

**FOREIGN LANGUAGE CURRICULUM  
FOR ELEMENTARY SCHOOLS**

**SPANISH**

**Department of Catholic Schools  
Diocese of Tucson  
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## VISION STATEMENT

This Foreign Language curriculum embraces a broad spectrum of communication skills utilizing the five C's of essential foreign language education: Communication, Culture, Connections, Comparisons and Community. The standards presented offer a vision of what students should know and be able to do with other languages. In order to attain these standards, students require a foreign language program that provides rich curricular experiences. The goal of this curriculum is to develop positive attitudes and excitement toward learning the Spanish language. Through the skills of listening, speaking, reading and writing, students are able to broaden their awareness, acceptance and understanding of the Hispanic culture.

This program is designed to accommodate varying levels of language learners as they progress through the stages of the National Foreign Language Curriculum with Readiness, Foundations, and Essential objectives.

Additionally, elements of the Catholic faith tradition are integrated into this Spanish curriculum in order to provide a meaningful language and cultural experience within the context of the Catholic faith.

## **INTRODUCTION**

This foreign language curriculum is based on the National Foreign Language Standards (2006). The curricular elements of the Foreign Language Standards incorporate the five C's: Communication, Culture, Connections, Comparisons, and Communities. It is divided by levels of Readiness, Foundations and Essentials with each level having its own set of objectives.

The purpose of this curriculum is to provide teachers and school administrators with a common academic standard which targets specific milestones and goals in teaching the Spanish language to students in grades preK-8.

Due to the varied ability of language students and the wide variety of instructional situations within the individual schools, this curriculum has been formatted in a non-graded fashion, appropriate for all learners, preK through 8.

This curriculum is designed to address the specific readiness skills to begin studying a language, foundational skills to continue language development and essential skills to master necessary competencies, giving students a well-rounded foundation and appreciation of the language for further study.

Provided in this curriculum is a checklist for the objectives. This checklist provides an easy method to view the experience gained by the language student.

Additionally, language resource pages and Student Learning Expectations pages are provided and may be adapted by individual schools.

Citations used within the curriculum refer to foreign language standards and the objectives within the Readiness, Foundation and Essential competencies. (i.e. FL1-E2: foreign Language Standard 1, Essential 2). Furthermore, suggested activities and assessments are offered to assist novice instructors in the formulation of ideas for lesson planning and assessment.

The goal of this curriculum is to develop positive attitudes and excitement toward learning the Spanish language. As Catholic school educators, we believe that understanding a different culture will create an appreciation and awareness for the diversity of all God's children.

# Spanish

**Level: Pre-Readiness  
(PreK-K)**

## Communication – Communicate in Languages other than English

**Standard 1: Students engage in conversation, provide and obtain information, express feelings, and preference, and exchange ideas and opinions.**

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.1.1	Respond to simple commands	“Hello” “Goodbye” “How are you today?” etc.
		P.1.2	Listen and recite simple words and phrases	“How are you today?” “Very well.”
		P.1.3	Listen to short conversations/stories on familiar topics	Teacher will read a short story in English and repeat in foreign language
		P.1.4	Listen and recite expression of feelings	“How are you feeling today?” Happy, sad, excited, etc.

**Standard 2: Students understand and interpret written and spoken communication on a variety of topics.**

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.2.1	Listen and recite colors	Red, orange, yellow, green, blue, purple, pink, black, brown, white, and gray
		P.2.2	Listen and recite shapes	Square, rectangle, triangle, circle, star, heart, and oval
		P.2.3	Listen and recite numbers	1 through 10 and 11 through 20
		P.2.4	Listen and recite simple prayers, songs and poems	Hail Mary, Glory Be, Thank Thank Thank You Lord, Itsy Bitsy Spider, Happy Birthday, etc.
		P.2.5	Explore topics related to school subjects in the target language including: weather terms, animals, clothing, family, classroom objects, body parts, and geographical concepts	Point to item or photograph say word in English and repeat in foreign language. Students repeat.

## Communication

### Standard 3: Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.3.1	Greet people and make small conversations	Listen and repeat to conversation words: Hello, how are you today?
		P.3.2	Follow simple instructions, ask, and answer questions	Listen and repeat instructions.
		P.3.3	Participate in a school or community celebration	Participate in an annual cultural festival.
		P.3.4	Perform a song or skit in the target language	Plan, practice, and perform for a group of individuals at school or in the community.

## Cultures – Gain Knowledge and Understanding of other Cultures

### Standard 4: Students demonstrate an understanding of the relationship between the practices, products, and perspectives of the culture.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.4.1	Participate in age-appropriate cultural activities such as games, songs, and celebrations	See appendix for ideas of games and celebrations
		P.4.2	Make basic comparisons between celebrations of the target culture and own culture	Halloween and Dia de los Muertos, Independence Day
		P.4.3	Recognize culture artifacts, symbols, and songs that serve similar purpose	Mexican flag, calacas, Calaveras and other symbols of Día de los muertos

## Connections – Connect with other disciplines and acquire information

### Standard 5: Students reinforce and further their knowledge of other disciplines through the foreign language.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.5.1	Explore a variety objects from the culture	Food, clothing, musical instruments, money, flags
		P.5.2	Listen to and talk about age appropriate folk tales, short stories, poems and songs that are written for native language	See appendix for appropriate stories

