

DIOCESE OF SAVANNAH
WORLD LANGUAGE CURRICULUM
KINDERGARTEN – GRADE 8

2022



Acknowledgments

The Diocese of Savannah Office of Catholic Schools thanks the members of the 2021-2022 World Language Curriculum Committee for their time, dedication and commitment to the process of developing a well-rounded rigorous curriculum steeped in Catholic knowledge and tradition.

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INTRODUCTION

Language and communication are the essence of all that is human. The current world is one in which all people must learn to communicate both culturally and linguistically with others around the world.

The goals of the world language standards are:

- To equip students with realistic lifelong skills that will enable them to function competently in a language other than their own and communicate and compete effectively in the global community and marketplace
- To instill a greater awareness of their own culture and the culture(s) of others
- To enrich students' lives by increasing their appreciation for language and culture

The world language curriculum will develop students' skills in the areas of listening, speaking, reading, writing and cultural competence. In addition, this curriculum will provide them with the ability to view, absorb, and evaluate material from multiple sources.

The program is divided into sections:

- Student Information – characteristics of a student in a particular grade level and skills they are expected to acquire in the current year to assure they will enter the following year's classroom with confidence, ready for success.
- Co-Requisite Standards – essential moral and life-skills benchmarks in the education of students taught through the lens of Catholicism.
 - Catholic Identity - divided into common grade level principles based upon church documents and The Cardinal Newman Society Catholic Curriculum Standards (highlighted in purple)
 - Critical Thinking
 - Communication
 - Collaboration
 - Creativity
- Diocese of Savannah Academic Standards of Excellence – derived from national standards.
- Resources – grade level, remedial, and enrichment ideas and suggestions

WORLD LANGUAGE CURRICULUM

KINDERGARTEN – 2ND GRADE

KINDERGARTEN – 2ND GRADE BAND NARRATIVE		
<p>This group of world language learners; are eager, interested, affectionate, playful, curious, and impulsive. They learn about world languages and culture through repetition, music, drawing, acting, movement, games, and media. Most learning will be vocabulary-based with minimal reading and writing skills. Students will be expressive and enjoy participating in call and response activities with frequent opportunities to share. By the end of second grade these language learners will have an understanding of where the target language is spoken and can describe various important cultural celebrations. Pantomiming, visual cues and cognates will be important for bridging the understanding between English and the target language. Some common themes for exploration may include; Greetings & Farewells, School & Class Routines, Days of the Week, Months, Seasons, & Weather, Colors & Shapes, Family & Friends, Parts of the House, Community Helpers, Celebrations & Holidays, Geography, Basic Question Words, Parts of the Body, Sports & Leisure, Clothes, Animals, Foods.</p>		
CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Eager ❖ Interested ❖ Hands-on ❖ Musical ❖ Imitative ❖ Affectionate ❖ Playful ❖ Easily distracted ❖ Over-share ❖ Impulsive ❖ Curious 	<ul style="list-style-type: none"> ❖ Asks beginning questions in the target language ❖ Follows directions in the target language ❖ Displays appropriate group time behavior (pantomiming, echoing, repeating) ❖ Recognizes cognates ❖ Echoes and repeats in the target language 	<ul style="list-style-type: none"> ❖ Communication ❖ Cultural Perspectives ❖ Connections, Comparisons and Communities
CO-REQUISITE STANDARDS		
CATHOLIC IDENTITY PRINCIPLE STANDARDS		
<p>Principle: Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society</p>		
<p>SWBAT echo and repeat grade appropriate prayers in the target language.</p>		
<p>Principle: Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God</p>		
<p>SWBAT recognize that God created everyone on earth to be special and unique.</p>		
<p>SWBAT recognize and appreciate that God created all language.</p>		
<p>Principle: Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ</p>		

