

***IN-VISION* Elementary Spanish Curriculum—Year 1**

| <p>1.2 B</p> <p><i>(Use Tóquense when referring to one's own body.)</i></p> <p>Touch _____(your eyes). Tóquense_____ (<i>los ojos</i>).**</p> <p>**<i>(These commands are intended for more than one person.)</i></p> | <p><u>Classroom Objects</u> <u>Los Objetos de la Clase</u></p> <p>the school <i>la escuela</i> the crayon <i>el creyón</i> the paper <i>el papel</i> the pencil <i>el lápiz</i></p> <p><u>Body Parts</u> <u>Las Partes del Cuerpo</u></p> <p>the eyes <i>los ojos</i> the head <i>la cabeza</i> the nose <i>la nariz</i> the ears <i>las orejas</i> the mouth <i>la boca</i> the hair <i>el pelo</i></p> | | |
|--|--|---------------------|--------------------------------------|
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 C Read and respond to developmentally appropriate material. | NA | NA | NA |

***IN-VISION* Elementary Spanish Curriculum—Year 1**

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|---|--|---------------|-------------------------------|
| 1.2 D Respond to speech of peers and familiar adults on a given topic. | • Classroom routines | • Lunch Count | • Meals during the school day |
| Phrases/Structures | | Vocabulary | |
| <p>TEACHER PROMPT: Are you eating school lunch or lunch from home? <i>¿Comes la comida de la escuela o la comida de la casa?</i></p> <p>Are you eating at home?* <i>¿Comes en casa?</i> <i>*(Optional phrase)</i></p> <p>STUDENT RESPONSE: School lunch. <i>Comida de la escuela.</i> Lunch from home. <i>Comida de la casa.</i></p> <p>TEACHER PROMPT: Do you want milk or chocolate milk? <i>¿Quieres leche o leche con chocolate?</i></p> <p>STUDENT RESPONSE: Milk. <i>Leche.</i> Chocolate milk. <i>Leche con chocolate.</i></p> | | | |

***IN-VISION* Elementary Spanish Curriculum—Year 1**

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|--|--|---|---|
| 1.2 E Identify aural, visual and context clues. | • Language Arts | • Yes/No | <ul style="list-style-type: none"> • Difference of accents on words: <i>papa</i> (potato) or <i>papá</i> (dad) • Family unit • The origin of chocolate |
| Phrases/Structures | | Vocabulary | |
| | | <p><u>Cognates Examples</u> <i>Los Ejemplos de los Cognados</i> <i>el chocolate, la pizza, la banana</i></p> <p><u>Family</u> <i>La Familia</i></p> <p>mother <i>la mamá/la madre</i> father <i>el papá/el padre</i> baby <i>el/la bebé</i></p> | |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters. | NA | NA | NA |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 G Identify main ideas and key words in oral and written material. | NA | NA | NA |

***IN-VISION* Elementary Spanish Curriculum—Year 2**

| 1.2 A Count from 1-20, please. <i>Cuenten del uno al veinte, por favor.**</i> <i>** (These commands are intended for more than one person.)</i> | | <u>Numbers 1 - 20 <i>Los Números del 1 al 20</i></u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---------------|---------------------------|-------|----------------|-------|-----------------|------|-------------|------|-----------------|--------|--------------------------|--------|---------------------|------|--|-----------------|-----------------------|----------|------------------|-----------|--------------------|-----------|------------------|-----------|------------------|-----------|------------------|
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 B Make an identification based on simple oral and/or written descriptors. | <ul style="list-style-type: none"> • Art Colors • Science | <ul style="list-style-type: none"> • Clothes Closet • A Rainbow of Animals | <ul style="list-style-type: none"> • Daily clothing/Traditional costumes • Work animals-<i>llama, burro</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phrases/Structures | | Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TEACHER PROMPT: Give me _____, please. <i>Denme _____, por favor.**</i> <i>Example:</i> (Give me the orange crayon, please.) <i>(Denme el creyón anaranjado, por favor.)**</i> | | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>Colors</u></td> <td style="width: 50%;"><u><i>Los Colores</i></u></td> </tr> <tr> <td>black</td> <td><i>negro/a</i></td> </tr> <tr> <td>white</td> <td><i>blanco/a</i></td> </tr> <tr> <td>gray</td> <td><i>gris</i></td> </tr> <tr> <td>pink</td> <td><i>rosado/a</i></td> </tr> <tr> <td>purple</td> <td><i>morado/a, violeta</i></td> </tr> <tr> <td>orange</td> <td><i>anaranjado/a</i></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td><u>Clothing</u></td> <td><u><i>La Ropa</i></u></td> </tr> <tr> <td>the coat</td> <td><i>el abrigo</i></td> </tr> <tr> <td>the shoes</td> <td><i>los zapatos</i></td> </tr> <tr> <td>the jeans</td> <td><i>los jeans</i></td> </tr> <tr> <td>the boots</td> <td><i>las botas</i></td> </tr> <tr> <td>the shirt</td> <td><i>la camisa</i></td> </tr> </table> | | <u>Colors</u> | <u><i>Los Colores</i></u> | black | <i>negro/a</i> | white | <i>blanco/a</i> | gray | <i>gris</i> | pink | <i>rosado/a</i> | purple | <i>morado/a, violeta</i> | orange | <i>anaranjado/a</i> | | | <u>Clothing</u> | <u><i>La Ropa</i></u> | the coat | <i>el abrigo</i> | the shoes | <i>los zapatos</i> | the jeans | <i>los jeans</i> | the boots | <i>las botas</i> | the shirt | <i>la camisa</i> |
| <u>Colors</u> | <u><i>Los Colores</i></u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| black | <i>negro/a</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| white | <i>blanco/a</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gray | <i>gris</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pink | <i>rosado/a</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| purple | <i>morado/a, violeta</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| orange | <i>anaranjado/a</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Clothing</u> | <u><i>La Ropa</i></u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the coat | <i>el abrigo</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the shoes | <i>los zapatos</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the jeans | <i>los jeans</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the boots | <i>las botas</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the shirt | <i>la camisa</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