**Level: Readiness (Gr. 1-4)**

**Communication – Communicate in Languages other than English**

**Standard 1: Students engage in conversations, provide and obtain information, express feelings and preferences, and exchange ideas and opinions.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								1FL-R1	Greet people, make small talk and close conversations	Practice conversations with each other sing songs Do rhymes to remember vocabulary greetings
								1FL-R2	Give and follow simple instructions and ask and answer questions	Commands Classroom management phrases and question words Practice these words as instructions are given. Gestures can be given to help increase understanding.
								1FL-R3	Express likes and dislikes	Me gusta, No me gusta As students learn other vocabulary, teacher will continually ask for their opinions.
								1FL-R4	Describe people, places and things in their daily lives	Classroom objects Family words Learn words through gestures and silly songs. Use these words in the context of sentences.
								1FL-R5	Identify occupations in the target language	Teachers and personnel in school Learn vocabulary about different positions in the school, where they work and what they do.

## Communication

### Standard 2: Students understand and interpret written and spoken communication on a variety of topics.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								2FL-R1	Respond to simple commands	Classroom commands Respond to commands by acting out nonverbally.
								2FL-R2	Read and understand simple words and expressions	Commands and common phrases Introduce vocabulary and put gestures to the words. Create a word of the week to practice.
								2FL-R3	Comprehend short conversations/stories on familiar topics	Create stories using vocabulary (see textbook resources). Practice vocabulary then read and act out the stories.
								2FL-R4	Identify people and objects based on oral and written descriptions	Colors and clothing Describe a person in the class using color and clothing words. Have students guess who is being described.
								2FL-R5	Interpret gestures, intonation and other visual and auditory clues	Use gestures or auditory clues for most vocabulary. These gestures can be used as clues. Use of pictures or other visuals encouraged.
								2FL-R6	Comprehend the main ideas and identify the main characters of short stories or children's literature.	Read stories created in class or teacher-driven stories. Teacher can create stories in Power point, using vocabulary.

## Communication

### Standard 3: Students present information, concepts and ideas to an audience of listeners and readers on a variety of topics.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								3FL-R1	Recite stories and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression	Sing songs based on various vocabulary words (see CD list for ideas). Act out stories that are teacher-created or class-created. SLE: skits/songs for mass, prayers
								3FL-R2	Write or orally present brief messages	Oral presentations or short stories or skits
								3FL-R3	Present descriptions of familiar people, places and things to a group	Family and Classroom objects: learn classroom objects through visuals or TPR. Talk about quantity and descriptions of family members.
								3FL-R4	Read and recite short poems or stories with appropriate expression	Recite prayers such as the “Hail, Mary”. Act out stories with expression that indicated understanding.

## Cultures - Gain Knowledge and Understanding of other cultures

### Standard 4: Students demonstrate an understanding of the relationship between the practices, products and perspectives of the culture studied.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								4FL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	Talk about cultural differences. Use native students from the classroom as examples.
								4FL-R2	Participate in age appropriate cultural activities such as games, songs, celebrations and short dialogues	Students may learn Mexican holidays including Día de los Muertos, Mexican Independence day, Virgin de Guadalupe, Las Posadas, Christmas carols, Easter, Cinco de mayo
								4FL-R3	Identify and describe a variety of objects from the cultures (toys, dress, buildings, food)	Students will learn something of the special holiday foods in Mexico.
								4FL-R4	Identify parts of the world where the target language is spoken	There are twenty different countries that speak Spanish. Students may look at and label maps. Students may do flag activities.

**Connections - Connect with Other Disciplines and Acquire information.**

**Standard 5: Students reinforce and further their knowledge of other disciplines through the foreign language.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-R1	Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographic content	Math: after learning numbers, students can do math problems in Spanish Geography: Students can learn about other countries that speak Spanish History: Students will learn a little of the history behind such celebrations as Mexican Independence Day and Cinco de Mayo. Weather: Students may learn weather terms and are able to identify the weather of the day.

**Standard 5.1: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-R2	Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers.	Students may listen to Mexican Christmas carols, birthday songs and legends from Mexico.

**Comparisons - Develop Insight into the Nature of Language and Culture**

**Standard 6: Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								6FL-R1	Recognize that words are borrowed from one language to another	Point out cognates in stories and songs throughout the year. Explain that Spanish is one of the romance languages, coming from Latin and that many of the phrases are very similar each of the romance languages. Encourage native speakers to compare and contrast the words they use (many are Anglicized versions)

**Standard 6.1: Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								6FL-R2	Make basic comparisons between the celebrations of the target culture and their on culture	Dia de los Muertos, Mexican Independence Day, Virgen de Guadalupe, Las Fallas, Festival de San Fermin, Cinco de Mayo

**Communities – Participate in multilingual communities at home and around the world**

**Standard 7: Students use the language both within and beyond the school setting.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-R1	Participate in a school or community celebration	Students may participate in holiday activities such as Las Posadas or Día de los Muertos. Students may participate in liturgical celebrations such as Virgen de Guadalupe.
								7FL-R2	Perform a song or skit in the target language for an audience	Students may sing songs for other classes or for talent shows. Students may perform skits at school mass.
								7FL-R3	Understand and listen to presentations about occupations or careers	Students may have guest speakers come to talk to them about their professions.

