

# **Overview of Traditional Spanish Curriculum (Levels 1-4)**

I curated this overview of what is typically taught in Spanish levels 1 through 4 to provide general insight and help set expectations as you build your course.

That said, I want to emphasize something important: make your class work for you. Use this framework as a guide—not a rulebook.

Many traditional programs heavily emphasize grammar and expect students to “master” it. However, I firmly believe that students can learn and use a language effectively without being able to explain every grammar rule. I personally do not lead with grammar.

If you look at many modern textbooks, grammar is now placed at the end of each chapter, which reflects a shift in thinking: grammar supports communication—it shouldn’t drive it.

For example, the subjunctive is often introduced early (sometimes even in Level 1, through commands), which can make transitioning into full subjunctive structures in Level 2 much more natural. That’s a great example of how to embed grammar within context, not isolate it.

So again—do what works for you and your students. This curriculum outline is meant to offer a flexible starting point as you design your courses.

# **Overview of Traditional Spanish Curriculum (Levels 1-4)**

This overview outlines what is commonly taught in Spanish Levels 1 through 4 to give educators a general framework and reference point when designing their own courses. Use this as a flexible guide, not a rigid checklist.

## **A Note on Grammar**

While grammar is often emphasized in traditional programs, remember that:

- Students do not need to explain grammar rules in order to use the language

effectively.

- Communication should come first; grammar should support it.
- Many textbooks now place grammar at the end of each chapter, signaling a shift away from leading with rules.

Tip: Introduce grammar in context. For example, commands (often taught in Level 1 or 2) offer a natural entry point to the subjunctive mood without formal grammar instruction.

## Curriculum Snapshot

### Level 1

- Basic greetings and introductions
- Classroom instructions
- Numbers, days, months, weather
- Likes and dislikes
- Basic verb forms (present tense of regular verbs)
- Common irregular verbs (ser, estar, ir, tener)
- Cultural topics: celebrations, geography, school life

### Level 2

- Expanded vocabulary (daily routines, travel, food)
- Present progressive
- Preterite tense (regular and irregular)
- Introduction to commands (affirmative and negative)
- Comparisons and superlatives
- Introduction to the subjunctive (via commands or basic expressions)
- Cultural topics: traditions, holidays, regional foods

## Final Thoughts

Use this curriculum as a starting point to build courses that reflect your teaching style and your students' needs. Don't feel pressured to follow traditional structures exactly. Lead with communication, culture, and context—and let grammar serve the message, not control it.

# **Communicative Tasks:**

## **Interpersonal Communication (Speaking & Writing):**

- Greet, introduce oneself, and exchange basic personal information.
- Ask and answer simple questions about self, family, friends, and classmates.
- Discuss likes, dislikes, hobbies, and basic preferences.
- Make simple plans with others (e.g., arranging meetings, activities).
- Ask for and provide basic directions around town or school.
- Describe daily routines and schedules.
- Order food and drinks in a restaurant setting.
- Make simple purchases, ask prices, and interact in a store or market.

## **Interpretive Communication (Reading & Listening):**

- Understand short messages, emails, texts, or social media posts.
- Comprehend simple descriptions of people, places, and things.
- Follow directions and classroom instructions.
- Understand basic information (dates, weather, times, schedules).
- Identify key information from simple announcements, podcasts, videos, and songs.
- Recognize familiar words and phrases from culturally authentic texts.

## **Presentational Communication (Speaking & Writing):**

- Introduce and describe oneself and others (name, age, nationality, personality traits).
- Give a simple presentation about family members, pets, or friends.
- Describe a familiar place such as school, home, or neighborhood.
- Write short texts about daily routines, habits, or preferences.
- Share information about basic cultural practices or holidays.
- Present a simple weather forecast.
- Describe basic pastimes, leisure activities, or hobbies.

### Vocabulary Themes:

1. Greetings, Farewells, & Polite Expressions
  - Hola, buenos días, adiós, gracias, por favor, de nada, perdón
2. Personal Information

- Name, age, nationality, origin, basic descriptions
- 3. Family & Friends
  - Family members, pets, relationships, personality traits
- 4. Numbers & Dates
  - Numbers 0-100+, days of the week, months, birthdays, holidays
- 5. Time & Daily Schedules
  - Hours, minutes, school subjects, activities, schedules
- 6. Classroom & School
  - Classroom objects, subjects, teachers, classroom instructions
- 7. Leisure Activities & Sports
  - Hobbies, interests, sports, leisure activities, preferences
- 8. Food & Meals
  - Common foods, meals, drinks, restaurant expressions, basic dishes, cultural foods
- 9. Clothing & Colors
  - Clothing items, colors, descriptive adjectives, preferences, seasons
- 10. Weather & Seasons
  - Basic weather expressions, seasons, temperatures, weather-related activities
- 11. Home & Community
  - Rooms, furniture, places in town, community buildings, directions
- 12. Body & Health
  - Basic parts of the body, simple health expressions, basic emotions

## **Essential Grammar:**

### **Nouns & Articles:**

- Gender (masculine/feminine), number (singular/plural)
- Definite articles (el, la, los, las) and indefinite articles (un, una, unos, unas)

### **Pronouns:**

- Subject pronouns (yo, tú, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes)

## **Verbs & Verb Conjugations:**

- Present tense of regular -AR, -ER, -IR verbs
- Present tense of common irregular verbs: ser, estar, tener, ir, hacer, gustar, querer, poder
- Gustar and similar verbs for expressing likes/dislikes

## **Adjectives:**

- Agreement in gender and number, placement of adjectives
- Descriptive adjectives (physical traits, personality traits, colors, nationalities)

## **Questions & Interrogatives:**

- Basic question words (qué, quién, dónde, cuándo, cómo, por qué, cuánto/a/os/as)

## **Sentence Structure:**

- Simple affirmative and negative sentences
- Forming basic questions and answers

## **Expressions of Time:**

- Telling time (es la..., son las...), days of the week, months, dates
- Adverbs of frequency (siempre, nunca, a veces, frecuentemente)

## **Prepositions & Conjunctions:**

- Simple prepositions (en, con, de, a, por, para)
- Common conjunctions (y, o, pero)

## **Expressions with tener:**

- tener hambre, tener sed, tener frío, tener calor, tener prisa, tener años

## **Simple Commands & Instructions:**

- Basic classroom instructions (escucha, mira, escribe, lee, repite)

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