

**Spanish Curriculum
Grades Pre-kindergarten to Eight
Diocese of Savannah
2006**

CURRICULUM COMMITTEE

For your convenience or for purposes of contact, the committee members' names and schools are listed.

Sister Jeannine Norton
Stephen Self
Arlys Segarra
Adriana Smith
Nina Delk
Maria Lee
Lucinda Rivera
Donavan Yarnall
Maria Garrido
Keith Darr
Nancy Brown
Sister Ellen Marie Hagar
Ana Portman
Linda Johnson
Jennifer Newton
Silvia Rodriguez

Diocesan Office - Savannah
Pacelli High - Augusta
Sacred Heart School - Warner Robins
St. Ann - Columbus
St. Frances Cabrini - Savannah
St. Frances Cabrini - Savannah
St. James - Savannah
St. Joseph School - Macon
St. Joseph School - Macon
St. Mary on the Hill - Augusta
St. Mary on the Hill - Augusta
St. Peter Claver School - Macon
St. Peter the Apostle- Savannah
St. Teresa - Albany
St. Teresa - Albany
St. Teresa - Albany

PHILOSOPHY

The committee for the development of a diocesan Spanish curriculum for grades pre-kindergarten to 8 was impelled by the educational goals of our nation but even more importantly by the directives of our Catholic bishops. In the document written by the United States Conference of Catholic Bishops (2000) entitled: *Welcoming the Stranger Among Us: Unity in Diversity*, they stated:

“As Catholics we are called to take concrete measures to overcome the misunderstanding, ignorance, competition, and fear that stand in the way of genuinely welcoming the stranger in our midst and enjoying the communion that is our destiny as Children of God.” (USCCB, 2000, p 31)

And more specifically in the same document they addressed the role of the catholic school:

“Catholic Schools can provide the children of immigrants with opportunities to adapt to American culture in a context permeated by the faith and in an atmosphere of hospitality to all cultures, and they can do much to promote cultural understanding and respect among parents and students alike” (USCCB, 2000, p 49).

This call to such awareness is neither new to the mission of the Church nor to the mission of Catholic Schools as the Bishops in their 1983 pastoral letter, *The Hispanic Presence - Challenge and Commitment* stated:

”We also recommend adaptations which respond adequately to the Hispanic presence in our schools. Curricula should provide opportunities for bilingual education; teachers should be familiar with the Spanish language, and should respect and understand Hispanic culture and religious expression” (USCCB, 1983, p 18).

We hope our efforts affirm that educators in the Savannah diocese believe that “[k]nowledge of cultures cannot just come from books, but must come from the concrete efforts of individuals to get to know their neighbors, in all their diversity” (USCCB, 2000, p.33). Through such means as celebrating the Hispanic language and culture may we help our students and their families to know as Cardinal Oscar Rodriguez is quoted in the proceedings from the 2003 National Migration Conference that “welcoming means allowing ourselves to be invaded by others, making a place for them in the deepest corners of our hearts, creating an atmosphere of trust.... We must not only pay attention to the words of those who seek our company we must also be attentive to gestures, to looks, to hands, to silence, to know how to understand what words do not know how to say or sometimes cannot say.” (Cardinal, 2003 p.109)

Thus, while we base our educational outline on the National Standards for Foreign Language, our motivation as catholic schools is the directives of our bishops and particularly Bishop Boland who on February 17, 2006 challenged every diocesan school to implement and/or continue to expand the instruction of Spanish. The following statement of philosophy and five goal areas of the National Standards in Foreign Language Education provide a base for our curriculum plan.

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language” (www.actfl.org/files/public/execsumm.pdf)

The five goal areas identified by the National Association and reflected in our current curriculum outline are: Communication, Cultures, Connections, Comparisons and Communities. The Association proposed that “all the linguistic and social knowledge required for effective human-to-human interaction is encompassed in [these] ten words: *Knowing how, when, and why to say what to whom.*” We pray that students progressing through consistent exposure to the Spanish language will move steadily toward such a goal surrounded by the climate of Christian love and respect.