**Level: Foundations (Gr. 4-6)**

**Communication: Communicate in Languages other than English.**

**Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								1FL-F1	Comprehend and interpret a brief narrative, poem or prayer	Comprehend, interpret and recite prayers such as The Lords Prayer and The Hail Mary. Sing <i>De Colores</i> using sign language. Students recite aloud to each other and teacher.
								1FL-F2	Comprehend brief written messages and short personal notes	Students will make will write short message on greeting cards such as valentines, birthdays, letters, etc. Students will be evaluated for comprehension and written work.
								1FL-F3	Comprehend simple recorded material	Comprehend recorded material in songs, such as Christmas songs, <i>De Colores</i> , <i>Las Mañanitas</i> ; listen to recordings and sing as they use sign language for comprehension. Assess for comprehension by demonstrating correct signs, verbal presentation, and oral questions.
								1FL-F4	Follow simple written instructions	Give verbal and written instructions that they will follow. Practice the vocabulary using “Teaching Proficiency through Reading” (TPR) actions. Topics may include the alphabet and rules of pronunciation. Assess for comprehension and oral participation.
								1FL-F5	Identify parts of a short story, e.g., climax, main idea, conflict	Draw pictures identifying the climax, main idea, and conflict of a mini-story. Act out the story using TPR actions. Evaluate for comprehension by their demonstrations, discussions and questions
								1FL-F6	Identify and describe the main ideas/themes/characters in a story.	Draw pictures and then describe to each other the main characters in a mini-story.

## Communication

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

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								2FL-F2	Give and follow directions to carry out a specific task and ask questions for clarification	Give directions to each other and then to the class. Evaluate for comprehension with oral questions and commands.
								2FL-F3	Exchange information about personal events and memorable experiences	Explain to each other/teacher/class how they celebrate specific holidays and celebrations at their home. Evaluate by oral questions and presentations.
								2FL-F4	State opinions about objects, people and events present in their everyday lives	State to each other likes and dislikes pertaining to specific objects, people or events in their lives. Evaluate by their verbal presentation.
								2FL-F5	Acquire goods or information through interaction	State information given to them by others such as story telling. Learn foods and how to order in Spanish at a restaurant. Other topics may include the vocabulary for the calendar. Evaluate by their verbal presentation and questions.

**Communication**

**Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								3FL-F1	Perform short plays, poems, prayers, songs and dances.	Perform Christmas songs and dances during school celebrations such as Las Posadas. Evaluate by their performance and presentation.
								3FL-F2	Write or orally present brief messages that provide information	Present the instructions to each other and to the class with map skills. Other topics may include the vocabulary for travel and vacation. Evaluate by their written and oral presentation.
								3FL-F3	Present basic (biographical) information about self or others in front of a group	Introduce themselves and each other in front of the class. Identify the informal and formal vocabulary use of oral presentation. Other topics may include the family and community. Evaluate by their verbal presentation.
								3FL-F4	Read and recite short poems or mini-stories with appropriate expression and rhythm	Memorize and recite, short poems, prayers, songs, etc. Evaluate presentations.
								3FL-F5	Share their interpretations, reactions, and feelings about a piece of literature	State their opinions regarding certain literature or their own mini-stories. Evaluate by their oral questions and discussion.

**Cultures: Gain Knowledge and Understanding of other cultures.**

**Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								4FL-F1	Identify and discuss (in English, if necessary) typical behaviors from the target culture in a variety of specific settings	Examine and participate in the Hispanic holidays such as <i>Día de los Muertos</i> , Our Lady of Guadalupe, <i>Las Posadas</i> , <i>16 de septiembre</i> , <i>5 de mayo</i> , etc. Participate in <i>Día de los Muertos</i> by bringing pictures to an altar and sharing memories of people that have died. Perform a skit of the story of Our Lady of Guadalupe. During Christmas celebrate <i>Las Posadas</i> by participating in a procession asking for shelter. Assess: questions, discussion
								4FL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	Use internet to research Spanish speaking countries and then draw on a poster board the country to include cities and geographical features. Present their countries to the class. Other topics may include professions. Evaluate by their presentations.

## Cultures

**Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								4FL-F3	Use culturally appropriate language and behaviors in basic school and social situations such as customs with foods, clothing, etc.	Comprehend and apply the difference between formal and informal greetings. Students will have different scenarios in order to understand and present the difference between formal and informal communication and other customs such as foods and clothing. Evaluate by oral discussions and presentations.
								4FL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	Examine the picture of Our Lady of Guadalupe and interpret the signs and symbols found in the image. Examine the flag and its symbols.

**Connections: Connect with Other Disciplines and Acquire information.**

**Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	Comprehend and apply math facts and math problems in Spanish. Give directions. Evaluate by their verbal and written presentation.

## Connections

**Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	Watch and comprehend a religious video in Spanish. Take notes and answer questions regarding the videos. Evaluate by their written answers and discussions.

## Comparisons: Develop insight into the nature of language and culture.

**Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								6FL-F1	Identify and compare (in English, if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play	Topics may include: names, fiestas – piñata, mariachis, sports -el béisbol, la quinceañera, school schedules, body language and gestures, bargaining over price of an item, breakfast in Spain, telling time, and saint days. Assess: discussions
								6FL-F2	Recognize (in English, if necessary) the process of word/idea borrowing from one language by another	Find cognate words as they read stories in Spanish. Evaluate by their verbal and written abilities.
								6FL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	Compare the different sounds in the Spanish and English alphabet. Evaluate by their verbal discussion.
								6FL-F4	Compare appropriate gestures in the target language and the culture studied to their own.	Through the study of proximity to Mexico, Holidays such as Día de los Muertos and Halloween, Navidad and Christmas, etc.

