

Spanish

Scope and Sequence of Spanish Curriculum

Trinity Episcopal School, Galveston

Abbreviations: B = Beginning, D = Developing, S = Secure

| Abbreviated Objective: Subject Division | Level | | | | | | | | | | |
|---|-------|---|------|------|---|---|---|---|---|---|------|
| | PK4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Reading: | | | | | | | | | | | |
| recognize vowel sounds and basic vocabulary | | B | D | D | D | D | S | | | | |
| identify words in sentences using knowledge of context | | B | D | D | D | D | D | D | D | D | D,S |
| translate sentences from Spanish to English/English to Spanish | | | B | D | D | D | D | D | D | D | D,S |
| read Spanish passages and answer questions independently | | | | | | | B | D | D | D | D,S |
| Writing: | | | | | | | | | | | |
| copy supplied words | | B | D, S | | | | | | | | |
| write simple grammatically correct sentences following a pattern | | | B | D, S | | | | | | | |
| write simple sentences (w/o using pattern as guide) | | | | | | | B | D | D | D | D, S |
| conjugate list of present tense verbs | | | | | | | B | D | D | D | D, S |
| extend fluency with the use of additional verb tenses | | | | | | | | | B | D | |
| Listening and Understanding: | | | | | | | | | | | |
| use of vocabulary according to themes | | B | D | D | D | D | D | D | D | D | D, S |
| converse using memorized phrases | | B | D | D | D | D | D | D | D | D | D, S |
| understand constructed (not memorized) conversation | | | | | B | D | D | D | D | D | |
| explain verb patterns that do not follow basic syntactic construction | | | | | | | | B | D | D | D, S |
| distinguish subtleties of intonation and voice inflexion | | | | | | | | | B | D | D, S |
| Speaking: | | | | | | | | | | | |
| rehearse simple conversions | | B | D | D | D | D | D | D | D | D | D, S |
| repeat modeled pronunciation sounds, words and sentences | | B | D | D | D | D | D | D | D | D | D, S |
| develop accents | | B | D | D | D | D | D | D | D | D | D |
| participate in constructed (not memorized) conversation | | | | | B | D | D | D | D | D | D |
| Connecting with cultures: | | | | | | | | | | | |
| discuss culture and geography of selected Spanish-speaking cultures | | | | | | | B | D | D | D | D |
| describe the impact of Hispanic cultures on the South and Southwest United States | | | | | | | | | B | D | D |