General Guidelines for Implementing the Spanish Curriculum

Elementary schools in the diocese of Savannah will employ a teacher of Spanish and begin to utilize this curriculum by September 2006 if this is possible within the local budget and schedule. If this is not possible for the 2006-2007 year, then schools must begin to move toward full implementation by 2007-2008.

The guidelines for instruction in Spanish language give a minimal outline of target objectives and presuppose that each school program will:

1. Recognize that while levels of instruction are outlined, not all children will progress through a given level per one school year.
2. Adapt the progression realistically according to the school's time allotment for Spanish instruction and consider ways to increase the time allotment especially in the middle school, using the curriculum outline as a pacing guide and determinant for time allotment adjustments.
3. Give attention to the benchmarks of the core topics and allow teacher choice of enrichment topics as classroom learning units and children's interests dictate.
4. Incorporate the use of Spanish into the school day as much as possible thus achieving an interdisciplinary approach with immediate application.
5. Encourage opportunities both within and outside the school for conversational practice apart from the formal Spanish instruction time.
6. Take great care to assure and assess correct pronunciation of sounds and words.
7. Provide support for parental involvement and encourage at-home practice, while informing parents at the beginning of the year and throughout the year of the scope and purpose of the language instruction, reminding them that complete fluency is not the established goal.
8. Welcome the assistance of Spanish speaking representatives from the school, parish and neighborhood community to share with the children an expanded perspective and experience of Hispanic language and culture.
9. Seek feedback from local high schools as to their expectations and, as this curriculum is utilized, its effect on their incoming students ability to handle their freshman Spanish curriculum.

Desired Outcomes

A student progressing through this curriculum from the Emergent Level I through Proficient Level III will have:

- a. the mental attitude of acceptance and respect for other cultures;
- b. a self confidence to seek to communicate with others in settings within and beyond the school;
- c. a familiarity with the theory and tools of language learning;
- d. the elementary skills of listening, speaking, reading and writing in a limited manner in Spanish;
- e. a foundation for success and mastery of the language in high school classes.

Skills According to Strands in Levels I, II, III

Level I

- A. **Communication** is the functional strand and comprises the twin objectives of *receptive* language (that is, the ability to listen to and read in the target language on a variety of topics) and *expressive* language (that is, the ability to speak and write in the target language on a similar variety of topics).

Within this strand, students in the first four years of instruction (generally pre-kindergarten, kindergarten and grades 1 and 2) will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Singing, reciting, identifying letters and sounds in the Spanish alphabet
2. Reciting and responding to/with various greetings and farewells
3. Reciting and using selected phrases of politeness, praise, apology and classroom requests.
4. Introducing oneself with name, age and origin (soy de)
5. Introducing family members to others
6. Counting and using numerals 1-31
7. Stating day, month and date for today, yesterday and tomorrow as well as naming the seasons of the year
8. Describing an object by its color

- B. **Cultures** is the societal strand and comprises study of the received ideas and attitudes of the target culture as well as how those ideas and attitudes express themselves in the overt practices and products of that culture.

Within this strand, students in the first four years of instruction (generally pre-kindergarten, kindergarten and grades 1 and 2) will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Understanding and using the appropriate setting for various greetings and farewells as well as phrases of polite interaction with adults and peers
2. Knowing and using vocabulary for family members and others in close social contact
3. Experiencing the Hispanic family unit and customs through literature, art, music and games of a Hispanic culture
4. Knowing and participating in Hispanic religious traditions and cultural celebrations

- C. **Comparisons/Connections** is the interdisciplinary strand and involves connections with other content areas; the expansion of student knowledge of cultures and languages through study of the target language, specifically the continual discovery of perspectives, practices, products, and linguistic structures similar to and different from their own; and the development of the ability to hypothesize about cultural and linguistic systems in general.