IN-VISION Elementary Spanish Curriculum—Year 2

| <p>1.2 B TEACHER PROMPT: Look for ____, please. <i>Busquen ____, por favor.**</i></p> <p><i>Example:</i> (Look for the big horse, please.) <i>(Busquen el caballo grande, por favor.**)</i></p> <p><i>** (These commands are intended for more than one person.)</i></p> | | <p><u>Animals</u> <u>Los Animales</u></p> <p>cow <i>la vaca</i> horse <i>el caballo</i> duck <i>el pato</i> sheep <i>la oveja</i> hen <i>la gallina</i> pig <i>el cerdo</i></p> | |
|---|--|---|---|
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 C Read and respond to developmentally appropriate material. | NA | NA | NA |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 D Respond to speech of peers and familiar adults on a given topic. | • Health | • Eat and Drink | • Tropical fruits • Foods and drinks sold in market places |
| Phrases/Structures | | Vocabulary | |
| <p>TEACHER PROMPT: What do you eat? <i>¿Qué comes?</i></p> <p>STUDENT RESPONSE: I eat _____ . <i>Como ____.</i></p> | | <p><u>Food</u> <u>La Comida</u></p> <p>fruit <i>la fruta</i> vegetables <i>los vegetales</i> bread <i>el pan</i> meat <i>la carne</i></p> | |

***IN-VISION* Elementary Spanish Curriculum—Year 2**

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|---|--|---------------------|--------------------------------------|
| 1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters. | NA | NA | NA |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 G Identify main ideas and key words in oral and written material. | NA | NA | NA |

***IN-VISION* Elementary Spanish Curriculum—Year 3**

Year: **3**

- Goals:**
- | | |
|---|---|
| #1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information | #4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world |
|---|---|

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

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|---|---|--|--------------------------|
| 1.2 A Respond appropriately to directions, instructions, and commands. | <ul style="list-style-type: none"> • Daily classroom routine • Math | <ul style="list-style-type: none"> • Count to 31 • Commands, Commands • Commanding More • Basic Requests | |
| Phrases/Structures | | Vocabulary | |
| <p>TEACHER PROMPT: Open your books, please. Close your books, please. Take out your pencils, please. Put your things away, please. Count from 1-31, please. Pay attention, please.</p> <p><i>** (These commands are intended for more than one person.)</i></p> <p>Give me __, please. Turn on the lights, please. Shut off the lights, please.</p> <p><i>* (These commands are intended for one person in the “tú” form.)</i></p> | | <p><i>(See school object items in appendix.)</i></p> <p><u>Numbers 1 - 31 <i>Los Números del 1 al 31</i></u></p> | |