**V: Communities: Participate in multilingual communities at home and around the world.**

**Standard 5.1: Students use the language both within and beyond the school setting.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-F1	Use the library to select, magazines, CDs, internet, etc., in the target language; share their content with others	Select, magazines, CDs, internet sites, etc., and will share these with the class. Evaluate by their verbal presentation.
								7FL-F2	Identify people in the community who use the target language in their work; invite them to share information with the class and ask the questions.	People from the community such as a Hispanic dance instructor, restaurant owner, social agencies, and touring industries will be invited to share information and answer questions to the class. Assess: orally

**Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-F3	Create original materials (e.g., short stories, poems, crafts) to exchange with classes in other communities or countries	Write short stories, letters, poems, make crafts to exchange with schools (Sacred Heart school and Immaculate Conception school), communities or countries. Evaluate by their verbal and written presentation.
								7FL-F4	Present information to others (in English, if necessary) about the target language and culture	Present information to others describing the language and its culture. Evaluate by their verbal and written presentations.

**Level: Essentials (Grades 7-8)**

**Communication – Communicate in languages other than English.**

**Standard 1: Students engage in conversations, provide and obtain information, express feelings and preferences, and exchange ideas and opinions.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								1FL-E1	Express and react to a variety of feelings	Written and oral quiz
								1FL-E2	Develop and propose solutions to issues and problems cooperatively with other students	Students discuss school issues and problems and write up a solution to the issue or problem.
								1FL-E3	Support opinions with factual information	Students write a letter to the editor of a magazine or newspaper expressing their opinion on a particular topic

**Standard 2: Students understand and interpret written and spoken communication on a variety of topics.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								2FL-E1	Comprehend the main idea in authentic oral and written materials on familiar topics	Student oral summaries Students illustrate a story to demonstrate comprehension
								2FL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions	Create Illustrations to demonstrate comprehension. Written test
								2FL-E3	Comprehend, interpret and analyze the style of a short piece of fiction or essay on familiar topics	Students read a folktale in Spanish and write an alternate ending using the elements of a folktale.
								2FL-E4	Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays`	Students read several short folktales in Spanish and write a recipe or an instructional booklet on how to create a folktale Students will create a skit using elements of a skit or play.
								2FL-E5	Identify emotions and feelings from selected reading material	Students create a picture that identifies the emotion conveyed in a short story or poem.
								2FL-E6	Read a poem and analyze its components	Written test Students act out the poem

**Standard 3: Students present information, concepts and ideas to an audience of listeners and readers on a variety of topics.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								3FL-E1	Present understandable written reports and summaries	Students create a radio announcement that advertises a short story they read and present it to the class. Students create a postcard or brochure about a Spanish speaking country they researched and present it to the class.
								3FL-E2	Perform short, student-created skits and scenes	Students use vocabulary to create a skit or commercial and then perform in class.
								3FL-E3	Present a brief speech	Students recite a prayer or poem of their choice (to class or to school assembly)
								3FL-E4	Prepare tape-(audio) or video-recorded materials	Students create a radio announcement, commercial, skit or interview that is to be recorded and presented to the class.
								3FL-E5	Retell a story	Students present a story they created

**Cultures – Gain knowledge and understanding of other cultures.**

**Standard 4: Students demonstrate an understanding of the relationship between the practices, products and perspectives of the culture.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								4FL-E1	Investigate and participate in age-appropriate cultural practices related to business, sports and entertainment	Holiday performances (Cinco de Mayo Celebration performances)
								4FL-E2	Use and respond appropriately to idiomatic verbal and nonverbal expressions	Oral or written test Create a skit
								4FL-E3	Identify, experience or produce expressive products of the culture, e.g., advertisements, stories, poems	Create a greeting card Create milagros for All Saints day.
								4FL-E4	Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior	Create a dialogue between friends and then a dialogue between an adult and a child to demonstrate how informal and formal language is used.

									4FL-E5	Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts.	Research Florida, New York and Southwest. Write a report on the positive impacts of Spanish speakers in these areas
									4FL-E6	Recognize how the target language and its culture add to the richness of our own cultural diversity	Students write an article for a travel magazine that promotes visiting a Spanish restaurant, store or festival within their community. (Mariachi Conference, Language Fair)
									4FL-E7	Recognize when to switch between formal and informal language	Students create an 8 section comic strip showing how one would communicate with a friend and an adult. (teacher, principal, etc.)

**Connections – Connect with other disciplines and acquire information.**

**Standard 5: Students reinforce and further their knowledge of other disciplines through the foreign language.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-E1	Present reports in the target language orally and/or in writing on topics being studied in other classes	(Science, Social Studies, History) Students write a story that is part fiction and part fact using concepts studied in other classes.
								5FL-E2	Generate reports for other content areas using information acquired through sources in the target language	Written report with work cited page

**Comparisons – Develop insight into the nature of language and culture.**

**Standard 6: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								6FL-E1	Understand how idiomatic expressions impact communication and reflect culture	In class discussion Students illustrate the literal meaning of an idiom
								6FL-E2	Demonstrate awareness that there is more than one way to express ideas across languages.	In class discussion
								6FL-E3	Recognize that there are linguistic and cultural concepts that exist in one language and not in another	In class discussion
								6FL-E4	Compare and contrast a variety of art forms (e.g., music, dance, visual arts, drama) with their own culture through oral and/or written descriptions and/or performance.	Written test Students create a Venn Diagram Class discussion