Within this strand, students in the first four years of instruction (generally pre-kindergarten, kindergarten and grades 1 and 2) will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Knowing and using alphabet symbols to determine sounds and spell vocabulary in both native and acquired language
2. Using phrases of polite interaction and classroom requests in both native and acquired language
3. Reciting and recognizing numerals 1-31 and writing numerals 1-20 in both native and acquired language
4. Echoing the correct form to indicate the current year
5. Correlating and using eight basic color words as descriptors in both native and acquired language and beginning to note the adjectival changes required in Spanish
6. Reciting and identifying time concepts such as days, months, dates and phrases: yesterday, today and tomorrow
7. Relating to appropriate persons personal information such as name, age and origin in both native and acquired language
8. Identifying family members and their own place in that family unit in both native and acquired language
9. Praying selected prayers in chorus and beginning memorization in both native and acquired language
10. Recognizing similarities and differences between Hispanic religious and cultural celebrations and children's own life experience.
11. Appreciating the many locations of Hispanic countries as seen on a world map

- D. **Communities** is the enrichment, extra-curricular, and post-instructional strand and involves students showing evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment both within and beyond the school setting.

Within this strand, students in the first four years of instruction (generally pre-kindergarten, kindergarten and grades 1 and 2) will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Practicing vocabulary at home
2. Utilizing cultural games at recess play
3. Participating in the spoken and sung parts of the acquired language in school and Sunday liturgies
4. Learning from field trips which reinforce and expand the experience of Hispanic language and culture.
5. Learning additional vocabulary and cultural aspects from invited Hispanic guests.
6. Appreciating the expanse of God's world and the many different people in it
7. Experiencing the Hispanic family unit and customs through literature and art

Level II

- A. **Communication** is the functional strand and comprises the twin objectives of *receptive* language (that is, the ability to listen to and read in the target language on a variety of topics) and *expressive* language (that is, the ability to speak and write in the target language on a similar variety of topics).

Within this strand, students in the second three years of instruction (generally grades 3-4-5) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Spelling orally and writing both isolated vocabulary and a sentence from dictation
2. Using greetings fluently on a daily basis with adults and peers and begin to note distinctions between formal and informal expressions
3. Learning, using and responding fluently to phrases of classroom management
4. Learning and using fluently the social skill of personal introduction to include birthday, phone number, and statement of like/dislike
5. Introducing friends and family members
6. Learning and using 1-100 orally in mathematical operations, writing the matching numeral words and counting by 5's
7. Correctly describing an object by its color; using nouns and color descriptions with attention to changes needed in spelling and article to designate gender and number
8. Using vocabulary to describe weather as well as clocked time to narrate a personal schedule to the hour, half-hour and quarter hour
9. Learning and using vocabulary to name community workers and places and enact an original dialogue indicating understanding of the position in society

- B. **Cultures** is the societal strand and comprises study of the received ideas and attitudes of the target culture as well as how those ideas and attitudes express themselves in the overt practices and products of that culture.

Within this strand, students in the second three years of instruction (generally grades 3-4-5) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Courteously and fluently using appropriate greetings with adults and peers and identifying when formal and informal expression is required
2. Learning and using vocabulary for community workers and places, giving special attention to any that are peculiar to Hispanic experience
3. Praying in the acquired language and understanding and participating in religious traditions and cultural celebrations
4. Appreciating that there are many native countries of Hispanic people and beginning to note some differences within the cultures
5. Increasing Hispanic cultural appreciation and knowledge through songs, games, literature and art

- C. **Comparisons/Connections** is the interdisciplinary strand and involves connections with other content areas; the expansion of student knowledge of cultures and languages through study of the target language, specifically the continual discovery of perspectives, practices, products, and linguistic structures similar to and different from their own; and the development of the ability to hypothesize about cultural and linguistic systems in general.

