

# **WORLD LANGUAGES CURRICULUM STANDARDS**

## **ELEMENTARY SPANISH K-8**

**Catholic Schools Office  
Diocese of Phoenix  
April, 2012**

**WORLD LANGUAGES  
CURRICULUM STANDARDS  
ELEMENTARY SPANISH  
K-8**

**Diocese of Phoenix**

**April, 2012**

**MaryBeth Mueller, Ed. Specialist  
Executive Director  
Division of Education and Evangelization  
and  
Superintendent of Schools**

**Sr. Melita Penchalk, OSBM, Ed.S.  
Assistant Superintendent**

**Cecilia Frakes, M.Ed.  
Assistant Superintendent**

**Catholic Schools Office  
Diocese of Phoenix  
400 East Monroe Street  
Phoenix, AZ 85004  
(602) 354-2345  
[www.catholicschoolsphx.com](http://www.catholicschoolsphx.com)**

April, 2012

The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Secondary and Elementary World Languages Committee for its work in editing and updating the World Languages Elementary Spanish Curriculum.

As the students in our schools prepare for their lives in the 21<sup>st</sup> Century the need to function in various contexts is becoming more and more critical. The shrinking of our globe demands new tools to succeed. Many of those tools are included in the study of other languages.

The Elementary Spanish Standards, within the context of World Languages, clearly indicate what students need to know of and about the language and culture of countries where Spanish is the heritage language. Research tells us that the integration of a foreign language into the rest of the curriculum so that the connections are clear and so that learning in all areas is facilitated adds to the understanding of one's own language and culture.

The five strands under which the State of Arizona organizes its standards: communication, culture, connections, comparisons, and communities, is further enhanced with an additional strand under connections. The strand reads: the student will use the target language and authentic sources to reinforce the content learned in the area of religion. This additional strand brings the doctrine and tradition of the Catholic Church into the study of World Languages within our rapidly changing and developing world.

It is our hope that these Elementary Spanish Standards will assist our schools in developing students who can use effective learning strategies and technology to bring the language and cultures of God's vast world to themselves in new ways while enhancing their opportunities to learn.

Gratefully,

MaryBeth Mueller  
Executive Director of the Division of Education and Evangelization  
and Superintendent of Catholic Schools

# **Secondary and Elementary** **World Languages Committee**

Caroline Avila St. John Bosco School Phoenix	Susan Lynch St. John Bosco School Phoenix
Anna Cameron Notre Dame Preparatory Scottsdale	Magda Nelson Xavier College Preparatory Phoenix
Celeste Castorena St. Francis Xavier School Phoenix	Elizabeth Salgado St. Mary High School Phoenix
Melissa Erb St. Gregory School Phoenix	Noemi Santaella Blessed Pope John XXIII School Scottsdale
Alicia Flores St. Mary-Basha School Chandler	Karen Sotelo St. Theresa School Phoenix
Ann-Marie Hyland-Traynor Xavier College Preparatory Phoenix	Maria Vinaras Seton Preparatory Chandler
	Sr. Melita Penchalk, OSBM, Ed.S. Assistant Superintendent Diocese of Phoenix

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## **Introduction**

Several world languages teachers throughout the Diocese of Phoenix met each month during the 2006 - 2007 school term to define the following standards for teaching Spanish in our Catholic Elementary Schools. We reviewed the National and State Standards in this area and delineated those that were most appropriate for our needs and our circumstances.

During school year 2011-2012 the Secondary and Elementary World Languages Committee revised these Standards and edited and updated them in an effort to make them more user-friendly in our elementary schools.

The ideal situation, that is well documented, for teaching any world language would be to meet daily with students for a minimum of 30 to 60 minutes. However, due to financial and staffing constraints, this is extremely difficult to provide within the confines of the present school hours.

The committee also realized that each school within the Diocese of Phoenix is subject to differences in the time and resources that are allocated to the Spanish program. This team attempted to give guidelines and suggestions that would help any teacher in their pursuit of teaching Spanish since this is the language being taught in the majority, if not all, of the elementary schools. Due to local time and staffing difficulties, some schools will only be able to complete a portion of the goals. Others will be able to achieve, if not exceed, all the stated goals.

Students will begin by hearing and experiencing the spoken language of Spanish. With time and structured practice, students will begin to learn basic vocabulary, syntax, and grammar of the language. With continued practice, students will be able to apply proper knowledge of the rules of usage, and improve on their intonation and pronunciation of the language. As these skills are increasing, reading and writing skills of the Spanish language will be introduced and improved.

## **Diocese of Phoenix World Language Philosophy Statement**

In His infinite Love, our Lord created a large and beautiful world with a myriad of different peoples, diverse languages, and cultures, in His image. Consistent with Christ's mandate to bring people of all nations closer to Him (Matt 28:18-20), it is the mission of the World Language Teachers of the Diocese of Phoenix, to prepare students linguistically and culturally for active discipleship in a global society. In cooperation with the Holy Spirit (Acts 2:5-12), we enable students to acquire a world language and arrive at an understanding of and a respect for other cultures. World language education reinforces the heritage language of students and improves their cognitive skills. Through an emphasis on performance in the target language, students will become well-rounded learners who possess a lens through which they will experience the world, grow closer to Christ, and live the Gospel Mission.

### **Goal Statements**

- Students will demonstrate an understanding of their role as disciples, communicating in world languages and actively participating in the universal evangelizing mission of the Catholic Church.
- Students will prepare for their future in a rapidly changing and increasingly diverse world in which multilingualism is an asset to their vocation.
- Students will manifest the ability to think critically about the form and content of the target language compared with that of their primary language(s).
- Students will be able to reinforce and further their knowledge of other disciplines through the acquisition of another language.
- Students will be encouraged to be lifelong learners of languages and to respect others made in God's image, whose traditions and culture are different from their own.
- Students will gain self confidence in communication by successfully performing linguistic tasks in the target language.

**Academic Excellence:**

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (*Renewing Our Commitment to Catholic Elementary and Secondary School is in the Third Millennium, 2005*).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences-including co-curricular and extra-curricular activities-which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from pre-kindergarten through secondary school.

**Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21<sup>st</sup> century skills, and Gospel values, implemented through effective instruction. *BENCHMARKS:***

<b>7.1</b>	The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
<b>7.2</b>	Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
<b>7.3</b>	Curriculum and instruction for the 21 <sup>st</sup> century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.
<b>7.4</b>	Curriculum and instruction for 21 <sup>st</sup> century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.
<b>7.5</b>	Classroom instruction is designed to intentionally address the effective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
<b>7.6</b>	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.
<b>7.7</b>	Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
<b>7.8</b>	The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
<b>7.9</b>	Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
<b>7.10</b>	Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

**Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices. *BENCHMARKS:***

<b>8.1</b>	School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
<b>8.2</b>	School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
<b>8.3</b>	Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.
<b>8.4</b>	Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
<b>8.5</b>	Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

**Standard 9 An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life. *BENCHMARKS:***

<b>9.1</b>	School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.
<b>9.2</b>	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.
<b>9.3</b>	Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS – MARCH, 2012



Diocese of Phoenix  
K-8 World Languages Curriculum  
**Kindergarten**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes - Students will . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	1
DPO 2	Write and draw to commands in the target language	1
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	1
DPO 2	Respond to picture cue cards	1
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	1
DPO 2	Be able to interpret stories read in the target language	1

<b>Readiness Objectives</b>	<b>Outcomes - Continued - Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	1
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	1
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	1
DPO 2	Respond to visual and auditory cues with appropriate responses	1
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	1
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	1

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	1
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	1
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 1	Comprehend and assist others in directions for games	1
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase “me gusta”	1
DPO 2	Be able to use the phrase “no me gusta”	1
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	1
DPO 2	Be able to describe in the form of numbers in the target language	1
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	1
DPO 2	Comprehend gender differences among household members and authority figures in the target language.	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	1
DPO 2	Recite short poems in the target language with expression	1
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	1
DPO 2	Through the use of short stories	1
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	1
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	1
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	1
DPO 2	Recite short poems or stories in the target language with expression	1

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	1
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	1
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	1
DPO 2	Participate in arts and crafts, games during celebration of Cinco de Mayo-such as piñata making and bolero	1
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	1
DPO 2	Identify historical landmarks in Spanish speaking countries	1
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Create a map of countries speaking the target language	1
DPO 2	Identify cities and states with Spanish names	1

**State Standard 5 – Connections** – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Color in maps of countries where the target language is spoken	1
DPO 2	Learn numbers in the target language	1
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	

**State Standard 6 – Comparisons** – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	1
DPO 2	Understand that some words used in Spanish have no direct English translation	1
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	1
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	1
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs from other countries and that their purpose is the same in the United States	1

**State Standard 7 – Communities** – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community celebration</b>	
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	1
DPO 2	Perform a narrated version of a common children’s story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	1
<b>7WL–R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	

**Diocese Standard 8 – Connections** - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
DPO 1	Sign of the cross	1
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Acquire knowledge of and/or participate in various cultural celebrations such as las Posadas, Semana Santa and Día de los Muertos	1
<b>8WL–R3</b>	<b>Come to know about a variety of religious figures and/or Saints</b>	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	1
DPO 2	Identify important aspects of Saints’ lives	1

Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 1**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	2
DPO 2	Write and draw to commands in the target language	2
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	2
DPO 2	Respond to picture cue cards	2

<b>Readiness Objectives</b>	<b>Outcomes-Continued- Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Respond to questions (in English) about a short story in the target language	2
DPO 2	Understand stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	2
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	2
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Listen to a familiar story in the target language	2
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	2

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Understand simple poems, songs and games in the target language	1
DPO 2	Dialogue with each other about the poems, songs and games	1
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Understand notes written in the target language on work papers	1
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Be able to sing along with songs	1
DPO 2	Be able to act out the songs	1
<b>1WL-F4</b>	<b>Follow simple written instructions</b>	
DPO 1	Directions on work papers and quizzes are able to be comprehended such as “nombre” and “fecha”	1
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Identify parts of stories as they are told through answering questions about the story	1
DPO 2	Understand the question words such as: “quién”, “qué”, “dónde”, “cuándo”, “por qué”, “cómo”	1
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Identify main characters in familiar literary text, <u>Snow White</u> , <u>Sleeping Beauty</u> , <u>The Three Bears</u> , <u>The Three Little Pigs</u> , <u>Little Red Riding Hood</u> when read in the target language	1