**Communities – Participate in multilingual communities at home and around the world.**

**Standard 7: Students use the language both within and beyond the school setting.**

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	Use Webquest, call or visit local Latin or Hispanic organizations to obtain information. (LULAC, Hispanic Coalition Tucson International Mariachi Conference, Arizona Historical Society.)
								7FL-E2	Write letters or electronic messages to native speakers	Write letters to Spanish speakers that are part of an ESL program from other schools.
								7FL-E3	Interview community members who speak the target language on topics of personal or professional interest; report the results orally or in writing	Students interview family members, friends or teachers that are Spanish speakers. (oral or written report)

								7FL-E4	Write letters to U.S. communities and other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received.	Write letters to visitor bureaus or tourism centers in a Spanish speaking country. (oral or written report)
								7FL-E5	Identify and select written or oral materials of individual interest; report on them to others	Students write a book report Group discussion

# Student Learning Expectations Adaptations

## St. Cyril of Alexandria Sample

### 1. ACTIVE CHRISTIANS WHO:

- a. show respect for God, self, family, others, Church, authority, property and creation
- b. demonstrate basic knowledge of the foundations of their faith and Catholic Church teachings
- c. demonstrate a moral conscience by modeling good behavior
- d. participate in service to the Church, family, school, and community
- e. prepare and participate in liturgical celebrations and sacraments

Lesson Suggestions: Students learn and say Spanish prayers, such as El Padre Nuestro and El Ave Maria. They examine and participate in Hispanic religious cultures, such as Day of the Dead and Las Posadas. Students learn Spanish songs to sing at the nursing homes.

### 2. LIFE LONG LEARNERS WHO:

- a. demonstrate an enthusiasm for learning
- b. demonstrate a solid foundation in the basics of all diocesan subject areas
- c. develop research skills
- d. employ self-discipline skills to achieve learning
- e. apply a variety of problem solving and critical thinking strategies
- f. adapt to the change within their environment

Lesson Suggestions: Students sing, pray and use vocabulary in order to retain the Spanish Language. They locate information as they learn to use the Spanish- English Dictionary.

3. EFFECTIVE COMMUNICATORS WHO:

- a. demonstrate listening skills
- b. read, write and speak correctly and effectively
- c. ask appropriate questions
- d. utilize technology
- e. recognize, understand, and use nonverbal communication

Lesson Suggestions: Students will listens, read, write and speak correctly and effectively in Spanish as they learn a variety of vocabulary and stories. Students use sign language in order to comprehend vocabulary, songs, and prayers. Students learn to use technology such as how to apply Spanish symbols into their documents.

4. RESPONSIBLE CITIZENS WHO:

- a. take responsibility for their action
- b. know and practice their basic civic responsibilities
- c. recognize each person's interdependence with their environment and the world
- d. promote achievement of community goals
- e. exhibit positive leadership
- f. take responsibility for their action

Lesson Suggestions: Students contribute to the community's well being by singing Spanish songs at the nursing home.

## Our Mother of Sorrows Sample

1. Active Christians who:- live prayer in daily life, actively participate in liturgical, Para liturgical, and sacramental celebrations read, comprehend, and spread the message of the Gospel

Lesson ideas:

- Learn prayers in Spanish
- Do skits at church on holy days
- Sing mass songs in Spanish

2. Active Community Builders who: develop and use life skills to build community, show respect and tolerance toward diverse people and ideas, demonstrate ethical and moral behavior and decision making

Lesson ideas:

- Discuss immigration and its effects
- Talk about how we can help those who may not speak our language
- Discuss, compare/contrast different holidays
- Compare/contrast different customs

3. Responsible Global Citizens who: practice corporal and spiritual works of mercy, recognize the dignity and worth of those whom we serve, show consideration and responsibility toward God's creation

4. Engaged Learners who:, meet academic goals individually and collaboratively,- can apply problem solving techniques to a variety of situations, use a wide variety of educational resources including technology, participate in ancillary programs such as music, art, and physical education

Lesson ideas:

- Use computers to do webquests and search for information on different countries
- Use technology to listen to audio, music
- and other recordings
- Use technology to record classroom stories

# PRAYERS

## 1. Angel de mi Guarda

Angel de mi guarda mi dulce compañía  
No me desampares  
Ni de noche ni de día.  
Si tu me desampara que sera de mi.  
Angel de mi guarda  
Ruega a Dios por mi.



## 2. El Padre Nuestro

Padre nuestro  
Que estás en el cielo.  
Santificado sea tu nombre;  
Venga tu reino,  
Hágase tu voluntad  
en la tierra como en el cielo  
Danos hoy el pan de cada día; perdona nuestras ofensas  
Como también nosotros perdonamos  
a los que nos ofenden;  
No nos dejes caer en tentación  
Y líbranos de todo mal.

Amen

### **3. El Ave María**

Dios te salve, María  
Llena eres de gracia;  
El Señor es contigo;  
Bendita tú eres  
Entre todas las mujeres,  
y bendito es el fruto  
de tu vientre, Jesús.  
Santa María,  
Madre de Dios ruega  
por nosotros pecadores,  
Ahora y en la hora  
de nuestra muerte.  
Amen.