Within this strand, students in the second three years of instruction (generally grades 3-4-5) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Reinforcing, that as in English, vocabulary is learned and used for the purpose of oral and written communication
2. Courteously and fluently using appropriate Spanish phrases of classroom management, such as “May I please be excused, sharpen my pencil.... Please be seated, stand, line up.... etc
3. Being comfortable introducing self and others with various elements of information appropriate to the circumstance
4. Recognizing and using in math operations the numerals 1 to 100, writing the words for such and counting by 5’s
5. Understanding the likenesses and differences between English and Spanish grammar as affects nouns, articles, gender and number.
6. Knowing and using Spanish vocabulary to describe a personal schedule in clocked time to hour, half- hour and quarter-hour and compare selected elements to a schedule in a specific Hispanic culture e.g. start and close of school day
7. Recognizing and using vocabulary to describe community workers and places, comparing and contrasting to known culture.
8. Praying selected prayers more independently in acquired language.
9. Using map skills to identify locations of many native countries of Hispanic people
10. Becoming increasingly familiar with the culture of Mexico and other selected Hispanic cultures, appreciating the likenesses and differences among these cultures and between the Hispanic culture and present life experience
11. Using resources to research and present information on selected countries of Hispanic culture.

- D. **Communities** is the enrichment, extra-curricular, and post-instructional strand and involves students showing evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment both within and beyond the school setting.

Within this strand, students in the second three years of instruction (generally grades 3-4-5) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Continuing to practice the use of Spanish vocabulary in conversation at home and with friends
2. Utilizing cultural games at recess play
3. Participating in Spanish liturgy on Sunday and/or in specific Spanish elements at any liturgy or prayer time
4. Learning from field trips which reinforce and expand the experience of Hispanic language and culture.
5. Learning additional vocabulary and cultural aspects from invited Hispanic guests.
6. Recognizing the role of community workers in every society and comparing and contrasting those roles to known experience
7. Recognizing how geography, climate, and religion help to shape a culture and the community life-style
8. Becoming more aware of the Hispanic community in their own locale and ways to welcome, assist, and be enriched by their presence

Level III

- A. **Communication** is the functional strand and comprises the twin objectives of *receptive* language (that is, the ability to listen to and read in the target language on a variety of topics) and *expressive* language (that is, the ability to speak and write in the target language on a similar variety of topics).

Within this strand, students in the last three years of elementary instruction (generally grades 6-7-8) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Writing from dictation and to expressing original ideas and thoughts
2. Developing phonetic skills to facilitate oral reading, giving careful attention to pronunciation
3. Using and responding to all greetings, applying rules for formal and informal, masculine and feminine, singular and plural as needed
4. Increasing vocabulary as communication topics are developed by teacher and students
5. Participating comfortably as all classroom management is conducted in Spanish
6. Using numbers 1-1,000 in mathematical operations, writing numeral words for such, and knowing and using the ordinal numbers
7. Expressing official time and being able to state current year and year of birth
8. Participating confidently in appropriate times of oral prayer
9. Progressively learning and applying basic grammar rules so as to communicate correctly in both oral and written modes

- B. **Cultures** is the societal strand and comprises study of the received ideas and attitudes of the target culture as well as how those ideas and attitudes express themselves in the overt practices and products of that culture.

Within this strand, students in the last three years of elementary instruction (generally grades 6-7-8) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Using the correct form of greeting as demanded by the Hispanic cultural tradition
2. Becoming increasingly familiar with classroom management directives and the correct response as would a native speaker in a Spanish classroom
3. Investigating and celebrating Spanish religious traditions and their cultural importance
4. Exploring basic geography by continent as it relates to Hispanic cultures
5. Exploring art and customs of Hispanic cultures
6. Examining current events that relate to Hispanic culture
7. Exploring current events as they relate to the Hispanic people and effect their life experience

- C. **Comparisons/Connections** is the interdisciplinary strand and involves connections with other content areas; the expansion of student knowledge of cultures and languages through study of the target language, specifically the continual discovery of perspectives, practices, products, and linguistic structures similar to and different from their own; and the development of the ability to hypothesize about cultural and linguistic systems in general.