SWBAT understand that learning the target language allows them to greet target language speakers as a sign of love and to acknowledge that we care for and respect others.
Principle: Encourages a synthesis of faith, life, and culture
SWBAT being to learn and participate in target language hymns.
Principle: Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church
SWBAT recognize Catholic celebrations and traditions celebrated in the target language countries.
CRITICAL THINKING SKILLS
SWBAT ask questions to help problem solve and become more productive and engaged in their learning process.
SWBAT use reasoning to evaluate, analyze, categorize, and compare the target language to/with the native language.
SWBAT use context clues and cognates to aid in decision making.
COMMUNICATION
SWBAT use oral, written, and non-verbal communication skills to effectively communicate in the target language.
SWBAT understand what they communicate is a reflection upon their character.
COLLABORATION
SWBAT recognize the feelings and perspectives of other cultures by following the teachings of Jesus.
SWBAT demonstrate that working collaboratively reflects our response to God's call to love and care for others who speak a different language than me.
SWBAT recognize that service is an integral part of our Catholic Faith.
CREATIVITY
SWBAT expand their understanding of existing knowledge by making connections with their new knowledge, observations, skills, and experiences in the target language.
SWBAT explore an idea from multiple points of view comparing English and the target language.
SWBAT generate, combine, categorize, and develop alternative ideas without pre-judgement or stereotyping people including those who speak differently.
ACADEMIC STANDARDS
COMMUNICATION
SWBAT exchange simple spoken information in the target language. <ul style="list-style-type: none"> A. use basic greetings, farewells, and manners B. express likes, dislikes, emotions C. give one word descriptions D. comprehend basic classroom directions E. use sequenced information, such as, numbers, days of the week, months, and seasons F. imitate proper pronunciation and intonation
SWBAT exchange simple written and spoken information in the target language. <ul style="list-style-type: none"> A. copy characters and words B. demonstrate junior novice low proficiency in listening and reading comprehension C. use pictures and visual cues to infer meaning D. generate ideas using pictures

CULTURAL PERSPECTIVES AND PRACTICES

SWBAT demonstrate an emergent awareness of perspectives and practices of the cultures where the target language is spoken.

- A. Demonstrate knowledge of typical practices of target cultures (how birthdays are celebrated, piñatas, etc.)
- B. participate in culturally-authentic simulations (greetings and/or celebrations)
- C. identify countries where target language is spoken

CONNECTIONS, COMPARISONS AND COMMUNITY

SWBAT connect basic skills learned in the target language with other subjects (or vice versa) (i.e. math and numbers).

SWBAT begin to understand the significance of culture through comparisons between the cultures studied and their own.

- A. recognize cultural behaviors and interactions
- B. demonstrate an awareness of their own culture
- C. identify places where the target languages and cultures are found beyond the classroom

SWBAT begin to understand basic similarities and differences among languages.

- A. begin to recognize similarities and differences in sound and writing systems

RESOURCES

Center for Applied Linguistics - CAL Oral Proficiency Exam and Student Oral Proficiency Assessment
Rating Scale

Georgia Standards

StudySpanish.com

GaStandards.org

DuoLingo.com

SpanishBooster.com

Columbia.edu

LawlessSpanish.com

Lingolex.com

Conjugation.org

Quiz-tree.com

Newsela.com

Libby.com

Brainscape.com

Lingualia.com

YouTube Channels:

Escuela de Aprendices

123 Andres

Aprende conmigo - ABC123 en Español

Mi Jardín Infantil

Rosie and Andy

Basho and Friends

Plaza Sésamo

Educaplanet

Spanish Playground

Babyradio

Super Simple Español

Blog Spot.com: Rayito de colores

Arbolabc.com

WORLD LANGUAGE CURRICULUM 3RD GRADE – 5TH GRADE

3RD – 5TH GRADE BAND NARRATIVE		
<p>This group of world language learners; are emerging readers, have diverse abilities, desire to be independent, desire to be active, make connections using prior knowledge, desire immediate gratification, are creative, and are group-oriented. These students show emerging communication skills in the target language. (TL) They learn about world languages and culture through repetition, music, drawing, acting, movement, games, and media. Most learning will be vocabulary-based with emerging reading and writing skills. Students will be expressive and enjoy participating in call and response activities with frequent opportunities to share. By the end of fifth grade these language learners will be able to understand and repeat simple questions, statements, and commands in familiar topic areas with strong contextual support. Students may require repetition, slower speech, or rephrasing. Some common themes for exploration and content for recycling may include; Greetings & Farewells, School & Class Routine, Days of the Week, Months, Seasons, & Weather, Colors, Family & Friends, Communities, People, & Places, Celebrations & Holidays, Question Words, Self (Adjectives & Emotions), Sports & Leisure, Clothes, Animals, Foods, and Geography (Customs & Etiquette).</p>		
CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Emergent Reader ❖ Diverse abilities ❖ Desires independence ❖ Active ❖ Makes connections ❖ Desires immediate gratification ❖ Creative ❖ Artistic ❖ Group-oriented 	<ul style="list-style-type: none"> ❖ Use memorized phrases and prayers in the target language. (TL) ❖ Ask and answer simple questions in the target language. (TL) ❖ Follow directions in the target language. (TL) ❖ Repeat phrases in the target language. (TL) ❖ Recognizes cognates 	<ul style="list-style-type: none"> ❖ Communication ❖ Cultural Perspectives and Practices ❖ Connections, Comparisons, and Communities
CO-REQUISITE STANDARDS		
CATHOLIC IDENTITY PRINCIPLE STANDARDS		
<p>Principle: Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society</p>		
<p>SWBAT memorize and recite age-appropriate prayers in the target language (TL).</p>		
<p>Principle: Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God</p>		
<p>SWBAT recognizes that God created everyone on earth to be special and unique.</p>		
<p>SWBAT recognizes and appreciates that God created all languages.</p>		
<p>Principle: Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ</p>		
<p>SWBAT understands that learning the TL allows them to engage with people from other cultures.</p>		

SWBAT understands the importance of showing love and respect for all of God’s people.
Principle: Encourages a synthesis of faith, life, and culture
SWBAT memorize and recite Catholic hymns in the TL.
Principle: Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church
SWBAT recognizes Catholic celebrations and traditions from countries that use the TL.
CRITICAL THINKING SKILLS
SWBAT ask questions to help solve, and become more productive and engaged in their learning process.
SWBAT uses reasoning to evaluate, analyze, categorize, and compare the target language to their native language.
SWBAT context clues and cognates to aid in decision making.
COMMUNICATION
SWBAT use oral, written, and non-verbal communication skills to effectively communicate in the target language.
SWBAT understand that what they communicate is a reflection upon their character.
COLLABORATION
SWBAT recognize the feelings and perspectives of other cultures by following the teachings of Jesus.
SWBAT demonstrate that working collaboratively reflects our response to God’s call to love others as he loved us.
SWBAT recognize that service is an integral part of our Catholic faith.
CREATIVITY
SWBAT expand their understanding of existing knowledge by making connections with their new knowledge, skills, and experiences in the target language.
SWBAT explore an idea from multiple points of view comparing English and the target language.
SWBAT generate, combine, categorize, and develop alternative ideas without pre-judgement or stereotyping people including this who speak differently.
ACADEMIC STANDARDS
COMMUNICATION
SWBAT exchange simple spoken information in the target language. <ul style="list-style-type: none"> A. use basic greetings, farewells, and manners B. express likes, dislikes, emotions C. give simple descriptions D. comprehend basic classroom directions E. use sequenced information, such as, numbers (0-100), days of the week, months, and seasons F. use proper pronunciation and intonation G. provide scripted or memorized questions and responses on familiar topics H. begin to use and understand formal and informal forms of address

SWBAT exchange simple written and spoken information in the target language.

- A. identify main ideas and some details when reading and listening
- B. demonstrate junior novice mid proficiency in listening and reading comprehension
- C. use pictures and visual cues to infer meaning
- D. differentiate among statements, questions, and exclamations
- E. Present songs, poems, dialogues, skits etc... individually or as a group
- F. write simple sentences about familiar topics and experiences
- G. label pictures, write captions, and/or create storyboards

Cultural Perspectives and Practices

SWBAT demonstrate an awareness of perspectives and practices of the cultures where the target language is spoken.