### **4. La Señal de la Cruz**

Por la señal de la Santa Cruz  
De nuestros enemigos  
Líbranos Señor  
Dios Nuestro

En el nombre del padre, del hijo y  
Del espíritu santo  
Amén Jesús



## **5. Oración de Cuaresma**

Señor Mío Jesucristo,  
Dios y Hombre  
verdadero.  
Que moriste por mi amor,  
clavado en la cruz.  
Me peza (Fist over heart)  
de haberte ofendido te ofrezco  
no volverte a ofender.

## **6. Oración de Gracias**

Señor te damos gracias  
por nuestra comida,  
Y por el bienestar de todos,  
de nuestra familia,  
de nuestras maestras,  
de nuestros amigos,  
por todo, gracias Señor.

## **7. Oración de Kindergarten**

Con Dios Me Acuesto,  
Con Dios Me Levanto  
Con La Gracia De Dios  
Y Del Espiritu Santo  
Amen



# SONGS

## 1. Adios Amigos.

Ya me voy.  
Me dio mucho gusto,  
de estar con ustedes  
Adios, Adios  
Adios, Adios

## 2. La Despedida

Adiós, queridos amigos  
Que les vaya muy muy bien,  
Adiós, queridos amigos  
Y cuídense también.



## 3. Silent Night/Noche de Paz

Silent night! Holy night!  
All is calm, all is bright.  
Roud yon Virgin Mother and Child.  
Holy Infant so tender an mild.  
Sleep in heavenly peace,  
Sleep in heavenly peace.

Noche de Paz. Noche de amor.  
Todo duerme al rededor,

el cielo azul  
ño Jesús.  
: paz,  
: paz.



#### **4. Campana Sobre Campana**

Campana sobre campana, Y sobre campana una.  
Asómate a la ventana, Verás al niño en la cuna.

(refrain) Belén, Campanas de Belén, Que los ángeles tocan.  
¿Qué nuevas me traen?

Recogido tu regalo, ¿a dónde vas pastorcito?  
Voy a llevar al portal, requesón, manteca y vino.

(refrain)

Campana sobre campana, Y sobre campana una.  
Asómate a la ventana, Verás al niño en la cuna.

(refrain)

Recogido tu regalo, ¿a dónde vas pastorcito?  
Voy a llevar al portal, requesón, manteca y vino.

(refrain twice) Belén, Campanas de . . . . .

Recogido tu regalo, ¿a dónde vas pastorcito?  
Voy a llevar al portal, requesón, manteca y vino.

Belén Campanas de Belén, Que los ángeles tocan.  
¿Qué nuevas me traen?

## **5. En Belén ¿Qué Paso?**

En Belén, ¿Qué paso? ¿Qué pasó en Belén?  
Un burrito llevó a María y José.  
A María y José, a María y José.  
Un burrito llevó a María y José.



En Belén, ¿Qué paso? ¿Qué pasó en Belén?  
Es el niño Jesús que nació en Belén.  
Es el niño Jesús, es el niño Jesús,  
Es el niño Jesús que nació en Belén.

## **6. Cascabeles**

Oh, qué felicidad, Caminar en un trineo!  
Por los bosques que lindos y se ven.  
Nos paseamos con gritos de alegría,  
Y cascabeles argentinos caminamos.

Cascabeles, cascabeles, Tra la la la la!  
Qué alegría todo el día, Tra la la la la la! (Repeat)



## **7. Los Peces En El Rio**

La Virgen se está peinando  
Entre cortina y cortina  
Sus cabellos son de oro  
Y el peine de plata fina.

Coro:

Pero mira como beben los peces en el río  
Pero mira como beben  
Por ver a Dios nacido  
Beben y beben  
Y vuelven a beber  
Los peces en el río  
Por ver a Dios nacer.

La Virgen lava pañales  
Y los tiende en el romero  
Los pajarillos cantando  
Y el romero floreciendo

Pero mira como beben . . . . .

La Virgen se está lavando  
Con un poco de jabón  
Se le han picado las manos  
Manos de mi corazón.

Pero mira como beben . . . . .

The Virgin is combing her hair  
between the curtains  
Her hairs are of gold  
And the comb of finest silver.

Chorus:

But look how the fishes in the river drink  
But look how they drink  
In order to see God born.  
They drink and they drink  
and they return to drink  
The fish in the river  
In order to see God born.

The Virgin washes diapers  
and hangs them on the rosemary  
the birdies singing  
and the rosemary flowering.

The Virgin is washing herself  
with a little a bit of soap.  
her hands have been irritated  
The hands of my heart.

## **8. De Colores**

De colores, de colores  
se visten los campos  
en la primavera.

De colores, de colores  
son los pajaritos  
que vienen de afuera.

De colores, de colores  
es el arco iris  
que vemos lucir.

Y por eso los grandes  
amores de muchos  
colores me gustan a mi.  
(se repite)

Canta el gallo,  
canta el gallo  
con el quiri, quiri,  
quiri, quiri, quiri.

La gallina, la gallina  
con el cara, cara,  
cara, cara, cara.

los polluelos, los polluelos  
con el pio,  
Pio, pio, pio, pi.

Y por eso los grandes  
amores de muchos colores  
Me gustan a mi.



# Kindergarten

## 1. Pumpkin Riddle

Calabaza, calabacita,  
Redonda y Gordita,  
¿Dónde tienes la carita?  
¡Aquí está! ¡Aquí está!