Within this strand, students in the last three years of elementary instruction (generally grades 6-7-8) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Connecting the ability to read well orally in English as well as in Spanish
2. Courteously and fluently using and responding correctly to all greetings and developing vocabulary needed for conversation about topics of interest and concern
3. Applying knowledge of Spanish numerals to basic Mathematical operations and use of ordinal numbers
4. Using the correct form to express official time as used in some Hispanic countries and being able to state the current year and year of birth in correct Spanish form.
5. Praying with the community in Spanish and noting how words of familiar prayers are/are not literally translated from one language to the other.
6. Understanding the effect of geographic location on the life-styles of various Hispanic communities
7. Being aware of the art and music of the Hispanic culture, appreciating and recognizing the effect on American art and music
8. As Christians, considering ways to welcome and enrich the Hispanic people with the application of the eight Principles of Catholic Social Justice.
9. Seeing the likenesses and differences between English and Spanish grammar rules and applying both
10. Keeping informed about current events as they affect the Hispanic people in the United States as well as in countries of Hispanic culture.

- D. **Communities** is the enrichment, extra-curricular, and post-instructional strand and involves students showing evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment both within and beyond the school setting.

Within this strand, students in the last three years of elementary instruction (generally grades 6-7-8) will review and continue to use skills previously acquired, be introduced to new areas of foreign language learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Coming to more fully appreciate the universality of the church as God's world-wide family by participating in the Spanish liturgies and other community gatherings
2. Learning from field trips which reinforce and expand the experience of Hispanic language and culture.
3. Learning additional vocabulary and cultural aspects from invited Hispanic guests.
4. Reading for information and enjoyment in Spanish
5. Communicating more easily in Spanish in both verbal and written expression
6. Recognizing how geography, climate, and religion help to shape a culture which includes art, music and family traditions
7. Studying current world events so as to understand the inter-connectedness of all peoples and respond as Christians and citizens committed to peace and justice

Scope and Sequence Chart

Core Topics	Strand	Emergent Level I (PK)	Introduction Level I (K)
		Generally in chorus and as an echo response, children will begin to:	In chorus but with less echo prompt, children will continue previous skills and:
Alphabet	A, C	Hear/Sing Spanish alphabet	Recite Spanish alphabet
Greetings	A, B	Respond to 2-3 greetings	Respond to expanded number of greetings
Daily Expressions	A, B, C	Use phrases: please and thank you	Use phrases of praise and God bless you
Personal Introduction	A, C	Repeat name and age	State name and age with echo prompt
Numbers	A,C	Recite 1-10 as echo	Recognize 1-10 and recite 11-31 as echo
Time Concepts	A,C	Echo Days of the Week	Echo Months of the Year & phrases “today is, yesterday was & tomorrow will be” and recite Days of the Week
Colors	A,C	Recite 8 basic color words	Recite and correlate word with a color
Family & Community	B,C, D	Know vocabulary for mother, father and friend	Know vocabulary for brother, sister, son, daughter, baby and teacher
Prayers/Religion	B,C, D	Echo: The Sign of the Cross & Glory be to the Father Celebrate Spanish religious traditions	Echo: Hail Mary Celebrate Spanish religious traditions
Cultural awareness	B,C, D	Learn and enjoy cultural music, games literature & art Celebrate Spanish heritage holidays	Learn and enjoy cultural music, games literature & art Celebrate Spanish heritage holidays
ENRICHMENT			
Animals	A,C		
Food Items	A,B,C,D		
Body Parts	A,C		
Elements of Nature	A,C		
Vehicles	A,B,C,D		
Toys	A,B,		
Holidays	B,C,D		
Clothing	A,B,		
School Environment	A,B,C		
Shapes	A,C		
Church	A,B,C,D		

A= Communication (Functional) B= Culture (Societal) C= Connections and Comparisons (Interdisciplinary)
D Communities (Enrichment, Extra-curricular and Post- Instructional)