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	2
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	2
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 1	Comprehend and assist others in directions for games	2
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase “me gusta”	2
DPO 2	Be able to use the phrase “no me gusta” appropriately	2
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	2
DPO 2	Be able to describe in the form of numbers in the target language	2
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	2
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Be able to state how they are feeling to teacher, friends, family and classmates	1
DPO 2	Be able to ask and tell how they are feeling outside the classroom, at home and in the community	1
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Comprehend directions related to playing a game	1
DPO 2	Explain how to play the game to a partner in English	1
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Tell a partner or family member about something that happened at school in English	1
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Be able to use the phrase “me gusta” in relation to objects and people	1
DPO 2	Be able to use the phrase “no me gusta” in relation to objects and people	1



<b>Foundations Objectives</b>	<b>Outcomes – Continued - Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Request to use something from a partner, prayer sheet, pencil, crayon etc	1
DPO 2	Ask peers, friends, family and teacher how they are feeling	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	2
DPO 2	Through the use of short stories	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	With the assistance of a narrator act out a play	1
DPO 2	Follow the song with movements and gestures	1
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Be able to tell a partner how they are feeling	1
DPO 2	Be able to tell a partner how old they are	1
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Share information with a partner and then introduce their partner	1
DPO 2	Share basic information about themselves to the class	1
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Through the use of familiar poems students will be able to express themselves	1

<b>Foundations Objectives</b>	<b>Outcomes- Continued - Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Share their questions, answers, feelings about a poem or short story in English or the target language.	1

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	2
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	2
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during celebration of Cinco de Mayo-such as piñata making and bolero	2
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Color a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	View videos and be able to identify the cultural aspect	1
<b>4WL-F2</b>	<b>Identify on a map the countries where the target language is spoken and the major cities and geographical features</b>	
DPO 1	Color a map not only indicating the countries where the target language is spoken but they will also identify the capital of that country on their map	1

<b>Foundations Objectives</b>	<b>Outcomes – Continued - Students will . . .</b>	
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Greet others appropriately in the target language	1
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Interpret age-appropriate messages found in periodicals and other texts	1

**State Standard 5 – Connections** – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Make maps of countries where the target language is spoken	2
DPO 2	Learn numbers in the target language	2
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Use numbers in the target language to perform addition and subtraction	1
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	View videos about science or math such as <u>Dora the Explorer</u> or <u>Diego the Adventurer</u>	1

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	1
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	1
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs from other countries and that their purpose is the same in the United States	1

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Relate to students and how they go to school vs. how we go to school in the United States	1
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Discuss words that we use everyday in food and around the community that were actually taken from another language	1
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Identify the letters and sounds that are found in the target language alphabet that are not in the English alphabet	1
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Greet each other as if they were in a target language country and identify how it differs from the United States	1

**State Standard 7 – Communities** – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community celebration</b>	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children’s story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Listen to speakers in the target language	1
DPO 2	Retell what the speakers talked about	1

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Be exposed to books written in the target language and read them	1
<b>7WL-F2</b>	<b>Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries</b>	
DPO 1	Prepare a short story, poem and/or craft based on vocabulary and share with younger students	1
DPO 2	Create a card for a special occasion	1
<b>7WL-F3</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	1
DPO 2	Use common words and phrases	1

**Diocese Standard 8 – Connections** - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
DPO 1	Sign of the cross	2
DPO 2	Gloria	2
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Participate in Las Posadas	2
DPO 2	Participate in Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints’ lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Participate in Las Posadas and identify meaning behind the practice	1
DPO 2	Participate in Día de los Muertos and identify meaning behind the practice	1
<b>8WL-R3</b>	<b>Come to know about a variety of religious figures and/or Saints</b>	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	1
DPO 2	Identify important aspects of Saints' lives	1

Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 2**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	2
DPO 2	Write and draw to commands in the target language	2
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	2
DPO 2	Respond to picture cue cards	2

<b>Readiness Objectives</b>	<b>Outcomes- Continued - Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	2
DPO 2	Be able to understand stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	2
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	2
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	2
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	2

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Attend to simple rhymes, poems, songs, and games	1
DPO 2	Recite prayers	1
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Expand basic vocabulary through pictures, symbols, and words	1
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Appreciate Hispanic music and culture	1
<b>1WL-F4</b>	<b>Follow simple written and oral instructions</b>	
DPO 1	Recall and follow simple commands	1
DPO 2	Respond to action words	1
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Develop appreciation for Hispanic storytelling	1
DPO 2	Understand the question words such as: "quién", "qué", "dónde", "cuándo", "por qué", "cómo"	1
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Through the use of well-known fairy-tales students will be able to identify and describe the main characters	1



**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	2
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	2
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 1	Comprehend and assist others in directions for games	2
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase “me gusta”	2
DPO 2	Be able to use the phrase “no me gusta”	2
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	2
DPO 2	Be able to describe in the form of numbers in the target language	2
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	2
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Respond verbally to friends, family members how they are feeling	2
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Use common words and phrases	1
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Introduce themselves	2
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Describe familiar objects using color and number	2
DPO 2	Describe familiar objects using size and shape	1
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Ask for items they need in the target language such as paper, pen, notebook, book	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song and/or prose	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	Participate in simple rhymes, poems, songs, games, and prayers	2
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Write a short message or story focusing on vocabulary	1
DPO 2	Write phrases regarding the weather	1
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Introduce themselves with basic information about self, including color, size and number of family members	2
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Listen to and comprehend short stories and fairy-tales	2
DPO 2	Express reactions and feelings about the piece whether in English or in the target language	2

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	2
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	2
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during cultural celebrations	2
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Color or identify from a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	Develop an appreciation for Hispanic music and culture	2
<b>4WL-F2</b>	<b>Be exposed to maps of countries where the target language is spoken and capital cities and some geographical features</b>	
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Respond to social questions asked with basic responses	1
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Use age-appropriate periodicals and magazines	1

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Color or create maps of countries where the target language is spoken	2
DPO 2	Learn numbers in the target language	2
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	
DPO 1	Sing “Las Mañanitas” to each other on their birthday	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language such as geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Expand and develop basic vocabulary	1
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	Be exposed to short videos in the target language to include popular icons in the Hispanic culture, i.e., Juana la Iguana, Dora, Diego etc.	2

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between various cultural celebrations	2
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs from other countries and that their purpose is the same in the United States	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Be able to relate to students and how they go to school vs. how we go to school in the United States	2
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Discuss words that we use everyday in food and around the community that were actually taken from another language	2
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Identify the letters and sounds that are found in the target language alphabet that are not in the English alphabet	2
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Greet each other as if they were in a target language country and identify how it differs from the United States	2

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community cultural celebration</b>	
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children's story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Listen to speakers	2
DPO 2	Retell what the speakers discussed	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Be exposed to books in the target language	1
<b>7WL-F2</b>	<b>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</b>	1
<b>7WL-F3</b>	<b>Create original materials (e.g. short stories, poems, crafts) to share</b>	
<b>7WL-F4</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	2
DPO 2	Use common words and phrases	1

**Diocese Standard 8 – Connections -** Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
DPO 1	Sign of the cross	2
DPO 2	Gloria	2
<b>8WL-R2</b>	<b>Understand the significance of various cultural celebrations practices and their religious aspect</b>	
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO-1	Acquire knowledge of and/or participate in various cultural celebrations such as las Posadas, Semana Santa and Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of religious figures and/or Saints</b>	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	2
DPO 2	Identify important aspects of Saints' lives	2

Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 3**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	2
DPO 2	Write and draw to commands in the target language	2
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	2
DPO 2	Respond to picture cue cards	2



<b>Readiness Objectives</b>	<b>Outcomes - Continued - Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	2
DPO 2	Be able to interpret stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	2
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	2
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	2
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	2

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Attend to simple rhymes, poems, songs, and games	2
DPO 2	Recite prayers	2
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Expand basic vocabulary through pictures, symbols, and words	2
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Appreciate Hispanic music and culture	2
DPO 2	Follow directions in a song through repetition	1
<b>1WL-F4</b>	<b>Follow simple written instructions</b>	
DPO 1	Recall and follow simple commands	2
DPO 2	Respond to action words	2
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Develop appreciation for Hispanic storytelling	2
DPO 2	Understand the question words such as: "quién", "qué", "dónde", "cuándo", "por qué", "cómo"	1
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Through the use of well-known fairy-tales students will be able to identify and describe the main characters	2

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	2
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	2
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 1	Comprehend and assist others in directions for games	2
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase “me gusta”	2
DPO 2	Be able to use the phrase “no me gusta”	2
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	2
DPO 2	Be able to describe in the form of numbers in the target language	2
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	2
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Respond verbally to friends, family members how they are feeling	2
DPO 2	Create written works about feelings	1
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Use common words and phrases	2
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Introduce themselves	2
DPO 2	Share information learned about a partner	2
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Identify things that are the same and things that are different about themselves and a partner	1
DPO 2	Identify things that are the same and things that are different about pictures	1
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Ask for items they need in the target language such as paper, pen, notebook, book	2

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	2
DPO 2	Through the use of short stories	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	Participate in simple rhymes, poems, songs, games, and prayers	2
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Write phrases and/or a short story focusing on vocabulary	2
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Introduce themselves with basic information about self, including size and number of family members	2
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
DPO 2	Recite prayers	2
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Listen to and comprehend short stories and fairy-tales	2
DPO 2	Express reactions and feelings about the piece whether in English or in the target language	2