- A. demonstrate knowledge of typical practices of target cultures
- B. participate in culturally-authentic simulations (greetings and/or celebrations)
- C. identify countries where target language is spoken
- D. identify symbols, landmarks, and significant people from the target language cultures

Connections, Comparisons, and Communities

SWBAT make links between the target language and other subjects

- A. connect skills learned in the target language with other subjects (or vice versa) (i.e. math and numbers)

SWBAT understand the significance of culture through comparisons between the cultures studied and their own

- A. recognize cultural behaviors and interactions
- B. being to compare cultural products, practices, and perspectives from the target language with our own
- C. identify places where the target languages and cultures are found beyond the classroom

SWBAT understand basic similarities and differences among languages

- A. recognize similarities and differences in sound and writing systems (intonation/pronunciation & punctuation and capitalization)

RESOURCES

Center for Applied Linguistics - CAL Oral Proficiency Exam and Student Oral Proficiency Assessment Rating Scale

Georgia Standards
StudySpanish.com
GaStandards.org
DuoLingo.com
SpanishBooster.com
Columbia.edu
LawlessSpanish.com
Lingolex.com
Conjugation.org
Quiz-tree.com
Newsela.com
Libby.com

Brainscape.com

Lingualia.com

YouTube Channels:

Escuela de Aprendices

123 Andres

Aprende conmigo - ABC123 en Español

Mi Jardín Infantil

Rosie and Andy

Basho and Friends

Plaza Sésamo

Educaplanet

Spanish Playground

Babyradio

Super Simple Español

Blog Spot.com: Rayito de colores

Arbolabc.com

WORLD LANGUAGE CURRICULUM
6TH GRADE – 8TH GRADE

6TH – 8TH GRADE BAND NARRATIVE		
<p>This group of world language learners; are intermediate readers, have diverse abilities, desire to be independent, desire to be socially active, make connections using prior knowledge, desire immediate recognition, are creative, group-oriented, highly visual, and love learning through Technology. These students show emerging communication skills in the target language. (TL) They learn about world languages and culture through repetition, music, drawing, acting, movement, games, and media. Most learning will be vocabulary-based with emerging reading and writing skills. Students will be expressive and enjoy participating in call and response activities with frequent opportunities to share. By the end of fifth grade these language learners will be able to understand and repeat simple questions, statements, and commands in familiar topic areas with strong contextual support. Students may require repetition, slower speech, or rephrasing. Some common themes for exploration and content for recycling may include; Greetings & Farewells, School & Class Routine, Days of the Week, Months, Seasons, & Weather, Colors, Family & Friends, Communities, People, & Places, Celebrations & Holidays, Question Words, Self (Adjectives & Emotions), Sports & Leisure, Clothes, Animals, Foods, and Geography (Customs & Etiquette).</p>		
CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Challenges answers ❖ Highly visual ❖ Love learning with technology ❖ Embarrasses easily ❖ Readers ❖ Diverse abilities ❖ Desires independence ❖ Socially Active ❖ Makes connections ❖ Desires immediate recognition ❖ Creative ❖ Artistic ❖ Group-oriented 	<ul style="list-style-type: none"> ❖ Asks beginning questions in the target language ❖ Follows directions in the target language ❖ Displays appropriate group time behavior (pantomiming, echoing) ❖ Recognizes Cognates ❖ Repeats phrases in the target language ❖ Use memorized phrases and prayers in the target language. (TL) 	<ul style="list-style-type: none"> ❖ Communication ❖ Cultural Perspectives ❖ Comparisons, Connections and Communities
CO-REQUISITE STANDARDS		
CATHOLIC IDENTITY PRINCIPLE STANDARDS		
<p>Principle: Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society</p>		
<p>6-8.WL.CI SWBAT to demonstrate ways in which world language is essential to the rites and rituals of the Catholic Church through active participation in Spanish mass in school and remember that our Catholic Church is Universal and includes different languages.</p>		
<p>6-8.WL.CI SWBAT identify ways in which world language is essential to the rites, readings and rituals of the Catholic Church.</p>		