## 2. Soy La Bruja

Soy la bruja, Soy la bruja  
¿Qué eres tú? ¿Qué eres tú?  
Soy el gato negro, El espanto blanco  
¡Uy, Uy, Uy! ¡Uy, Uy, Uy!  
Soy la araña, Soy la araña  
¿Qué eres tú? ¿Qué eres tú?  
Soy la calabaza, el esqueleto blanco  
¡Uy, Uy Uy! ¡Uy, Uy, Uy!



## 3. La Araña Pequeñita

La araña Mediañita  
Subio, Subio, Subio  
Vino la lluvia y se la llevo.  
Salio el sol y todo lo seco.  
Y la araña Mediañita  
Subio, Subio, Subio. (can do a verse with la arena grande and la arena



#### **4. Diez Calabazas**

Uno, dos, tres, calabazas  
Cuatro, cinco, seis, calabazas  
Siete, ocho, nueve calabazas  
Diez calabazas son.  
Diez, nueve, ocho, calabazas  
Siete, seis, cinco calabazas  
Cuatro, tres, dos calabazas  
Una calabaza es.



#### **5. Cinco Calabacitas Sentadas En Un Portón**

Cinco Calabacitas sentadas en un Portón  
La primera dijo ¡Se esta haciendo tarde!  
La segunda dijo ¡Hay brujas en el aire!  
La tercera dijo ¡Pero no importa!  
La cuarta dijo ¡Es una noche de espantos!  
La quinta dijo ¡corremos y corremos!  
Uh u u u u hizo el viento, y se apago la luz!  
Y las cinco calabacitas, ¡rodaron y rodaron y rodaron!



#### **6. Jesús Ama a Los Niños**

(Jesus Loves the Little Children)

Jesús ama a los niños,  
Todos los niños del mundo,  
Rojo, moreno, negro, blanco.  
Son preciosos en su luz.  
Jesús ama a los niños  
del mundo.

# List of Spanish Resources

## TEXTBOOKS

1. TPR Storytelling by Todd McKay ([www.TPR\\_world.com](http://www.TPR_world.com))
2. Cuéntame by Carol Gaab—TPRS book for grades 3 and up ([www.TPRSpublishing.com](http://www.TPRSpublishing.com))
3. Cuéntame Más by Carol Gaab—TPRS book for grades 5 and up ([www.TPRSpublishing.com](http://www.TPRSpublishing.com))
4. Hola, Niños by Carol Gaab—TPRS book for grades K-2 ([www.TPRSpublishing.com](http://www.TPRSpublishing.com))
5. Teach them Spanish series—McGraw—Hill Grades K-5 Jonathan's
6. Vamos a Jugar! Reproducible Games for Spanish Elementary Classes –Teacher's Discovery Catalog
7. Let's Have Fun with Spanish Culture—Shirley Best—Teacher's Discovery Catalog
8. Basic Spanish Games and Activities—Deb Scott—Teacher's Discovery Catalog
9. Ultimate Tips Book for the Foreign Language Teacher
10. Interactive Spanish: Lessons for Early Learning—Carl Lubiner
11. Bienvenidos—Cynthia Downs and Terry Becker
12. Spanish Is Fun – Second Edition Heywood Wald, PhD
13. ¡Avancemos! – McDougal Littell—6<sup>th</sup>-8<sup>th</sup> grade
14. Sonrisas Spanish School—Blue and Brooks Lindner—Kindergarten

### **Textbooks Continued**

15. Spanish Elementary Level 1 –McGraw-Hill
16. Building Spanish Vocabulary Level 1—Carson-Dellosa
17. Little Stories for Little Readers (In English and Spanish)—Carson-Dellosa
18. Hispanic Games and Rhymes—Pre-K-2—Cynthia Downs and Gloria Erickson (Instructional Fair)
19. Don Quijote in America, Plays in English and Spanish—Grades 1-6—Resurrección Espinosa
20. Multicultural Education Series Discovering Spain, Discovering Mexico—Hayes
21. Hands-on Heritage Mexico Activity Book—Mary Jo Keller
22. Utilizing Games and Cooperative Learning Activities in the Classroom—Lisa Moore and Eva White—Teacher’s Discovery
23. Games and Activities for Individual White Boards—Pam Fedie Chalus—Teacher’s Discovery
24. Month-by-Month Spanish Write and Read Books—Veronica Robillard—Scholastic

### **MATERIALS FOR SPANISH SPEAKERS**

1. Misterio Y Pavor 13 Cuentos—Douglas R. McKay—Grades 6-8
2. Easy Spanish Reader—William T. Tardy
3. Composición de Oraciones—Grade 1-3—Ruth Solski—On the Mark Press
4. Bilingual Reading Comprehension—Grades 1, 2, 3—Frank Schaffer Publication

## **MUSIC**

1. Sing, Dance, Laugh and Eat Tacos (I, II, III) CDs by Barbara MacArthur available at [www.teachersdiscovery.com](http://www.teachersdiscovery.com)
2. Tune into Español by Uwe Kind—CD available at [www.uwekindinternational.com](http://www.uwekindinternational.com)
3. Diez Deditos (Play Rhymes and Action Songs from Latin America) José Luis Orozco
4. Canciones En Movimiento Let's Say It With Music(TPR songs in Spanish)
5. Piñata Bilingual Songs for Children by Sarah Barchas
6. De Colores and Other Latin-American Folk Songs for Children by José Luis Orozco
7. Lirica Infantil con Jose Luis Orozco, Letras, Numeros Y Colores—Jose Luis Orozco (Songbook and CD)