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes - Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	2
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	2
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during cultural celebrations	2
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Color or identify a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	Develop an appreciation for Hispanic music and culture	2
DPO 2	Be able to describe cultural events such as: Día de los Muertos, Día de la Raza, Las Posadas, Cinco de Mayo	1
<b>4WL-F2</b>	<b>Be exposed to maps of countries where the target language is spoken and capital cities and some geographical features</b>	
DPO 1	Color or identify a map of countries where the target language is spoken	2
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Respond to social questions asked with basic responses	1
DPO 2	Respond in either the familiar or the formal depending on who is being spoken to	1
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Use age appropriate periodicals, and magazines to explore messages in advertisements	2

**State Standard 5 – Connections** – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Identify maps of countries where the target language is spoken	2
DPO 2	Learn numbers in the target language	2
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	
DPO 1	Sing “Las Mañanitas” to each other on their birthday	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	1
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	Be exposed to short videos in the target language to include popular icons in the Hispanic culture, i.e., Juana la Iguana, Dora, Diego etc.	2

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	2
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	2
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs from other countries and that their purpose is the same in the United States	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Have discussion based on the cultural perspectives of the United States and target language cultures	1
DPO 2	Participate in games and play of typical target language cultures	1
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Be able to identify words that are borrowed from other languages with regard to food etc.	2
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Be able to relate alphabet sounds that occur in the target language that do not occur in English	2
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Greetings will be compared	2

**State Standard 7 – Communities** – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community cultural celebration</b>	
DPO 1	Participate in celebrations such as: Cinco de Mayo, Día de los Muertos, etc	2
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children's story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Listen to speakers about different careers and occupations	2
DPO 2	Retell what they learned from the speaker	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Borrow books in the target language from the library	2
<b>7WL-F2</b>	<b>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</b>	
DPO 1	Invite a variety of speakers to the classroom to discuss a variety of topics	2
<b>7WL-F3</b>	<b>Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries</b>	
DPO 1	Prepare a short story based on vocabulary and share with younger students	1
DPO 2	Create a Christmas card	1
<b>7WL-F4</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	2
DPO 2	Use common words and phrases	2

**Diocese Standard 8 – Connections** - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
DPO 1	Sign of the Cross	2
DPO 2	“Gloria’	2
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Participate in Las Posadas	2
DPO 2	Participate in Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints’ lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Acquire knowledge of and/or participate in various cultural celebrations such as las Posadas, Semana Santa and Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of religious figures and/or Saints</b>	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	1
DPO 2	Identify important aspects of Saints’ lives	1



Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 4**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	2
DPO 2	Write and draw to commands in the target language	2
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	2
DPO 2	Respond to picture cue cards	2

<b>Readiness Objectives</b>	<b>Outcomes-Continued - Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	2
DPO 2	Be able to interpret stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	2
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	2
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	2
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	2

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Attend to simple rhymes, poems, songs, and games	2
DPO 2	Recite prayers	2
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Expand basic vocabulary through pictures, symbols, and words	2
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Appreciate Hispanic music and culture	2
DPO 2	Follow directions in a song through repetition	2
<b>1WL-F4</b>	<b>Follow simple written instructions</b>	
DPO 1	Recall and follow simple commands	2
DPO 2	Respond to action words	2
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Develop appreciation for Hispanic storytelling	2
DPO 2	Understand the question words such as: "quién", "qué", "dónde", "cuándo", "por qué", "cómo"	1
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Through the use of well-known fairy-tales students will be able to identify and describe the main characters	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-E1</b>	<b>Comprehend the main idea in authentic oral and written materials on a familiar topic</b>	
DPO 1	Read familiar stories and identify main idea	1
DPO 2	Read resources in target language and sustain main idea	1
<b>1WL-E2</b>	<b>Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions</b>	
DPO 1	Read along and listen to articles and stories and ascertain main idea	1
<b>1WL-E3</b>	<b>Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics</b>	
DPO 1	After reading and listening to articles student will be able to engage in conversation (in English if needed) regarding the work	1
<b>1WL-E4</b>	<b>Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays</b>	
DPO 1	Identifies basic characteristics of short stories, plays, and songs	1
<b>1WL-E5</b>	<b>Identify emotions and feelings from selected reading material</b>	
DPO 1	Comprehends the basic feeling derived from reading material	1
<b>1WL-E6</b>	<b>Read a poem and analyze its components</b>	
DPO 1	Identify rhyming poems and alliteration in poems in the target language	1

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	2
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	2
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 1	Comprehend and assist others in directions for games	2
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase “me gusta”	2
DPO 2	Be able to use the phrase “no me gusta”	2
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	2
DPO 2	Be able to describe in the form of numbers in the target language	2

<b>Readiness Objectives</b>	<b>Outcomes-continued - Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Respond verbally to friends, family members how they are feeling	2
DPO 2	Create written works about feelings	2
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Use common words and phrases	2
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Introduce themselves	2
DPO 2	Share information learned about a partner	2
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Identify things that are the same and things that are different about themselves and a partner	2
DPO 2	Identify things that are the same and things that are different about pictures	2
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Ask for items they need in the target language such as paper, pen, notebook, book	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-E1</b>	<b>Express and react to a variety of feelings</b>	
DPO 1	React to being happy and sad, sick and well, content and angry	1
<b>2WL-E2</b>	<b>Develop and propose solutions to issues and problems cooperatively with other students</b>	
DPO 1	Work with cooperative learning groups to complete a task	1
<b>2WL-E3</b>	<b>Support opinions with factual information</b>	
DPO 1	Research topic and opinions with target language sources	1
<b>2WL-E4</b>	<b>Use idiomatic expressions in oral and written communication</b>	
DPO 1	Basic idiomatic expressions are used in verbal and written communication	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	2
DPO 2	Through the use of short stories	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	Participate in simple rhymes, poems, songs, games, and prayers	2
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Write a short story focusing on vocabulary	2
DPO 2	Write phrases regarding the weather	2
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Introduce themselves with basic information about self, including size and number of family members	2
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
DPO 2	Recite prayers	2
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Listen to and comprehend short stories and fairy-tales	2
DPO 2	Express reactions and feelings about the piece whether in English or in the target language	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-E1</b>	<b>Present understandable written reports and summaries</b>	
DPO 1	Reports on topics related to Spanish speaking countries	1
<b>3WL-E2</b>	<b>Perform short, student-created skits and scenes</b>	
DPO 1	Create skits and scenes using vocabulary currently being taught and all past vocabulary recalled	1
<b>3WL-E3</b>	<b>Present a brief speech (monologue)</b>	
DPO 1	Recites prayers from memory	1
<b>3WL-E4</b>	<b>Prepare tape-audio or video-recorded materials</b>	
DPO 1	Created skits and scenes are video taped and recorded and showed to class	1
<b>3WL-E5</b>	<b>Retell a story</b>	
DPO 1	Based on stories told in class is able to recreate the story	1
DPO 2	Based on stories told in class is able to write a new ending	1

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	2
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	2
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during celebration of Cinco de Mayo-such as piñata making and bolero	2
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	Develop an appreciation for Hispanic music and culture	2
DPO 2	Be able to describe cultural events such as Día de los Muertos, Día de la Raza, Las Posadas, Cinco de Mayo	2
<b>4WL-F2</b>	<b>Identify on a map the countries where the target language is spoken and the major cities and geographical features</b>	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Respond to social questions asked with basic responses	2
DPO 2	Respond in either the familiar or the formal depending on who is being spoken to	2
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Use age appropriate periodicals and magazines to discover cultural messages	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-E1</b>	<b>Investigate and participate in age-appropriate cultural practices related to business, sports, and entertainment</b>	
DPO 1	Create a market place and interact in the target language as shop owners and shoppers	1
<b>4WL-E2</b>	<b>Identify, experience or produce expressive products of culture, e.g., advertisements, stories, poems</b>	
DPO 1	Create a commercial for a real or made up product	1
<b>4WL-E3</b>	<b>Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior</b>	
DPO 1	Be able to identify when to use the familiar and formal language	1
DPO 2	Use the proper familiar and formal language when needed	1
<b>4WL-E4</b>	<b>Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts</b>	
DPO 1	Identify Spanish speaking populations within the U.S. and their differences of origin	1
<b>4WL-E5</b>	<b>Recognize how the target language and its culture add to the richness of our own cultural diversity</b>	
DPO 1	Be familiar with the creation of the altar for Día de los Muertos	1
<b>4WL-E7</b>	<b>Recognize when to switch between formal and informal language</b>	
DPO 1	Will use “usted” and “tú” correctly	2

**State Standard 5 – Connections –** Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Make maps of countries where the target language is spoken	2
DPO 2	Learn numbers in the target language	2
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	
DPO 1	Sing “Las Mañanitas” to each other on their birthday	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	Be exposed to short videos in the target language to include popular icons in the Hispanic culture, i.e., Juana la Iguana, Dora, Diego etc.	2

**State Standard 6 – Comparisons –** Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	2
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	2



<b>Readiness Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Compare and contrast cultural perspectives in class discussions	3
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Identify the origins and uses of words and ideas borrowed from other languages	3
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Identify letters and their corresponding sounds in English and the target language	1
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Be aware of differences in greetings in Spanish speaking cultures and U.S. culture (hugs vs. handshakes, etc.)	1

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-E1</b>	<b>Demonstrate an awareness that there is more than one way to express ideas across languages</b>	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	1
<b>6WL-E2</b>	<b>Recognize that there are linguistic and cultural concepts that exist in one language and not in another</b>	
DPO 1	Identify differences in uses of personal and subject pronouns	2
DPO 2	Be aware of the greater influence of religion in national celebrations in Spanish speaking countries	1

<b>Essentials Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>6WL-E3</b>	<b>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</b>	
DPO 1	Attend a music, dance, visual arts or drama performance in the target language and write about the experience	1
DPO 2	Present a music, dance, visual arts or drama performance in the target language for an audience and write about the experience	1

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community celebration</b>	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children's story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Listen to presentations by speakers	2
DPO 2	Retell what speakers discussed	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Borrow library books written in the target language and read them	3
<b>7WL-F2</b>	<b>Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries</b>	
DPO 1	Prepare a short story based on vocabulary and share with younger students	2
DPO 2	Create a Christmas card	2
<b>7WL-F3</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	2
DPO 2	Use common words and phrases	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-E1</b>	<b>Research and present a topic related to the target language or culture, using resources available outside the classroom</b>	
DPO 1	Research a notable Hispanic American through books, magazines and the internet and present it to the class	2
DPO 2	Bring in items of interest from other cultures for class discussion	2
<b>7WL-E2</b>	<b>Write letters or electronic messages to native speakers</b>	
DPO 1	Participate in school wide pen pal program	2