IN-VISION Elementary Spanish Curriculum—Year 3

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|--|--|--|---|
| 1.2 B Make an identification based on simple oral and/or written descriptors. | • School environment | • Here It Is! | • Students have to buy their own books and supplies in other countries. |
| Phrases/Structures | | Vocabulary You may incorporate vocabulary from other levels and indicators. | |
| <p>TEACHER PROMPT: Where is/are _____? (noun) (adj.)</p> <p style="text-align: center;"><i>¿Dónde está/n* _____?</i> (noun) (adj.)</p> <p><i>(You use está when you ask where only one object is. You use están when you ask where two or more objects are.)</i></p> <p><i>Example:</i> (Where is the ruler?) <i>(Dónde está la regla?)</i> (Where are the small markers?) <i>(¿Dónde están los marcadores pequeños?)</i></p> <p>STUDENT RESPONSE: Here. <i>Aquí.</i></p> | | <p><u>Classroom Objects</u> <i>Los Objetos de la Clase</i></p> <p>the ruler <i>la regla</i> the markers <i>los marcadores</i> the glue <i>la cola/el pegamento</i> the eraser <i>la goma/la goma de borrar</i> the eraser (board) <i>el borrador</i> the colored pencils <i>los lápices de colores</i></p> <p><u>Adjectives</u> <i>Los Adjetivos:</i></p> <p>new <i>nuevo/a</i> old <i>viejo/a</i> big <i>grande</i> little <i>pequeño/a</i></p> <p><u>Colors</u> <i>Los Colores</i></p> | |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 C Read and respond to developmentally appropriate material. | NA | NA | NA |

***IN-VISION* Elementary Spanish Curriculum—Year 3**

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|---|--|--|---|
| 1.2 D Respond to speech of peers and familiar adults on a given topic. | <ul style="list-style-type: none"> • School environment • Communication/Conversation | <ul style="list-style-type: none"> • School Schedule • Needing to Have | <ul style="list-style-type: none"> • Subjects studied in Hispanic countries, comparing school curriculum |
| Phrases/Structures | | Vocabulary | |
| <p>TEACHER PROMPT: What do you have first? next? last?</p> <p>STUDENT RESPONSE: I have _____.</p> <p>TEACHER PROMPT: Do you have _____?</p> <p>STUDENT RESPONSE: Yes, I have _____. No, I don't have _____.</p> <p>TEACHER PROMPT: Do you need _____?</p> <p>STUDENT RESPONSE: Yes, I need _____. No, I don't need _____.</p> | | <p>School Subjects <u><i>Las Materias de la Escuela</i></u></p> <p>lunch <i>el almuerzo</i></p> <p>recess <i>el recreo</i></p> <p>music <i>la clase de música</i></p> <p>P. E. <i>la clase de educación física</i></p> <p>art <i>la clase de arte</i></p> <p>mathematics <i>la clase de matemáticas</i></p> <p>reading <i>la clase de lectura</i></p> | |
| <p><i>¿Qué tienes primero?</i> <i>¿Qué tienes después?</i> <i>¿Qué tienes al último?</i></p> <p><i>(Yo) tengo _____.</i></p> <p><i>¿Tienes _____?</i></p> <p><i>Sí, (yo) tengo _____.</i> <i>No, (yo) no tengo _____.</i></p> <p><i>¿Necesitas _____?</i></p> <p><i>Sí, (yo) necesito _____.</i> <i>No, (yo) no necesito _____.</i></p> | | | |

***IN-VISION* Elementary Spanish Curriculum—Year 3**

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|--|--|--|---|
| 1.2 E Identify aural, visual and context clues. | <ul style="list-style-type: none"> • Calendar • School environment | <ul style="list-style-type: none"> • What Is It? | <ul style="list-style-type: none"> • Aztec/Mayan calendars • Words that are the same (cognates) |
| Phrases/Structures | | Vocabulary | |
| <p>TEACHER PROMPT: What is this? <i>¿Qué es?</i></p> <p>What month is it? <i>¿Qué mes es?</i></p> | | <p><u>School Places</u> <u><i>Los Lugares de la Escuela</i></u> the cafeteria <i>la cafetería</i> the office <i>la oficina</i> the gym <i>el gimnasio</i></p> <p><u>Months</u> <u><i>Los Meses</i></u></p> | |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters. | NA | NA | NA |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
| 1.2 G Identify main ideas and key words in oral and written material. | NA | NA | NA |

IN-VISION Elementary Spanish Curriculum—Year 4

Year: 4

- Goals:**
- #1 Communicate in Spanish
 - #4 Develop insight into the nature of language and culture
 - #2 Gain understanding of other cultures
 - #5 Participate in multilingual communities at home and around the world
 - #3 Connect with other disciplines and acquire information