Core Topics	Strand	Development Level I (1)	Proficiency Level I (2)
		With individual practice, children will continue previous skills and:	Progressing through this level, children will review previous skills and:
Alphabet	A, C	Identify letters & imitate sounds	Orally spell selected vocabulary in Spanish alphabet
Greetings	A, B	Use greetings	Use greetings on a daily basis with adult(s) and peers
Daily Expressions	A, B, C	Use phrases of apology	Echo classroom management phrases of permission
Personal Introduction	A, C	State name and age	State name, age, and origin (soy de)
Numbers	A,C	Recognize 1-31 and write numeral words 1-10	Recognize and use orally 1-31 in math operations, write numeral words 1-20 & echo current year
Time Concepts	A,C	State day, month and date of today, yesterday and tomorrow with decreased echo prompt.	Name seasons and associated months and use phrases today, tomorrow and yesterday as applied to days of week.
Colors	A,C	Use words to identify an object's color	Repeat description of an object listening especially to adjective gender agreement changes
Grammar	A,C		Repeat description of an object listening especially to adjective gender agreement changes
Family & Community	B,C, D	Know vocabulary for grandparents, aunts, uncles, cousins	Know vocabulary for step-parents and be able to introduce family members
Prayers/Religion	B,C, D	Echo : Our Father Celebrate Spanish religious traditions	Recite from memory the Sign of the Cross, read orally Glory be to the Father and continue to share celebration of Spanish religious traditions.
Cultural awareness	B,C, D	Learn and enjoy cultural music, games literature & art Celebrate Spanish heritage holidays	Be aware of location of the many Spanish speaking countries as shown on a map; continue to learn & appreciate cultural music, games, literature & art
ENRICHMENT			
Animals	A,C		
Food Items	A,B,C,D		
Body Parts	A,C		
Elements of Nature	A,C		
Vehicles	A,B,C,D		
Toys	A,B,		
Holidays	B,C,D		
Clothing	A,B,		
School Environment	A,B,C		
Shapes	A,C		
Church	A,B,C,D		

A= Communication (Functional)

B= Culture (Societal)

C= Connections and Comparisons (Interdisciplinary)

D Communities (Enrichment, Extra-curricular and Post- Instructional)

Core Topics	Strand	Introduction Level II (3)	Development Level II (4)	Proficiency Level II (5)
		Progressing through this level, children will review previous skills and:	Progressing through this level, children will review previous skills and:	Progressing through this level, children will review previous skills and:
Alphabet	A,C	From dictated letters, write vocabulary words	Increase vocabulary, review and strengthen spelling and writing skills	Write a sentence from dictation
Greetings	A,B	Initiate greetings with adult(s) and peers	Fluently use greetings with adult(s) and peers	Be introduced to rationale of distinction between formal and informal greeting
Daily Expressions	A,B,C	Use classroom management phrases of permission more fluently and be introduced to classroom commands	Use expanded classroom management phrases and respond to more class commands	Respond automatically to all given classroom commands
Personal Introduction	A,C	State name, age, origin (soy de) and birthday	Be fluent with introduction information and add statement of "I like and/or dislike"	Introduce phone number as used in cultural location and increase like/dislike vocabulary
Numbers	A,C	Recognize and use orally 1-60 in math operations, write numeral words 1-39 and echo current year	Recognize and use orally 1-69 in math operations and write numeral words for same.	Recognize and use orally 1-100 in math operations, write words for same and be able to count by 5's
Time Concept	A,C	State time to hour and half hour and identify weather vocabulary related to seasons	State time to quarter hour, increase weather and time concept vocabulary	Narrate personal schedule using hour, half-hour & quarter hour increments and orally describe seasonal weather in sentence form.
Grammar	A,C	Begin to recognize grammar rules for gender agreement noting especially the definite article - singular and plural	Recognize and use rules for indefinite article – singular and plural	Apply correct definite and indefinite articles singular and plural to select nouns
Family & Community	A,B,C,D	Recognize vocabulary for community workers and places	Recognize and use orally vocabulary of community persons and places in sentences.	Increase vocabulary and enact original dialogue with "community workers."
Prayers/ Religion	B,C,D,	Read orally Hail Mary and Our Father and continue to share celebration of Spanish religious traditions.	Recite by memory the Hail Mary and continue to share celebration.	Recite by memory the Our Father and continue to share celebration.
Cultural Awareness	B,C,D	Identify and appreciate cultural differences and similarities between USA and Mexico; continue to learn & appreciate cultural music, games, literature and art	Research one Spanish speaking country, noting likenesses and differences and continue to learn & appreciate cultural food, music, games, literature and art	Research two Spanish-speaking countries, comparing and contrasting the likenesses and differences.