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Participate in Las Posadas	2
DPO 2	Participate in Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Acquire knowledge of and/or participate in various cultural celebrations such as las Posadas, Semana Santa and Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of religious figures and/or Saints</b>	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	2
DPO 2	Identify important aspects of Saints' lives	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-E1</b>	<b>Recite all prayers</b>	
<b>8WL-E2</b>	<b>Liturgical participation</b>	
DPO 1	Participate in liturgy in Spanish	1
<b>8WL-E3</b>	<b>Regionally specific devotions</b>	
DPO 1	Be familiar with the story and significance of the variety of devotions throughout Spanish speaking countries.	2

Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 5**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	2
DPO 2	Write and draw to commands in the target language	2
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	2
DPO 2	Respond to picture cue cards	2

<b>Readiness Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	2
DPO 2	Be able to interpret stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	2
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	2
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	2
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	2

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Attend to simple rhymes, poems, songs, and games	2
DPO 2	Recite prayers	2
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Expand basic vocabulary through pictures, symbols, and words	2
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Appreciate Hispanic music and culture	2
DPO 2	Follow directions in a song through repetition	2
<b>1WL-F4</b>	<b>Follow simple written instructions</b>	
DPO 1	Recall and follow simple commands	2
DPO 2	Respond to action words	2
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Develop appreciation for Hispanic storytelling	2
DPO 2	Understand the question words such as: "quién", "qué", "dónde", "cuándo", "por qué", "cómo"	1
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Through the use of well-known fairy-tales students will be able to identify and describe the main characters	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-E1</b>	<b>Comprehend the main idea in authentic oral and written materials on a familiar topic</b>	
DPO 1	Students listen to a variety of pieces and are able to identify verbally the main idea using listening skills	1
DPO 2	Students are able to read a variety of pieces and identify the main idea using reading skills	1
<b>1WL-E2</b>	<b>Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions</b>	
DPO 1	Students are able to identify basic idea of a piece through the use of reading skills	1
<b>1WL-E3</b>	<b>Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics</b>	
DPO 1	Participate in reading of children's literature and provide answers to questions about the piece	1
<b>1WL-E4</b>	<b>Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays</b>	
DPO 1	Perform works and putting actions to words	1
<b>1WL-E5</b>	<b>Identify emotions and feelings from selected reading material</b>	
DPO 1	Perform works and putting actions to words	1
<b>1WL-E6</b>	<b>Read a poem and analyze its components</b>	
DPO 1	Identify alliteration	1
DPO 2	Identify rhyming words	1

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	2
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	2
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO -1	Comprehend and assist others in directions for games	2
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase “me gusta”	2
DPO 2	Be able to use the phrase “no me gusta”	2

<b>Readiness Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	2
DPO 2	Be able to describe in the form of numbers in the target language	2
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	2
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Respond verbally to friends, family members how they are feeling	2
DPO 2	Create written works about feelings	2
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Use common words and phrases	2
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Introduce themselves	2
DPO 2	Share information learned about a partner	2
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Identify things that are the same and things that are different about themselves and a partner	2
DPO 2	Identify things that are the same and things that are different about pictures	2
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Ask for items they need in the target language such as paper, pen, notebook, book	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-E1</b>	<b>Express and react to a variety of feelings</b>	
DPO 1	Will participate in mini dialogs	1
DPO 2	Will respond appropriately to directives given in the target language	1
<b>2WL-E2</b>	<b>Develop and propose solutions to issues and problems cooperatively with other students</b>	
DPO 1	Students create games together and must interact in the target language	1
DPO 2	Will complete projects with partners or in teams in target language	1

<b>Essentials Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>2WL-E3</b>	<b>Support opinions with factual information</b>	
DPO 1	Debate topics related to current events and world languages	1
<b>2WL-E4</b>	<b>Use idiomatic expressions in oral and written communication</b>	
DPO 1	Use appropriate idiomatic expressions in daily conversation	1
DPO 2	Use appropriate idiomatic expressions in pen pal projects	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	2
DPO 2	Through the use of short stories	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	Participate in simple rhymes, poems, songs, games, and prayers	2
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Write a short story focusing on vocabulary	2
DPO 2	Write phrases regarding the weather	2
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Introduce themselves with basic information about self, including size and number of family members	2



<b>Foundations Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
DPO 2	Recite prayers	2
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Listen to and comprehend short stories and fairy-tales	2
DPO 2	Express reactions and feelings about the piece whether in English or in the target language	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-E1</b>	<b>Present understandable written reports and summaries</b>	
DPO 1	Create a collage related to a Spanish speaking country	2
<b>3WL-E2</b>	<b>Perform short, student-created skits and scenes</b>	
DPO 1	Based on a story related to vocabulary students create their own story and present it to the class	1
<b>3WL-E3</b>	<b>Present a brief speech (monologue)</b>	
DPO 1	Able to recite prayers to instructor without aid	1
<b>3WL-E4</b>	<b>Prepare script, tape-audio, or video-recorded materials</b>	
DPO 1	Create a presentation that is then demonstrated to the class	1
<b>3WL-E5</b>	<b>Retell a story</b>	
DPO 1	Create their own story based on the vocabulary and changing the beginning or the ending	1

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	2
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	2

<b>Readiness Objectives</b>	<b>Outcomes – continued - Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during celebration of Cinco de Mayo-such as piñata making and bolero	2
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might acquire them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	Develop an appreciation for Hispanic music and culture	2
DPO 2	Be able to describe cultural events such as Día de los Muertos, Día de la Raza, Las Posadas, Cinco de Mayo	2
<b>4WL-F2</b>	<b>Identify on a map the countries where the target language is spoken and the major cities and geographical features</b>	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Respond to social questions asked with basic responses	2
DPO 2	Respond in either the familiar or the formal depending on who is being spoken to	2
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Use age appropriate periodicals and magazines to discover messages and meanings	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-E1</b>	<b>Investigate and participate in age-appropriate cultural practices related to business, sports, and entertainment</b>	
DPO 1	Create a market place and interact in the target language	1
<b>4WL-E2</b>	<b>Identify, experience or produce expressive products of culture, e.g., advertisements, stories, poems</b>	
DPO 1	Create a commercial for a real or made up product	1
<b>4WL-E3</b>	<b>Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior</b>	
DPO 1	Be able to identify when to use the familiar and formal language	1
DPO 2	Use the proper familiar and formal language when needed	1
<b>4WL-E4</b>	<b>Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts</b>	
DPO 1	Identify Spanish speaking populations within the U.S. and their differences of origin	2
<b>4WL-E5</b>	<b>Recognize how the target language and its culture add to the richness of our own cultural diversity</b>	
DPO 1	Be familiar with the creation of the altar for Día de los Muertos	2
<b>4WL-E7</b>	<b>Recognize when to switch between formal and informal language</b>	
DPO 1	Will use “usted” and “tú” correctly	3

**State Standard 5 – Connections –** Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Make maps of countries where the target language is spoken	2
DPO 2	Learn numbers in the target language	2
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	
DPO 1	Sing “Las Mañanitas” to each other on their birthday	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	Be exposed to short videos in the target language to include popular icons in the Hispanic culture, i.e., Juana la Iguana, Dora, Diego etc.	2

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	2
DPO 2	Understand that some words we use in Spanish have no English equivalent	2
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	2
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	2
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Compare and contrast cultural perspectives in class discussions	3
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Identify the origins and uses of words and ideas borrowed from other languages	3
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Identify letters and their corresponding sounds in English and the target language	2
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Be aware of differences in greetings in Spanish speaking cultures and U.S. culture (hugs vs. handshakes, etc.)	1

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-E1</b>	<b>Demonstrate an awareness that there is more than one way to express ideas across languages</b>	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	2
<b>6WL-E2</b>	<b>Recognize that there are linguistic and cultural concepts that exist in one language and not in another</b>	
DPO 1	Identify differences in uses of personal and subject pronouns	2
DPO 2	Be aware of the greater influence of religion in national celebrations in Spanish speaking countries	2
<b>6WL-E3</b>	<b>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</b>	
DPO 1	Attend a music, dance, visual arts or drama performance in the target language and write about the experience	2
DPO 2	Present a music, dance, visual arts or drama performance in the target language for an audience and write about the experience	2

**State Standard 7 – Communities** – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community celebration</b>	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children’s story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> ,etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Listen to speakers about careers	1
DPO 2	Retell what they have learned from the speakers	1

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Borrow books etc from the library in the target language	2
<b>7WL-F2</b>	<b>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</b>	
DPO 1	Interview community members about what they do and ask questions	1
<b>7WL-F3</b>	<b>Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries</b>	
DPO 1	Prepare a short story based on vocabulary and share with younger students	2
DPO 2	Create a Christmas card	2
<b>7WL-F4</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	3
DPO 2	Use common words and phrases	3

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-E1</b>	<b>Research and present a topic related to the target language or culture, using resources available outside the classroom</b>	
DPO 1	Research a notable Hispanic American through books, magazines and the internet and present it to the class	2
DPO 2	Bring in items of interest from other cultures for class discussion	2
<b>7WL-E2</b>	<b>Write letters or electronic messages to native speakers</b>	
DPO 1	Participate in school wide pen pal program	2

**Diocese Standard 8 – Connections** - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Acquire knowledge of and/or participate in various cultural celebrations such as las Posadas, Semana Santa and Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Participate in Las Posadas and identify meaning behind the practice	2
DPO 2	Participate in Día de los Muertos and identify meaning behind the practice	2
<b>8WL-R3</b>	<b>Come to know about a variety of religious figures and/or Saints</b>	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	2
DPO 2	Identify important aspects of Saints' lives	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-E1</b>	<b>Recite prayers</b>	
<b>8WL-E2</b>	<b>Liturgical participation</b>	
DPO 1	Participate in liturgy in Spanish	1
<b>8WL-E3</b>	<b>Regionally specific devotions</b>	
DPO 1	Be familiar with the story and significance of the variety of devotions throughout Spanish speaking countries.	2



Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 6**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students Understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	3
DPO 2	Write and draw to commands in the target language	3
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	3
DPO 2	Respond to picture cue cards	3

<b>Readiness Objectives</b>	<b>Outcomes-continued - Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	2
DPO 2	Be able to interpret stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	2
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	2
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	2
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	2

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Attend to simple rhymes, poems, songs, and games	2
DPO 2	Recite prayers	2
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Expand basic vocabulary through pictures, symbols, and words	2
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Appreciate Hispanic music and culture	2
DPO 2	Follow directions in a song through repetition	2
<b>1WL-F4</b>	<b>Follow simple written instructions</b>	
DPO 1	Recall and follow simple commands	2
DPO 2	Respond to action words	2
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Develop appreciation for Hispanic storytelling	2
DPO 2	Understand the question words such as: "quién", "qué", "dónde", "cuándo", "por qué", "cómo"	1
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Through the use of well-known fairy-tales students will be able to identify and describe the main characters	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-E1</b>	<b>Comprehend the main idea in authentic oral and written materials on a familiar topic</b>	
DPO 1	Students listen to a variety of pieces and are able to identify verbally the main idea using listening skills	1
DPO 2	Students are able to read a variety of pieces and identify the main idea using reading skills	1
<b>1WL-E2</b>	<b>Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions</b>	
DPO 1	Students are able to identify basic idea of a piece through the use of reading skills	1
<b>1WL-E3</b>	<b>Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics</b>	
DPO 1	Participate in reading of children's literature and are able to write an analysis of piece in providing answers to questions about the piece	1
<b>1WL-E4</b>	<b>Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays</b>	
DPO 1	Perform works and putting actions to words	1
<b>1WL-E5</b>	<b>Identify emotions and feelings from selected reading material</b>	
DPO 1	Perform works and putting actions to words	1
<b>1WL-E6</b>	<b>Read a poem and analyze its components</b>	
DPO 1	Identify alliteration	1
DPO 2	Identify rhyming words	1

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	2
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	2
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 2	Comprehend and assist others in directions for games	2
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase "me gusta"	2
DPO 2	Be able to use the phrase "no me gusta"	2

<b>Readiness Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	2
DPO 2	Be able to describe in the form of numbers in the target language	2
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	2
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Respond verbally to friends, family members how they are feeling	2
DPO 2	Create written works about feelings	2
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Use common words and phrases	2
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Introduce themselves	2
DPO 2	Share information learned about a partner	2
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Identify things that are the same and things that are different about themselves and a partner	2
DPO 2	Identify things that are the same and things that are different about pictures	2
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Ask for items they need in the target language such as paper, pen, notebook, book	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-E1</b>	<b>Express and react to a variety of feelings</b>	
DPO 1	Will participate in mini dialogs	1
DPO 2	Will respond appropriately to directives given in the target language	1
<b>2WL-E2</b>	<b>Develop and propose solutions to issues and problems cooperatively with other students</b>	
DPO 1	Students create games together and must interact in the target language	1
DPO 2	Will complete tasks with partners or in teams in target language	1

<b>Essentials Objectives</b>	<b>Outcomes- continue - Students will . . .</b>	<b>Exit Level</b>
<b>2WL-E3</b>	<b>Support opinions with factual information</b>	
DPO 1	Debate topics related to current events and world languages	1
<b>2WL-E4</b>	<b>Use idiomatic expressions in oral and written communication</b>	
DPO 1	Use appropriate idiomatic expressions in daily conversation	1
DPO 2	Use appropriate idiomatic expressions in pen pal projects	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	2
DPO 2	Through the use of short stories	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	Participate in simple rhymes, poems, songs, games, and prayers	2
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Write a short story focusing on vocabulary	2
DPO 2	Write phrases regarding the weather	2
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Introduce themselves with basic information about self, including size and number of family members	2
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
DPO 2	Recite prayers	2

<b>Foundations Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Listen to and comprehend short stories and fairy-tales	2
DPO 2	Express reactions and feelings about the piece whether in English or in the target language	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-E1</b>	<b>Present understandable written reports and summaries</b>	
DPO 1	Create a collage related to a Spanish speaking country	2
<b>3WL-E2</b>	<b>Perform short, student-created skits and scenes</b>	
DPO 1	Based on a story related to vocabulary students create their own story and present it to the class	1
<b>3WL-E3</b>	<b>Present a brief speech (monologue)</b>	
DPO 1	Able to recite prayers to instructor without aid	1
<b>3WL-E4</b>	<b>Prepare script, tape-audio or video-recorded materials</b>	
DPO 1	Create a presentation that is then demonstrated to the class	1
<b>3WL-E5</b>	<b>Retell a story</b>	
DPO 1	Create their own story based on the vocabulary and changing the beginning or the ending	1

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	2
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	2
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during celebration of Cinco de Mayo-such as piñata making and bolero	2

<b>Readiness Objectives</b>	<b>Outcomes- Continued - Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might acquire them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	Develop an appreciation for Hispanic music and culture	2
DPO 2	Be able to describe cultural events such as Día de los Muertos, Día de la Raza, Las Posadas, Cinco de Mayo	2
<b>4WL-F2</b>	<b>Identify on a map the countries where the target language is spoken and the major cities and geographical features</b>	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Respond to social questions asked with basic responses	2
DPO 2	Respond to either the familiar or the formal depending on who is being spoken to	2
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Students will use age appropriate periodicals written in the target language	1

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-E1</b>	<b>Investigate and participate in age-appropriate cultural practices related to business, sports, and entertainment</b>	
DPO 1	Create a market place and interact in the target language	1
<b>4WL-E2</b>	<b>Identify, experience or produce expressive products of culture, e.g., advertisements, stories, poems</b>	
DPO 1	Create a commercial for a real or made up product	1

<b>Essentials Objectives</b>	<b>Outcomes- continued - Students will . . .</b>	<b>Exit Level</b>
<b>4WL-E3</b>	<b>Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior</b>	
DPO 1	Be able to identify when to use the familiar and formal language	1
DPO 2	Use the proper familiar and formal language when needed	1
<b>4WL-E4</b>	<b>Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts</b>	
DPO 1	Identify Spanish speaking populations within the U.S. and their differences of origin	2
<b>4WL-E5</b>	<b>Recognize how the target language and its culture add to the richness of our own cultural diversity</b>	
DPO 1	Be familiar with the creation of the altar for Día de los Muertos	2
<b>4WL-E7</b>	<b>Recognize when to switch between formal and informal language</b>	
DPO 1	Will use “usted” and “tú” correctly	3

**State Standard 5 – Connections –** Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Make maps of countries where the target language is spoken	2
DPO 2	Learn numbers in the target language	2
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	
DPO 1	Sing “Las Mañanitas” to each other on their birthday	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	Be exposed to short videos in the target language to include popular icons in the Hispanic culture, i.e., Juana la Iguana, Dora, Diego etc.	2



**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	2
DPO 2	Understand that some words we use in Spanish have no English equivalent	2
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	2
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	2
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Compare and contrast cultural perspectives in class discussions	2
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Identify the origins and uses of words and ideas borrowed from other languages	2
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Identify letters and their corresponding sounds in English and the target language	2
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Be aware of differences in greetings in Spanish speaking cultures and U.S. culture (hugs vs. handshakes, etc.)	1

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-E1</b>	<b>Demonstrate an awareness that there is more than one way to express ideas across languages</b>	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	2
<b>6WL-E2</b>	<b>Recognize that there are linguistic and cultural concepts that exist in one language and not in another</b>	
DPO 1	Identify differences in uses of personal and subject pronouns	2
DPO 2	Be aware of the greater influence of religion in national celebrations in Spanish speaking countries	2
<b>6WL-E3</b>	<b>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</b>	
DPO 1	Attend a music, dance, visual arts or drama performance in the target language and write about the experience	2
DPO 2	Present a music, dance, visual arts or drama performance in the target language for an audience and write about the experience	2

**State Standard 7 – Communities** – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community celebration</b>	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children's story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Attend presentations by guest speakers	1
DPO 2	Report on the presentation orally or in writing	1

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Borrow library books written in the target language and read them	2
<b>7WL-F2</b>	<b>Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries</b>	
DPO 1	Prepare a short story based on vocabulary and share with younger students	2
DPO 2	Create a Christmas card	2
<b>7WL-F3</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	2
DPO 2	Use common words and phrases	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-E1</b>	<b>Research and present a topic related to the target language or culture, using resources available outside the classroom</b>	
DPO 1	Research a notable Hispanic American through books, magazines, and the internet and present it to the class	2
DPO 2	Bring in items of interest from other cultures for class discussion	2
<b>7WL-E2</b>	<b>Write letters or electronic messages to native speakers</b>	
DPO 1	Participate in school wide pen pal program with orphans in Mexico	2

**Diocese Standard 8 – Connections** - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Be aware of or participate in Las Posadas	2
DPO 2	Be aware of or participate in Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Participate in Las Posadas and identify meaning behind the practice	2
DPO 2	Participate in Día de los Muertos and identify meaning behind the practice	2
<b>8WL-F3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2
DPO 2	Be familiar with the story and significance of Our Lady of Guadalupe	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-E1</b>	<b>Recite all prayers</b>	
<b>8WL-E2</b>	<b>Liturgical participation</b>	
DPO 1	Participate in liturgy in Spanish	2
<b>8WL-E3</b>	<b>Regionally specific devotions</b>	
DPO 1	Be familiar with the story and significance of the variety of devotions throughout Spanish speaking countries.	2

Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 7**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

5. Readiness - Introduction of skill
6. Foundations - Work toward mastery
7. Essentials - Consistent use of skill
8. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	3
DPO 2	Write and draw to commands in the target language	3
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	3
DPO 2	Respond to picture cue cards	3

<b>Readiness Objectives</b>	<b>Outcomes-continued-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	2
DPO 2	Be able to interpret stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	2
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	2
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	2
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	2