## **VIDEOS**

1. Professor Parrot Speaks Spanish (grades K-2<sup>nd</sup>)
2. Hola Amigos (grades K- 4<sup>th</sup>)
3. Fiesta (K – 2<sup>nd</sup>)
4. Families of Mexico (grades K-4<sup>th</sup>)
5. Kids Explore Mexico (grades K- 4<sup>th</sup>)
6. The Adventures of Don Quixote (Animated grades K-4<sup>th</sup>)
7. Don Quixote (grades 3-8<sup>th</sup>)
8. Spain (grades 3-8<sup>th</sup>)
9. Daniel and the Towers (grades 3-8<sup>th</sup>)
10. Gryphon (Grades – 3-8<sup>th</sup>)
11. The Young Bullfighter (grades 5-8<sup>th</sup> )
12. Maricela (grades 7<sup>th</sup> & 8<sup>th</sup>)
13. The Legend of the Christmas Flower (animated Grades K-4<sup>th</sup>)
14. Selina (grades 7<sup>th</sup> & 8<sup>th</sup>)

## **WEBSITES**

1. <http://jc-schools.net/tutorials/PPT-games/--powerpoint>  
Games of jeopardy, password, weakest link, millionaire
2. <http://www.myspanishteacher.org/resources.htm>  
Links to PowerPoint presentations and activities for weather, body parts, clothing, alphabet, maps, culture and food.
3. <http://www.langwitches.org/>  
Ideas for technology integration in the foreign language classroom.
4. <http://kids.nypl.org/reading/Childrensebooks.cfm>  
Books to download and read online. Tumblebooks is especially good.
5. <http://www.tprstorytelling.com/catalogue.htm>  
Site to buy books and information related to TPRS.
6. <http://www.lingolex.com/christmas.htm>  
Christmas words in English and Spanish
7. <http://www.teachersdiscovery.com>  
Great resource for books, games and activities
8. <http://puzzlemaker.com>  
Discovery Education's site allows you to create 10 different types of puzzles for students to do.
9. <http://www.azcentral.com/ent/dead>  
Information packet on Day of the Dead activities
10. [www.cortland.edu/flteach/flteachers.html#spanish](http://www.cortland.edu/flteach/flteachers.html#spanish)  
Links to various foreign language web sites.
11. [www.4teachers.org](http://www.4teachers.org)  
Website for teachers integrating technology in the classroom

## **Websites Continued**

12. [www.celta.net/lessons](http://www.celta.net/lessons)  
Listing by level of worksheets available for download for Spanish classes.
13. <http://tpduggan.triod.co/powerp.htm>  
PowerPoint presentations on a variety of Spanish topics
14. [www.mexonline.com](http://www.mexonline.com)  
Cultural information
15. [www.navidadlatina.com](http://www.navidadlatina.com)  
Information about celebrating Christmas in Hispanic countries
16. <http://www.uni.eu/becker/Spanish3.html#spain>  
Links to various Spanish websites
17. <http://www.faustosgallery.com/milagros/>  
Cultural information about Milagros. Can be used for All Saints Day.
18. <http://www.elboricua.com/BoricuaKids.html>  
Website with information on Puerto Rico

## **CHILDREN'S STORYBOOKS**

1. Mañana Iguana—days of the week
2. Night of Las Posadas—Tomie de Paola
3. Legend of the Poinsettia—Tomie de Paola
4. The Lady of Guadalupe—Tomie de Paola
5. Too many Tamales--Christmas
6. Oso Pardo, Oso Pardo, ¿Qué Ves Allí?—colors
7. The Day It Snowed Tortillas (Holiday Tales) – Joe Hayes
8. Diego – Jeanette Winter
9. Mexico – Karen Jacobsen
10. The Story of Ferdinand – Robert Lawson
11. La Gallinita Roja – Lucinda McQueen
12. Amelia's Road – Linda Jacobs Altman and Enrique O. Sanchez
13. Los Tres Pequeños Jabalíes – Susan Lowell
14. Erandi's Braids – Tomie de Paola
15. The Tortilla Quilt – Jane Tenorio-Coscarelli
16. The Bossy Gallito – Lucía M. González
17. Carlos and the Squash Plant – Jan Romero Stevens
18. A Gift For Abuelita Celebrating the Day of the Dead – Nancy Luenn
19. Pablo Remembers the Fiesta of the Day of the Dead – George Ancona
20. The Spirit of Tío Fernando A Day of the Dead Story – Janice Levy
21. La Llorona The Weeping Woman – Joe Hayes
22. Mis Cinco Sentidos—The Five Senses
23. Pollito Pequeñito Cuenta Hasta Diez—Margaret Friskey and Catherine Evans (counting one to ten)
24. Family Pictures—Carmen Lomas Garza—Cultural
25. the Invisible Hunters—Stories from Central America—Cultural
26. The Woman Who Outshone the Sun—Culture—Mexico
27. Latino Read-Aloud Stories—Maite Suarez-Rivas—Cultural
28. Farolitos for Abuelo—Edward Gonzales—Christmas
29. Atariba and Niguayona—Culture Puerto Rico