Sports/Pastimes (cont'd)	skating	<i>el patinaje</i>	4
	skiing	<i>el esquíar</i>	4
	soccer	<i>el fútbol</i>	4
	swimming	<i>la natación</i>	4
	tennis	<i>el tenis</i>	4
	volleyball	<i>el volibol</i>	4
Time	after	<i>después de</i>	
	before	<i>antes de</i>	
	half-past	<i>y media</i>	
	hour	<i>la hora</i>	5
	minutes	<i>los minutos</i>	5
	quarter	<i>y cuarto</i>	5
	seconds	<i>los segundos</i>	
	telling time	<i>diciendo/dando la hora</i>	
Toys	ball	<i>la pelota</i>	K
	bat	<i>el bate</i>	K
	car	<i>el coche, el auto, el carro</i>	K
	doll	<i>la muñeca</i>	K
	glove	<i>el guante</i>	K
	plane	<i>el avión</i>	K
	railroad train	<i>el tren</i>	K
	skates	<i>los patines</i>	K
	teddy bear	<i>el osito</i>	K
	truck	<i>el camión</i>	K

Topic	English Word	Spanish	Grade Introduced
Verbs	to be	<i>ser/estar</i>	5
	to bring	<i>traer</i>	7
	to come	<i>venir</i>	7
	to do	<i>hacer</i>	4
	to give	<i>dar</i>	6
	to go	<i>ir</i>	5
	to have	<i>tener</i>	6
	to know (facts)	<i>saber</i>	8
	to know (people)	<i>conocer</i>	8
	to learn	<i>aprender</i>	5
	to leave	<i>dejar a (somebody)</i> <i>marcharse de (place)</i>	7
	to like	<i>gustar</i>	1
	to make	<i>hacer</i>	7
	to place	<i>poner/colocar</i>	7
	to play	<i>jugar</i>	4
	to put	<i>poner</i>	7
	to say	<i>decir</i>	8
	to study	<i>estudiar</i>	5
	to teach	<i>enseñar</i>	5
Weather	clouds	<i>las nubes</i>	4
	it's cloudy	<i>está nublado</i>	Pre-K
	it's cold	<i>hace frío</i>	Pre-K
	it's hot	<i>hace calor</i>	Pre-K
	it's raining	<i>llueve or está lloviendo</i>	Pre-K
	it's snowing	<i>nieva or está nevando</i>	Pre-K
	it's sunny	<i>hace sol</i>	Pre-K
	snow	<i>la nieve</i>	4
	sun	<i>el sol</i>	4
	temperature	<i>la temperatura</i>	4
	weather	<i>el tiempo</i>	4
Words for in the Home	bathroom	<i>el baño</i>	2
	bath tub	<i>la bañera</i>	2
	bed	<i>la cama</i>	2
	bedroom	<i>el dormitorio</i>	2
	chair	<i>la silla</i>	2
	den	<i>el estudio</i>	2
	dining room	<i>el comedor</i>	2
	dresser	<i>el tocador</i>	2
	door	<i>la puerta</i>	2
	easy chair	<i>el sillón</i>	2
	fork	<i>el tenedor</i>	3
	garage	<i>el garaje</i>	2
	glass	<i>el vaso</i>	3
	kitchen	<i>la cocina</i>	2

Topic	English Word	Spanish	Grade Introduced
	knife	<i>el cuchillo</i>	3
	lamp	<i>la lámpara</i>	2
	living room	<i>la sala</i>	2
	napkin	<i>la servilleta</i>	3
	plate/dish	<i>el plato</i>	3
	roof	<i>el techo</i>	2
	sink	<i>el fregadero</i>	2
	sofa	<i>el sofá</i>	2
	spoon	<i>la cuchara</i>	3
	stairs	<i>la escalera</i>	2
	table	<i>la mesa</i>	2
	tablecloth	<i>el mantel</i>	3
	toilet	<i>el retrete, el sanitario, el inodoro</i>	2
	window	<i>la ventana</i>	2
Words to Describe	big/large	<i>grande</i>	K
	clever	<i>astuto (m.) astuta (f.)</i>	2
	funny	<i>gracioso (m.) graciosa (f.)</i>	2
	old	<i>viejo (m.) vieja (f.)</i>	2
	plain	<i>sencillo (m.) sencilla (f.)</i>	K
	pretty	<i>bonito (m.) bonita (f.)</i>	K
	short	<i>bajo (m.) baja (f.)</i>	K
Words to Describe (cont'd)	silly	<i>tonto (m.) tonta (f.)</i>	2
	small	<i>pequeño (m.) pequeña (f.)</i>	K
	tall	<i>alto (m.) alta (f.)</i>	K
	thin	<i>delgado (m.) delgada (f.)</i>	2
	young	<i>joven</i>	2