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Attend to simple rhymes, poems, songs, and games	2
DPO 2	Recite prayers	2
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Expand basic vocabulary through pictures, symbols, and words	2
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Appreciate Hispanic music and culture	2
DPO 2	Follow directions in a song through repetition	2
<b>1WL-F4</b>	<b>Follow simple written instructions</b>	
DPO 1	Recall and follow simple commands	2
DPO 2	Respond to action words	2
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Develop appreciation for Hispanic storytelling	2
DPO 2	Understand the question words such as: "quién", "qué", "dónde", "cuándo", "por qué", "cómo"	2
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Through the use of well-known fairy-tales students will be able to identify and describe the main characters	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-E1</b>	<b>Comprehend the main idea in authentic oral and written materials on a familiar topic</b>	
DPO 1	Students listen to a variety of pieces and are able to identify verbally the main idea using listening skills	1
DPO 2	Students are able to read a variety of pieces and identify the main idea using reading skills	1
<b>1WL-E2</b>	<b>Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions</b>	
DPO 1	Students are able to identify basic idea of a piece through the use of reading skills	1
<b>1WL-E3</b>	<b>Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics</b>	
DPO 1	Participate in reading of children's literature and are able to write an analysis of piece in providing answers to questions about the piece	1
<b>1WL-E4</b>	<b>Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays</b>	
DPO 1	Perform works and putting actions to words	1
<b>1WL-E5</b>	<b>Identify emotions and feelings from selected reading material</b>	
DPO 1	Perform works and putting actions to words	1
<b>1WL-E6</b>	<b>Read a poem and analyze its components</b>	
DPO 1	Identify alliteration	1
DPO 2	Identify rhyming words	1

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	2
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	2
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 2	Comprehend and assist others in directions for games	2
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase "me gusta"	2
DPO 2	Be able to use the phrase "no me gusta"	2

<b>Readiness Objectives</b>	<b>Outcomes-continued-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	3
DPO 2	Be able to describe in the form of numbers in the target language	3
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language	2
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Respond verbally to friends, family members how they are feeling	2
DPO 2	Create written works about feelings	2
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Use common words and phrases	2
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Introduce themselves	2
DPO 2	Share information learned about a partner	2
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Identify things that are the same and things that are different about themselves and a partner	2
DPO 2	Identify things that are the same and things that are different about pictures	2
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Ask for items they need in the target language such as paper, pen, notebook, book	2



<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-E1</b>	<b>Express and react to a variety of feelings</b>	
DPO 1	Will participate in mini dialogs	1
DPO 2	Will respond appropriately to directives given in the target language	1
<b>2WL-E2</b>	<b>Develop and propose solutions to issues and problems cooperatively with other students</b>	
DPO 1	Students create games together and must interact in the target language	1
DPO 2	Will complete projects with partners or in teams in target language	1
<b>2WL-E3</b>	<b>Support opinions with factual information</b>	
DPO 1	Debate topics related to current events and world languages	1
<b>2WL-E4</b>	<b>Use idiomatic expressions in oral and written communication</b>	
DPO 1	Use appropriate idiomatic expressions in daily conversation	1
DPO 2	Use appropriate idiomatic expressions in pen pal projects	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	2
DPO 2	Through the use of short stories	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	Participate in simple rhymes, poems, songs, games, and prayers	2
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Write a short story focusing on vocabulary	2
DPO 2	Write phrases regarding the weather	2
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Introduce themselves with basic information about self, including size and number of family members	2
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
DPO 2	Recite prayers	2
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Listen to and comprehend short stories and fairy-tales	2
DPO 2	Express reactions and feelings about the piece whether in English or in the target language	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-E1</b>	<b>Present understandable written reports and summaries</b>	
DPO 1	Create a travel brochure related to the vocabulary about a Spanish speaking country	1
<b>3WL-E2</b>	<b>Perform short, student-created skits and scenes</b>	
DPO 1	Based on a story related to vocabulary students create their own story and present it to the class	1
<b>3WL-E3</b>	<b>Present a brief speech (monologue)</b>	
DPO 1	Able to recite prayers to instructor without aid	2
<b>3WL-E4</b>	<b>Prepare script, tape-audio or video-recorded materials</b>	
DPO 1	Create a presentation for a real or made up product that is then demonstrated to the class	1
<b>3WL-E5</b>	<b>Retell a story</b>	
DPO 1	Create their own story based on the vocabulary and changing the beginning or the ending	1

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	2
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	2
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during celebration of Cinco de Mayo-such as piñata making and bolero	2
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might acquire them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	Develop an appreciation for Hispanic music and culture	2
DPO 2	Be able to describe cultural events such as Día de los Muertos, Día de la Raza, Las Posadas, Cinco de Mayo	2
<b>4WL-F2</b>	<b>Identify on a map the countries where the target language is spoken and the major cities and geographical features</b>	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Respond to social questions asked with basic responses	2
DPO 2	Respond in either the familiar or the formal depending on who is being spoken to	2
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Students will use age appropriate periodicals written in the target language	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-E1</b>	<b>Investigate and participate in age-appropriate cultural practices related to business, sports, and entertainment</b>	
DPO 1	Create a market place and interact in the target language as shop owners and shoppers	1
<b>4WL-E2</b>	<b>Identify, experience or produce expressive products of culture, e.g., advertisements, stories, poems</b>	
DPO 1	Create a commercial for a real or made up product	1
<b>4WL-E3</b>	<b>Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior</b>	
DPO 1	Be able to identify when to use the familiar and formal language	2
DPO 2	Use the proper familiar and formal language when needed	1
<b>4WL-E4</b>	<b>Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts</b>	
DPO 1	Identify Spanish speaking populations within the U.S. and their differences of origin	1
<b>4WL-E6</b>	<b>Recognize how the target language and its culture add to the richness of our own cultural diversity</b>	
DPO 1	Be familiar with the creation of the altar for Día de los Muertos	2
<b>4WL-E7</b>	<b>Recognize when to switch between formal and informal language</b>	
DPO 1	Recognize when to switch between formal and informal language	2
DPO 2	Will use “usted” and “tú” correctly	2

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Make maps of countries where the target language is spoken	2
DPO 2	Learn numbers in the target language	2
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	
DPO 1	Sing “Las Mañanitas” to each other on their birthday	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	Be exposed to short videos in the target language to include popular icons in the Hispanic culture, i.e., Juana la Iguana, Dora, Diego etc.	2

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	2
DPO 2	Understand that some words we use in Spanish have no English equivalent	2
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	2
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	2
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2
DPO 2	Show the similarities and difference in the National Anthem of different countries	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Compare and contrast cultural perspectives in class discussions	2
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Identify the origins and uses of words and ideas borrowed from other languages	2
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Identify letters and their corresponding sounds in English and the target language	2
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Be aware of differences in greetings in Spanish speaking cultures and U.S. culture (hugs vs. handshakes, etc.)	1

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-E1</b>	<b>Understand how idiomatic expressions impact communications and reflect culture</b>	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	1
<b>6WL-E2</b>	<b>Demonstrate an awareness that there is more than one way to express ideas across languages</b>	
DPO 1	Identify differences in uses of personal and subject pronouns	2
DPO 2	Be aware of the greater influence of religion in national celebrations in Spanish speaking countries	1
<b>6WL-E3</b>	<b>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</b>	
DPO 1	Attend a music, dance, visual arts or drama performance in the target language and write about the experience	1
DPO 2	Present a music, dance, visual arts or drama performance in the target language for an audience and write about the experience	1

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community celebration</b>	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children's story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Attend presentations by guest speakers	2
DPO 2	Report on the presentation orally or in writing	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Borrow library books written in the target language and read them	2
<b>7WL-F2</b>	<b>Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries</b>	
DPO 1	Prepare a short story based on vocabulary and share with younger students	2
DPO 2	Create a Christmas card	2
<b>7WL-F3</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	2
DPO 2	Use common words and phrases	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-E1</b>	<b>Research and present a topic related to the target language or culture, using resources available outside the classroom</b>	
DPO 1	Research a notable Hispanic American through books, magazines and the internet and present it to the class	2
DPO 2	Bring in items of interest from other cultures for class discussion	2
<b>7WL-E2</b>	<b>Write letters or electronic messages to native speakers</b>	
DPO 1	Participate in school wide pen pal program	2

**Diocese Standard 8 – Connections** - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Be aware of Las Posadas	2
DPO 2	Be aware of Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Participate in Las Posadas and identify meaning behind the practice	2
DPO 2	Participate in Día de los Muertos and identify meaning behind the practice	2
<b>8WL-R3</b>	<b>Come to know about a variety of religious figures and/or Saints</b>	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	2
DPO 2	Identify important aspects of Saints' lives	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-E1</b>	<b>Recite prayers</b>	
<b>8WL-E2</b>	<b>Liturgical participation</b>	
DPO 1	Participate in liturgy in Spanish	2
<b>8WL-E3</b>	<b>Regionally specific devotions</b>	
DPO 1	Be familiar with the story and significance of the variety of devotions throughout Spanish speaking countries.	2



Diocese of Phoenix  
K-8 World Languages Curriculum  
**Grade 8**

**Standards**

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

**State Standard 5** – Connections – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

**State Standard 7** – Communities – Students use the target language within and beyond school setting.

**Diocese Standard 8** – Connections - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

**Level Designation**

1. Readiness - Introduction of skill
2. Foundations - Work toward mastery
3. Essentials - Consistent use of skill
4. Proficiency – Consistent evidence of mastery of the skill

**State Standard 1** - Communication – Students understand and interpret written and spoken communication on a variety of topics in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R1</b>	<b>Respond to simple commands</b>	
DPO 1	Stand and sit to commands in the target language	3
DPO 2	Write and draw to commands in the target language	3
<b>1WL-R2</b>	<b>Read and understand simple words and expressions</b>	
DPO 1	Respond to word and letter cards	3
DPO 2	Respond to picture cue cards	3