A. Identify the value and purpose of the liturgy, by participating actively in Spanish Mass.
6-8.WL.CI SWBAT to sing from memory responses and simple songs for songs at Mass in the target language.
Principle: Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God
6-8.WL.CI SWBAT to sing from memory or by reading responses and simple songs for songs at Mass in the target language.
6-8.WL.CI SWBAT to explain that music can enhance an individual's ability to deepen their spirituality and experience of God by comparing English and the target language.
6-8.WL.CI SWBAT focus in key Religion ideas including stories on the target language from the Bible.
Principle: Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ
6-8.WL.CI SWBAT to identify virtues by reading about Catholic Saints which allow them to believe and glorify God.
6-8.WL.CI SWBAT to respect that people see things differently even when they speak different languages.
6-8.WL.CI SWBAT Appreciating the expanse of God's world and the many different people in it.
Principle: Encourages a synthesis of faith, life, and culture
6-8.WL.CI SWBAT to recognize and learn music in the target language that represents Catholic faith, values, or traditions.
6-8.WL.CI SWBAT compare and contrast sacred music used in liturgical worship in the target language vs English.
6-8.WL.CI SWBAT to summarize and retell stories from the Bible in the target language, like Nativity Scene or the Passion, the Rosary.
Principle: Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church
6-8.WL.CI SWBAT to analyze how target language hymns music develops Catholic values and faith.
6-8.WL.CI SWBAT to demonstrate Catholic values of acceptance and open-mindedness by defending the reasoning behind listening to music in the target language.
6-8.WL.CI SWBAT to participate in all music, and readings in the target language of the components of the Mass.
6-8.WL.CI SWBAT to identify religious symbols from everyday life in a target language.

6-8.WL.CI SWBAT to identify ways language is used in celebration, including Catholic celebration, Sacraments, Liturgy during Mass.
CRITICAL THINKING SKILLS
6-8.WL.CT SWBAT to use critical thinking skills such as, reasoning, analyzing, prioritizing, categorizing, evaluating, and comparing in target language to solve a variety of problems in real-life situations.
6-8.WL.CT SWBAT to synthesize information and problems to solve in order to capture the essence of an idea, object, or activity in the target language and then communicate their thoughts clearly.
6-8.WL.CT SWBAT to use context clues and cognates to aid in decision making.
COMMUNICATION
6-8.WL.CM SWBAT use oral, written and non-verbal communication skills to effectively communicate in the target language
6-8.WL.CM SWBAT to demonstrate an understanding of Catholic principles foundational to all languages by listening.
6-8.WL.CM SWBAT to speak using appropriate forms, conventions, and styles to communicate ideas and information to different speaking audiences for different purposes.
6-8.WL.CM SWBAT to understand that what they write is a reflection upon their character comparing English and the target language.
6-8.WL.CM SWBAT to recognize the need for prayer in the target language and forgiveness in resolving interpersonal conflicts.
COLLABORATION
6-8.WL.CL SWBAT to demonstrate that working collaboratively reflects our response to God's call to love and care for others that speak a different language than me.
6-8.WL.CL SWBAT to recognize the feelings and perspectives of others cultures or by following the teachings of Jesus.
6-8.WL.CL SWBAT: to recognize that service is an integral part of our Catholic Faith, participating in community services, so they understand that we are part of the solution.
6-8.WL.CL SWBAT to recognize that decisions should follow Catholic teachings, especially social teaching, attending bilingual retreats.
CREATIVITY

6-8.WL.CR

SWBAT expand their understanding of existing knowledge by making connections with new knowledge, observations, skills, experiences on the target language

6-8.WL.CR

SWBAT to generate, combine, categorize and develop alternative ideas without pre-judgement or stereotyping people including those who speak differently.

6-8.WL.CR

SWBAT to explore an idea from multiple points of view comparing English and the target language.

6-8.WL.CR

SWBAT to generate, combine, categorize and develop alternative ideas without pre-judgement or stereotyping people including those who speak differently.