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

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) | | | | | | | | | | | | | | | | | | |
|--|--|---|--------------------------|--------------------------|-------------------------------|------|------------------|-------|----------------|---------|-----------------|--|--|-------------------------|--|---|--|-----------|-------------------------|----------|------------------------------|
| 1.2 A Respond appropriately to directions, instructions, and commands. | <ul style="list-style-type: none"> • Daily classroom routines • Math | <ul style="list-style-type: none"> • Follow the Leader • Century Count | | | | | | | | | | | | | | | | | | | |
| Phrases/Structures | | Vocabulary | | | | | | | | | | | | | | | | | | | |
| | | You may incorporate vocabulary from other levels and indicators. | | | | | | | | | | | | | | | | | | | |
| <p>TEACHER PROMPT:</p> <p>Turn right. <i>Giren/Doblen a la derecha.**</i></p> <p>Turn left. <i>Giren/Doblen a la izquierda.**</i></p> <p>Continue forward. <i>Continúen adelante.**</i></p> <p>Read, please. <i>Lean, por favor.**</i></p> <p>Write (your names), please. <i>Escriban (sus nombres), por favor.**</i></p> <p>Put your papers here, please. <i>Pongan sus papeles aquí, por favor.**</i></p> <p>Count from 0 to 100, please. <i>Cuenten del cero al cien, por favor.**</i></p> <p>Work with your partners. <i>Trabajen con sus compañeros/as.**</i></p> <p>Work with a partner. <i>Trabajen con un/una compañero/a.**</i></p> <p><i>** (These commands are intended for more than one person.)</i></p> | | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Directions</u></td> <td style="width: 50%;"><u>Las Direcciones</u></td> </tr> <tr> <td>left</td> <td><i>izquierda</i></td> </tr> <tr> <td>right</td> <td><i>derecha</i></td> </tr> <tr> <td>forward</td> <td><i>adelante</i></td> </tr> <tr> <td colspan="2" style="padding-top: 20px;"><u>Numbers 0 – 100</u> <u>Los Números del 0 al 100</u></td> </tr> <tr> <td colspan="2"><i>(See Word List.)</i></td> </tr> <tr> <td colspan="2" style="padding-top: 20px;"><u>Classmates</u> <u>Los Compañeros</u></td> </tr> <tr> <td>a partner</td> <td><i>un/a compañero/a</i></td> </tr> <tr> <td>partners</td> <td><i>unos/as compañeros/as</i></td> </tr> </table> | | <u>Directions</u> | <u>Las Direcciones</u> | left | <i>izquierda</i> | right | <i>derecha</i> | forward | <i>adelante</i> | <u>Numbers 0 – 100</u> <u>Los Números del 0 al 100</u> | | <i>(See Word List.)</i> | | <u>Classmates</u> <u>Los Compañeros</u> | | a partner | <i>un/a compañero/a</i> | partners | <i>unos/as compañeros/as</i> |
| <u>Directions</u> | <u>Las Direcciones</u> | | | | | | | | | | | | | | | | | | | | |
| left | <i>izquierda</i> | | | | | | | | | | | | | | | | | | | | |
| right | <i>derecha</i> | | | | | | | | | | | | | | | | | | | | |
| forward | <i>adelante</i> | | | | | | | | | | | | | | | | | | | | |
| <u>Numbers 0 – 100</u> <u>Los Números del 0 al 100</u> | | | | | | | | | | | | | | | | | | | | | |
| <i>(See Word List.)</i> | | | | | | | | | | | | | | | | | | | | | |
| <u>Classmates</u> <u>Los Compañeros</u> | | | | | | | | | | | | | | | | | | | | | |
| a partner | <i>un/a compañero/a</i> | | | | | | | | | | | | | | | | | | | | |
| partners | <i>unos/as compañeros/as</i> | | | | | | | | | | | | | | | | | | | | |