**A= Communication (Functional) B= Culture (Societal) C= Connections and Comparisons (Interdisciplinary)
D Communities (Enrichment, Extra-curricular and Post- Instructional)**

Core Topic	Strand	Introduction Level III (6)	Development Level III (7)	Proficiency Level III (8)
		Progressing through this level,	Progressing through this level,	Progressing through this level,

		students will review previous skills and:	students will review previous skills and:	students will review previous skills and:
Alphabet	A,C	Expand dictation and pronunciation	Develop phonetic skills as applied to oral reading.	Continue oral reading skills
Greetings and Personal Introductions	A,B,C	Use and respond to greetings using informal and formal, masculine and feminine, and singular and plural.	Increase vocabulary derived from communication topics. Use and respond to greetings using informal and formal, masculine and feminine, and singular and plural.	Increase vocabulary derived from communication topics. Use and respond to greetings using informal and formal, masculine and feminine, and singular and plural.
Daily Expressions	A,B,C	Be able to respond when classroom management is conducted in Spanish	Be able to respond when most classroom management is conducted in Spanish	Be able to respond when all classroom management is conducted in Spanish
Numbers	A,C	Recognize and use numbers 1-300 in math operations, write numeral words for same Be introduced to ordinal numbers	Recognize and use numbers 1-500 in math operations, write numeral words for same Develop use of ordinal numbers	Recognize and use numbers 1-1000 in math operations, write numeral words for same Apply the use of ordinal numbers
Time Concepts	A,C	Be introduced to vocabulary for "official" time	Develop use and expression of official time	Be able to state current year and year of birth
Prayers/Religion	A,B,C,D	Participate in appropriate times of prayer; investigate and celebrate Spanish religious traditions	Participate in appropriate times of prayer; investigate and celebrate Spanish religious traditions	Participate in appropriate times of prayer; investigate and celebrate Spanish religious traditions

Core Topic	Strand	Introduction Level III (6)	Development Level III (7)	Proficiency Level III (8)
Cultural Awareness	B,C,D	Explore basic geography by continent as it relates to Hispanic cultures. Explore art and customs that relate to Hispanic cultures. Introduce the 10 Catholic principles of social justice and their relation to Hispanic cultures.	Explore basic geography by continent as it relates to Hispanic cultures. Explore art and customs that relate to Hispanic cultures. Develop the 10 Catholic principles of social justice and their relation to Hispanic cultures.	Explore basic geography by continent as it relates to Hispanic cultures. Know the capitals of major Spanish speaking countries. Explore art and customs that relate to Hispanic cultures. Implement the 10 Catholic principles of social justice and relation to Hispanic cultures.
Grammar	A,C	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 comer” Be made aware of grammar implicit in statements of likes and dislikes, such as “tambien and tampoco” Pronouns: personal pronouns	Know the grammar skills and concepts for: Verbs: Conjugate regular ar, er, ir, verbs in present tense only. Use subject/verb agreement. Recognize select irregular verbs Fully explain and manipulate the grammar in statements of like and dislike	Know and apply the grammar skills and concepts for: Verbs: infinitives (ar, er, ir) Conjugate regular ar, er, ir, and select irregular verbs in present tense only. Become acquainted with stem changing verbs in present tense only Use subject/verb agreement. Prepositions: Be exposed to basic prepositions including prepositional phrases “del” and “al”
Current Events	A,B,C,D	Explore current events as they relate to the Hispanic community.	Explore current events as they relate to the Hispanic community.	Report on a current event as it relates to the community.