<b>Readiness Objectives</b>	<b>Outcomes-continued-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-R3</b>	<b>Comprehend short conversations/stories on familiar topic</b>	
DPO 1	Be able to respond to questions (in English) about a story in the target language	3
DPO 2	Be able to interpret stories read in the target language	2
<b>1WL-R4</b>	<b>Identify people and objects based on oral and written descriptions</b>	
DPO 1	Through the use of colors in the target language students will be able to identify people and objects	3
DPO 2	Through the use of numbers in the target language students will be able to identify people and objects	3
<b>1WL-R5</b>	<b>Interpret gestures, intonation and other visual or auditory cues</b>	
DPO 1	Respond to gestures in the form of a command	3
DPO 2	Respond to visual and auditory cues with appropriate responses	3
<b>1WL-R6</b>	<b>Comprehend the main ideas and identify the principal characters of short stories or children's literature</b>	
DPO 1	Be able to listen to a familiar story in the target language	3
DPO 2	Understand that the story, while in the target language, is the same as the English version of the story	3

<b>Foundation Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-F1</b>	<b>Comprehend and interpret a brief narrative or poem</b>	
DPO 1	Attend to simple rhymes, poems, songs, and games	2
DPO 2	Recite prayers	2
<b>1WL-F2</b>	<b>Comprehend brief written messages and short personal notes</b>	
DPO 1	Expand basic vocabulary through pictures, symbols, and words	2
<b>1WL-F3</b>	<b>Comprehend simple recorded material</b>	
DPO 1	Appreciate Hispanic music and culture	2
DPO 2	Follow directions in a song through repetition	2
<b>1WL-F4</b>	<b>Follow simple written instructions</b>	
DPO 1	Recall and follow simple commands	3
DPO 2	Respond to action words	3
<b>1WL-F5</b>	<b>Identify parts of a short story, e.g., climax, main idea, conflict</b>	
DPO 1	Develop appreciation for Hispanic storytelling	2
DPO 2	Understand the question words such as: "quién", "qué", "dónde", "cuándo", "por qué", "cómo"	2
<b>1WL-F6</b>	<b>Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts</b>	
DPO 1	Through the use of well-known fairy-tales students will be able to identify and describe the main characters	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>1WL-E1</b>	<b>Comprehend the main idea in authentic oral and written materials on a familiar topic</b>	
DPO 1	Students listen to a variety of pieces and are able to identify verbally the main idea using listening skills	2
DPO 2	Students are able to read a variety of pieces and identify the main idea using reading skills	2
<b>1WL-E2</b>	<b>Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions</b>	
DPO 1	Students are able to identify basic idea of a piece through the use of reading skills	2
<b>1WL-E3</b>	<b>Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics</b>	
DPO 1	Participate in reading of children's literature and are able to write an analysis of piece in providing answers to questions about the piece	2
<b>1WL-E4</b>	<b>Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays</b>	
DPO 1	Perform works and putting actions to words	2
<b>1WL-E5</b>	<b>Identify emotions and feelings from selected reading material</b>	
DPO 1	Perform works and putting actions to words	2
<b>1WL-E6</b>	<b>Read a poem and analyze its components</b>	
DPO 1	Identify alliteration	2
DPO 2	Identify rhyming words	2

**State Standard 2** – Communication – Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R1</b>	<b>Greet people, make small talk and close conversations</b>	
DPO 1	Use appropriate greetings outside the classroom	3
DPO 2	Practice with family and friends greetings and conversations learned in the classroom	3
<b>2WL-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	
DPO 2	Comprehend and assist others in directions for games	3
<b>2WL-R3</b>	<b>Express likes and dislikes</b>	
DPO 1	Be able to use the phrase “me gusta”	3
DPO 2	Be able to use the phrase “no me gusta”	3

<b>Readiness Objectives</b>	<b>Outcomes-continued-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-R4</b>	<b>Describe people, places and things in their daily lives</b>	
DPO 1	Be able to describe in the form of colors in the target language	3
DPO 2	Be able to describe in the form of numbers in the target language	3
<b>2WL-R5</b>	<b>Identify occupations in the target language</b>	
DPO 1	Identify household members and authority figures in the target language.	3
DPO 2	Comprehend the difference between male and female teachers, principal, parents and siblings in the target language	3

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-F1</b>	<b>Express feelings</b>	
DPO 1	Respond verbally to friends, family members how they are feeling	2
DPO 2	Create written works about feelings	2
<b>2WL-F2</b>	<b>Give and follow directions to carry out a specific task and ask questions for clarification</b>	
DPO 1	Use common words and phrases	3
<b>2WL-F3</b>	<b>Exchange information about personal events and memorable experiences</b>	
DPO 1	Introduce themselves	3
DPO 2	Share information learned about a partner	3
<b>2WL-F4</b>	<b>State opinions about objects, people and events present in their everyday lives</b>	
DPO 1	Identify things that are the same and things that are different about themselves and a partner	3
DPO 2	Identify things that are the same and things that are different about pictures	3
<b>2WL-F5</b>	<b>Acquire goods or information through interactions</b>	
DPO 1	Ask for items they need in the target language such as paper, pen, notebook, book	3

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>2WL-E1</b>	<b>Express and react to a variety of feelings</b>	
DPO 1	Will participate in mini dialogs	2
DPO 2	Will respond appropriately to directives given in the target language	2
<b>2WL-E2</b>	<b>Develop and propose solutions to issues and problems cooperatively with other students</b>	
DPO 1	Students create games together and must interact in the target language	2
DPO 2	Will complete tasks with partners or in teams in target language	2
<b>2WL-E3</b>	<b>Support opinions with factual information</b>	
DPO 1	Debate topics related to current events and world languages	1
<b>2WL-E4</b>	<b>Use idiomatic expressions in oral and written communication</b>	
DPO 1	Use appropriate idiomatic expressions in daily conversation	1
DPO 2	Use appropriate idiomatic expressions in pen pal projects	1

**State Standard 3** – Communication – Students present information and ideas in the target language on a variety of topics to listeners and readers.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-R1</b>	<b>Recite short and simple material with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems in the target language with expression	2
<b>3WL-R2</b>	<b>Write or orally present short messages</b>	
DPO 1	Through the use of song	2
DPO 2	Through the use of short stories	2
<b>3WL-R3</b>	<b>Present descriptions of familiar people, places and things to a group</b>	
DPO 1	Identify people, places and things through the use of colors in the target language to the class	2
DPO 2	Identify people, places and things through the use of numbers in the target language to the class	2
<b>3WL-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	
DPO 1	Sing songs related to the alphabet, numbers, and colors	2
DPO 2	Recite short poems or stories in the target language with expression	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-F1</b>	<b>Perform short plays, poems and songs</b>	
DPO 1	Participate in simple rhymes, poems, songs, games, and prayers	2
<b>3WL-F2</b>	<b>Write or orally present brief messages that provide information</b>	
DPO 1	Write a short story focusing on vocabulary	2
DPO 2	Write phrases regarding the weather	2
<b>3WL-F3</b>	<b>Present basic biographical information about self or others in front of a group</b>	
DPO 1	Introduce themselves with basic information about self, including size and number of family members	2
<b>3WL-F4</b>	<b>Read and recite short poems with appropriate expression and rhythm</b>	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
DPO 2	Recite prayers	2
<b>3WL-F5</b>	<b>Share their interpretations, reactions and feelings about a piece of literature</b>	
DPO 1	Listen to and comprehend short stories and fairy-tales	2
DPO 2	Express reactions and feelings about the piece whether in English or in the target language	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>3WL-E1</b>	<b>Present understandable written reports and summaries</b>	
DPO 1	Create a travel brochure related to the vocabulary about a Spanish speaking country	2
<b>3WL-E2</b>	<b>Perform short, student-created skits and scenes</b>	
DPO 1	Based on a story related to vocabulary students create their own story and present it to the class	2
<b>3WL-E3</b>	<b>Present a brief speech (monologue)</b>	
DPO 1	Able to recite prayers to instructor without aid	3
<b>3WL-E4</b>	<b>Prepare script, tape-audio or video-recorded materials</b>	
DPO 1	Create a presentation for a real or made up product that is then demonstrated to the class	2
<b>3WL-E5</b>	<b>Retell a story</b>	
DPO 1	Create their own story based on the vocabulary and changing the beginning or the ending	2

**State Standard 4** – Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationship between cultural perspectives, products and practices within cultures.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</b>	
DPO 1	Wave to classmates, family members and friends with hello greeting	3
DPO 2	Wave to classmates, family members and friends with leave-taking greeting	3
<b>4WL-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues</b>	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during celebration of Cinco de Mayo-such as piñata making and bolero	2
<b>4WL-R3</b>	<b>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods</b>	
DPO 1	Identify their favorite Hispanic foods and where one might acquire them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
<b>4WL-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-F1</b>	<b>Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings</b>	
DPO 1	Develop an appreciation for Hispanic music and culture	2
DPO 2	Be able to describe cultural events such as Día de los Muertos, Día de la Raza, Las Posadas, Cinco de Mayo	2
<b>4WL-F2</b>	<b>Identify on a map the countries where the target language is spoken and the major cities and geographical features</b>	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
<b>4WL-F3</b>	<b>Use culturally appropriate language and behaviors in basic school and social situations</b>	
DPO 1	Respond to social questions asked with basic responses	2
DPO 2	Respond in either the familiar or the formal depending on who is being spoken to	2
<b>4WL-F4</b>	<b>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language</b>	
DPO 1	Students will use age appropriate periodicals written in the target language	3

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>4WL-E1</b>	<b>Investigate and participate in age-appropriate cultural practices related to business, sports, and entertainment</b>	
DPO 1	Create a market place and interact in the target language	2
<b>4WL-E2</b>	<b>Identify, experience or produce expressive products of culture, e.g., advertisements, stories, poems</b>	
DPO 1	Create a commercial for a real or made up product	2
<b>4WL-E3</b>	<b>Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior</b>	
DPO 1	Be able to identify when to use the familiar and formal language	3
DPO 2	Use the proper familiar and formal language when needed	3
<b>4WL-E4</b>	<b>Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts</b>	
DPO 1	Identify Spanish speaking populations within the U.S. and their differences of origin	3
<b>4WL-E5</b>	<b>Recognize how the target language and its culture add to the richness of our own cultural diversity</b>	
DPO 1	Be familiar with the creation of the altar for Día de los Muertos	3
<b>4WL-E7</b>	<b>Recognize when to switch between formal and informal language</b>	
DPO 1	Will use “usted” and “tú” correctly	3