IN-VISION Elementary Spanish Curriculum—Year 4

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|---|--|---|---|
| 1.2 B Make an identification based on simple oral and/or written descriptors. | • Social Studies | <ul style="list-style-type: none"> • Lost and Found • Sizing It Up • Who Is Where? • Where in South America? | <ul style="list-style-type: none"> • Hispanic geographic points of interest • Different kinds of hats |
| Phrases/Structures | | Vocabulary | |
| | | You may incorporate vocabulary from other levels and indicators. | |
| <p>TEACHER PROMPT: Where is/are the _____? ¿<i>Dónde está/n*</i> _____ ? (adj.) (noun) (noun) (adj.) ?</p> <p><i>*(When the noun is singular, use está. When the noun is plural, use están.)</i></p> <p><i>Example:</i> (Where is the long river?) (¿<i>Dónde está el río largo?</i>)</p> <p>STUDENT RESPONSE: _____ is/are _____. _____ <i>está/n</i> _____. (adj.) noun (adv.) (noun) (adj.) (adv.) (The long river is far.) (<i>El río largo está lejos.</i>) (The long river is to the north.) (<i>El río largo está al* norte.</i>)</p> <p><i>*(When “to the” is used in front of a direction, “a” and “el” contract to become “al.”)</i></p> | | <p><u>Nature</u> <u>La Naturaleza</u> the river <i>el río</i> the tree <i>el árbol</i> the ocean <i>el océano</i> the mountain <i>la montaña</i> the lake <i>el lago</i> the flower <i>la flor</i></p> <p><u>Directions</u> <u>Las Direcciones</u> north <i>el norte</i> south <i>el sur</i> east <i>el este</i> west <i>el oeste</i></p> <p><u>Clothing</u> <u>La Ropa</u> the mittens <i>los mitones</i> the stocking cap <i>el gorro</i> the scarf <i>la bufanda</i> the baseball cap <i>la gorra</i> the sandals <i>las sandalias</i> the sweater <i>el suéter</i> the glasses <i>los lentes/las gafas/los anteojos</i></p> <p><u>Adjectives</u> <u>Los Adjetivos</u> long <i>largo/a</i> short (length) <i>corto/a</i> tall <i>alto/a</i> short (height) <i>bajo/a</i></p> <p><u>Adverbs</u> <u>Los Adverbios</u> near <i>cerca</i> far <i>lejos</i> up/above <i>arriba</i> down/below <i>abajo</i></p> | |

IN-VISION Elementary Spanish Curriculum—Year 4

| | | | | | | | | | | | |
|---|--|--|--|---------|----------------|------|-------------------------|-------|---------------|-----|-------------|
| <p>The season is _____. <i>La estación es _____.</i></p> <p>1.2 D</p> <p>TEACHER PROMPT: Who is your teacher for ____? <i>¿Quién es tu maestro/a de _____?</i></p> <p><i>Example:</i> (Who is your teacher for art?) (<i>¿Quién es tu maestro/a de arte?</i>)</p> <p>STUDENT RESPONSE: My teacher for ____ is _____ <i>Mi maestro/a de _____ es el/la Sr./Sra./Srta. _____.</i></p> <p><i>Example:</i> (My art teacher is Mr. Jones.) <i>(Mi maestro de arte es el Sr. Jones.)</i></p> | <table style="width: 100%; border: none;"> <tr> <td style="border: none;">School Subjects</td> <td style="border: none;"><i>Las Materias de la Escuela</i></td> </tr> <tr> <td style="border: none;">Spanish</td> <td style="border: none;"><i>español</i></td> </tr> <tr> <td style="border: none;">P.E.</td> <td style="border: none;"><i>educación física</i></td> </tr> <tr> <td style="border: none;">music</td> <td style="border: none;"><i>música</i></td> </tr> <tr> <td style="border: none;">art</td> <td style="border: none;"><i>arte</i></td> </tr> </table> | School Subjects | <i>Las Materias de la Escuela</i> | Spanish | <i>español</i> | P.E. | <i>educación física</i> | music | <i>música</i> | art | <i>arte</i> |
| School Subjects | <i>Las Materias de la Escuela</i> | | | | | | | | | | |
| Spanish | <i>español</i> | | | | | | | | | | |
| P.E. | <i>educación física</i> | | | | | | | | | | |
| music | <i>música</i> | | | | | | | | | | |
| art | <i>arte</i> | | | | | | | | | | |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) | | | | | | | | |
| 1.2 E Identify aural, visual and context clues. | • Language Arts | • ABC's | • Compare/Contrast alphabets • A, e, i, o, u, <i>El burro sabe más que tú.</i> (A,e,i,o,u, the donkey knows more than you.) | | | | | | | | |
| Phrases/Structure | | Vocabulary | | | | | | | | | |
| | | <u>Alphabet</u> <i>El Alfabeto</i> (See Word List.) | | | | | | | | | |
| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) | | | | | | | | |
| 1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and | NA | NA | NA | | | | | | | | |

***IN-VISION* Elementary Spanish Curriculum—Year 4**

| Progress Indicators/ Functions | Possible Content Integration (Goal 3) | Assessment/s | Culture (Goals 2 & 4) |
|--|---|--|--------------------------|
| letters. 1.2 G Identify main ideas and key words in oral and written material. | <ul style="list-style-type: none"> • Language Arts | <ul style="list-style-type: none"> • Who and Where? | |
| Phrases/Structures | | Vocabulary | |
| TEACHER PROMPT: Who is in the story? <i>¿Quiénes están en el cuento?</i> Where does the story take place? <i>¿Dónde ocurre el cuento?</i> | | Dependent upon chosen material | |