Resources

Websites:

Alphabeto

Apples 4 Teachers Click any letter of the alphabet to hear it. Click the chalk to see and hear a word spelled out. Followed by a picture of that word.

<http://www.apples4theteacher.com/alfabetoenespanol.html>

by

Primary Spanish

Spanish activities with pictures. <http://stepstar.esd101.net/k12/ps/activities.htm>

Spanish Numbers

Select a group 1-30, 31-60, 61-90, 91-100, by 10s, and more. Move your mouse over a number to hear it pronounced and see them written. Practice Activities available using drag & drop. http://www.jvl.net.com/~liliana/Spanish_Numbers.html

Viva Spanish

K - 4th Grade. <http://www.vivaspanish.org/>

Basic Spanish Words With Pronunciation

Click a category: vowels, colors, eating, days of the week, and others. Click each word to hear it. <http://members.aol.com/alvareze/spanish/>

Web Spanish Lessons

Click "Lesson 1, 2, etc". Click any of the words to hear them spoken. <http://www.june29.com/Spanish/>

Primary Spanish

Click the red or green eye to see the words. http://www.bbc.co.uk/schools/primaryspanish/start_here/i_like_it/

Quia Spanish Activities <http://www.quia.com/shared/>

Spanish Flashcards <http://members.tripod.com/spanishflashcards/>

Living Language

French, German, Italian, and Spanish. Click the radio button beside Useful Expressions, Finding Your Way, Dining Out, etc. Click an expression to hear how to say it.

<http://www.fodors.com/language/>

Lingua Web

French, Spanish, Italian, and others. Online listening activities, quizzes, games, and more. <http://www.linguaweb.ndirect.co.uk/pages/spanlev1.htm>

Learn Spanish from Lingolex <http://www.lingolex.com/spanish.htm>

[Translator Alligator](http://www.funbrain.com/lang/index.html) by Fun Brain <http://www.funbrain.com/lang/index.html>
Spanish.

<http://www.dltk-kids.com/world/mexico/index.htm> (Cinco de Mayo)

<http://www.annieshomepage.com/sthanksgivingmain.html> (Spanish prayers)

<http://languageadventure.net> (vocabulary builder)

www.literacycenter.net

www.jvnet.com

www.pdictionary.com

<http://www.teachmetapes.com>

<http://www.spanishforkids.com>

<http://www.lingolex.com/spanish.htm>

<http://www.omniglot.com/writing/spanish.htm>

<http://www.studyspanish.com/tutorial.htm>

<http://www.songsforteaching.com/spanishsongs.htm>

<http://www.primeraescuela.com/themesp/formas.htm>

<http://jc-schools.net/tutorials/tools/foreignlang.html>

<http://www.abcteach.com/directory/languages/>

<http://www.e-worksheets.com/spanishshop.htm>

Videos:

Ancient Civilizations for children

Families of Mexico

Central American Heritage

Professor Parrot

Literature for children:

Inca-Aztec-Maya activity book

Cenicienta

La Bella Durmiente

Los tres cerditos

Blanca Nieves

Ricitos de oro

La caperucita roja

Mas Espanol con Ritmo (to learn songs)

CD's and computer software:

Bilingual songs: English/Spanish – Vol. 1 and 2

Seamos Amigos

Lyric Language -interactive music and video language program

“De Colores” and other Latin-American folk songs for children

Jump Start “Spanish for kids”

References

United States Conference of Catholic Bishops (2000). *Welcoming the Stranger Among Us: Unity in Diversity*. Washington.

National Conference of Catholic Bishops (1983). *The Hispanic Presence, Challenge and Commitment: A Pastoral Letter on Hispanic Ministry*. Washington

Cardinal O. R. (2003). *Companions on the Journey: Gospel Attitudes Toward Migration, in All Come Bearing Gifts Proceedings of the National Migration Conference*. Washington: NCCB/UCSS

National Standards in Foreign Language (1994). *Standards for Foreign Language Learning* Found May 30, 2006 from: www.actfl.org/files/public/execsumm.pdf .