6-8.WL.CR

SWBAT to explore an idea from multiple points of view comparing English and the target language.

ACADEMIC STANDARDS

COMMUNICATION

SWBAT exchange simple spoken and written information in the target language

- A. Use greetings, farewells, and expressions of courtesy, in both oral and written forms.
- B. Express likes, dislikes, emotions, agreement and disagreement.
- C. Make simple requests.
- D. Ask for clarification.
- E. Give simple descriptions.
- F. Comprehend basic directions.
- G. Ask questions and provide responses based on topics such as self, family, school, etc.
- H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.
- H. start recognizing and using numbers 1-1000 in math operations, write numeral words for same
- I. be introduced to ordinal numbers
- J. Use and respond to greetings using informal and formal, masculine and feminine, and singular and plural.
- B. J. be introduced to vocabulary for telling time

SWBAT demonstrate skills necessary to sustain brief oral and written exchanges in the target language.

- A. Initiate, participate in, and close a brief oral or written exchange.
- B. Use formal and informal forms of address.
- C. Demonstrate Junior Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

SWBAT demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

- A. Identify main ideas and some details when reading and listening.
- B. Understand simple instructions, such as classroom procedures.
- C. Demonstrate Junior Novice High proficiency in listening and reading comprehension.
- D. know the grammar skills and concepts for: Articles: definite and indefinite Nouns: masculine and feminine Adjectives: masculine, feminine, singular, and plural Verbs: infinitives (ar, er, ir) as complements to the verb “gustar” such as “Me gusta correr” Be made aware of grammar implicit in statements of likes and dislikes, such as “también and tampoco” Pronouns: personal pronouns

SWBAT interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

- A. Differentiate among statements, questions and exclamations.
- B. Recognize basic gestures, body language, and intonation that clarify a message

SWBAT present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

- A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media
- B. Give basic information about self and others including school, family, activities, etc.
- C. C. Demonstrate Junior Novice High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics

SWBAT present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

- A. Demonstrate Junior Novice High proficiency in pronunciation and intonation when presenting rehearsed material
- B. B. Demonstrate comprehension of rehearsed material

CULTURAL PERSPECTIVES AND PRACTICES

SWBAT develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

- A. Demonstrate knowledge of contributions of target culture(s) to civilization
- B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals
- C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies
- D. Explore basic geography
- E. E. Explore art and customs that relate to Hispanic cultures.

COMPARISONS, CONNECTIONS AND COMMUNITIES

SWBAT use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

- A. Explore geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken
- B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills)
- C. C. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States

SWBAT demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.

- A. A. Compare patterns of behavior and interaction in the students' own culture with those of the target language

SWBAT compare basic elements of the target language to the English language.

- A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- B. B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

RESOURCES

<https://diosav.org/component/edocman/k-8-spanish-curriculum->
<https://www.georgiastandards.org/2006/viewdocument/849?Itemid=0>
<https://en.islcollective.com/>
<https://newsela.com/content/browse/browse-home/ckcdgr4qy00003hof00i2mwlq/>
<https://www.getepic.com/>
<https://www.commonlit.org/>
<https://www.arlingtondiocese.org/catholic-schools/spanish-curriculum.pdf>
<file:///C:/Users/humor/Downloads/Archdiocese-of-Louisville-World-Language-Curriculum-Framework-2020.pdf>

StudySpanish.com

GaStandards.org

DuoLingo.com

SpanishBooster.com

Columbia.edu

LawlessSpanish.com

Lingolex.com

Conjugation.org

Quiz-tree.com

Newsela.com

Libby.com

Brainscape.com

Lingualia.com

YouTube Channels:

[Escuela de Aprendices](#)

[123 Andres](#)

[Aprende conmigo - ABC123 en Español](#)

[Mi Jardín Infantil](#)

[Rosie and Andy](#)

[Basho and Friends](#)

[Plaza Sésamo](#)

[Educaplanet](#)

[Spanish Playground](#)

[Babyradio](#)

[Super Simple Español](#)

Blog Spot.com: [Rayito de colores](#)

Arbolabc.com