**State Standard 5 – Connections** – Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	
DPO 1	Make maps of countries where the target language is spoken	3
DPO 2	Learn numbers in the target language	3
<b>5WL-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	
DPO 1	Sing “Las Mañanitas” to each other on their birthday	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>5WL-F1</b>	<b>Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information</b>	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
<b>5WL-F2</b>	<b>Comprehend articles or short videos in the target language on topics being studied in other classes</b>	
DPO 1	Be exposed to short videos in the target language to include popular icons in the Hispanic culture, i.e., Juana la Iguana, Dora, Diego etc.	2

**State Standard 6** – Comparisons – Students develop insights into their own language and their own culture through the study of the target language.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-R1</b>	<b>Recognize that words are borrowed from one language and used by another</b>	
DPO 1	Recognize cognates	3
DPO 2	Understand that some words we use in Spanish have no English equivalent	3
<b>6WL-R2</b>	<b>Make basic comparisons between the celebrations of the target culture and their own culture (e.g. Halloween, Día de los Muertos; Bastille Day and Independence Day)</b>	
DPO 1	Understand the difference between Halloween and Día de los Muertos	3
DPO 2	Understand the difference between Mexican Independence and Cinco de Mayo	3
<b>6WL-R3</b>	<b>Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes</b>	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-F1</b>	<b>Identify and compare (in English if needed) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play</b>	
DPO 1	Compare and contrast cultural perspectives in class discussions	3
<b>6WL-F2</b>	<b>Recognize ( in English if needed) the process of word/idea borrowing from one language by another</b>	
DPO 1	Identify the origins and uses of words and ideas borrowed from other languages	2
<b>6WL-F3</b>	<b>Distinguish between the sound system and the writing system of the target language and the same elements in their own language</b>	
DPO 1	Identify letters and their corresponding sounds in English and the target language	3
<b>6WL-F4</b>	<b>Compare appropriate gestures in the target language and culture studied to their own</b>	
DPO 1	Be aware of differences in greetings in Spanish speaking cultures and U.S. culture (hugs vs. handshakes, etc.)	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>6WL-E1</b>	<b>Demonstrate an awareness that there is more than one way to express ideas across languages</b>	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	2
<b>6WL-E2</b>	<b>Recognize that there are linguistic and cultural concepts that exist in one language and not in another</b>	
DPO 1	Identify differences in uses of personal and subject pronouns	3
DPO 2	Be aware of the greater influence of religion in national celebrations in Spanish speaking countries	2
<b>6WL-E3</b>	<b>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</b>	
DPO 1	Attend a music, dance, visual arts or drama performance in the target language and write about the experience	2
DPO 2	Present a music, dance, visual arts or drama performance in the target language for an audience and write about the experience	2

**State Standard 7 – Communities** – Students use the target language within and beyond school setting.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-R1</b>	<b>Participate in a school or community celebration</b>	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
<b>7WL-R2</b>	<b>Perform a song or skit in the target language for an audience</b>	
DPO 1	Perform number/color songs for Pre-K or younger children	2
DPO 2	Perform a narrated version of a common children's story: <u>The Three Bears</u> , <u>Snow White</u> , <u>The Three Little Pigs</u> , etc.	2
<b>7WL-R3</b>	<b>Understand and listen to presentations about occupations and careers</b>	
DPO 1	Attend presentations by guest speakers	2
DPO 2	Report on the presentation orally or in writing	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-F1</b>	<b>Use the library to select books, magazines, CDs etc., in the target language; share their content with others</b>	
DPO 1	Borrow library books written in the target language and read them	2
<b>7WL-F2</b>	<b>Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries</b>	
DPO 1	Prepare a short story based on vocabulary and share with younger students	2
DPO 2	Create a Christmas card	2
<b>7WL-F3</b>	<b>Present information to others (in English if needed) about the target language culture</b>	
DPO 1	Describe familiar objects in simple terms	2
DPO 2	Use common words and phrases	2

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>7WL-E1</b>	<b>Research and present a topic related to the target language or culture, using resources available outside the classroom</b>	
DPO 1	Research a notable Hispanic American through books, magazines and the internet and present it to the class	2
DPO 2	Bring in items of interest from other cultures for class discussion	2
<b>7WL-E2</b>	<b>Write letters or electronic messages to native speakers</b>	
DPO 1	Participate in school wide pen pal program	2

**Diocese Standard 8 – Connections** - Students will use the target language and authentic sources to reinforce content learned in the area of religion.

<b>Readiness Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-R1</b>	<b>Be able to recite prayers</b>	
<b>8WL-R2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Be aware of Las Posadas	2
DPO 2	Be aware of Día de los Muertos	2
<b>8WL-R3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2

<b>Foundations Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-F1</b>	<b>Be able to recite prayers</b>	
<b>8WL-F2</b>	<b>Understand the significance of cultural practices and their religious aspect</b>	
DPO 1	Be familiar with Las Posadas and identify meaning behind the practice	3
DPO 2	Be familiar with Día de los Muertos and identify meaning behind the practice	3
<b>8WL-F3</b>	<b>Come to know about a variety of Saints</b>	
DPO 1	Identify important aspects of the Saints' lives	2
DPO 2	Be familiar with the story and significance of Our Lady of Guadalupe	3

<b>Essentials Objectives</b>	<b>Outcomes-Students will . . .</b>	<b>Exit Level</b>
<b>8WL-E1</b>	<b>Recite all prayers</b>	
<b>8WL-E2</b>	<b>Liturgical participation</b>	
DPO 1	Participate in liturgy in Spanish	2
<b>8WL-E3</b>	<b>Regionally specific devotions</b>	
DPO 1	Be familiar with the story and significance of the variety of devotions throughout Spanish speaking countries.	3

# **APPENDICES**

**2012**

# ORACIONES EN ESPAÑOL

## **La Señal De La Cruz - Sign of the Cross**

En el nombre del Padre, y del Hijo, y del Espíritu Santo.  
Amén.

## **Dios Te Salve, Maria - Hail Mary**

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.  
Amén.

## **El Credo - Apostles' Creed**

Creo en Dios, Padre todopoderoso,  
creador del Cielo y de la Tierra.  
Creo en Jesucristo su único Hijo, Nuestro  
Señor,  
que fue concebido por obra y gracia del  
Espíritu Santo;  
nació de Santa María Virgen;  
padebió bajo el poder de Poncio Pilato;  
fue crucificado, muerto y sepultado;  
descendió a los infiernos;  
al tercer día resucitó de entre los muertos;

subió a los cielos y está a la diestra de Dios  
Padre;  
desde allí ha de venir a juzgar a los vivos y a  
los muertos.  
Creo en el Espíritu Santo, en la Santa Iglesia  
Católica,  
la comunión de los Santos en el perdón de los  
pecados  
la resurrección de los muertos y la vida eterna.  
Amén.

## **Padre Nuestro - Our Father\***

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 nuestro pan de cada día.  
Perdona nuestras ofensas,  
como también nosotros perdonamos a los que nos ofenden.  
No nos dejes caer en tentación y líbranos del mal.  
Amén.

**\*The translation used in the Eucharistic liturgy is different**

## **Gloria - Glory Be**

Gloria al Padre, al Hijo y al Espíritu Santo.  
Como era en el principio, ahora y siempre,  
por los siglos de los siglos.  
Amén.

## **Dios te Salve, Reina y Madre – Hail Holy Queen**

Dios te salve, Reina y Madre de misericordia,  
vida, dulzura y esperanza nuestra, Dios te salve.  
A ti clamamos los desterrados hijos de Eva.  
A ti suspiramos gimiendo y llorando en este valle de lágrimas.  
Ea, pues, Señora, abogada nuestra:  
vuelve a nosotros esos tus ojos misericordiosos.  
Y después de este destierro, muéstranos a Jesús, fruto bendito de tu vientre.  
Oh clemente, oh piadosa, oh dulce Virgen María.  
Ruega por nosotros, Santa Madre de Dios, para que seamos dignos de las promesas de Cristo.  
Amén.

<b>Joyful Mysteries</b>	<b>Sorrowful Mysteries</b>	<b>Glorious Mysteries</b>	<b>Luminous Mysteries</b>
La Anuncion La Visitación El Nacimiento La Presentación en el Templo El Reencuentro en el Templo	La Agoniza en el Huerto La Flagelación La Coronación de Espinas. Jesus lleva la Cruz La Crucifixión	La Resurrección La Ascensión La Venida del Espíritu Santo La Asunción de la Virgen María La Coronacion de la Virgen María	El Bautismo en el Jordán Las Bodas de Caná El Anuncio del Reino de Dios La Transfiguración La Institución de la Eucaristía

## **Oración de San Francisco**

Señor, hazme un instrumento de tu paz:  
Donde haya odio, que lleve yo el amor  
donde haya ofensa, que lleve el perdón  
donde haya discordia, que lleve la union;  
donde haya duda, que lleve la fe  
donde haya error, que lleve la verdad;  
donde haya tristeza, que lleve la alegría;  
donde haya oscuridad, que lleve la luz.

## **Ángel de la Guarda**

Ángel de mi guarda  
Mi dulce compañía  
No me desampares  
Ni de noche ni de día  
hasta ponerme en los  
de Jesús, José y María.

O Maestro, concédeme  
que yo no busque tanto  
ser consolado, sino consolar  
ser comprendido, sino comprender,  
ser amado, sino amar.  
Porque es dando que recibimos  
es perdonando que somos perdonados  
y es muriendo que nacemos a la vida eternal.  
Amén.

## **Ven, Espíritu Santo**

Ven Espíritu Santo  
Llena los corazones  
De tus fieles  
Y enciende en ellos  
El fuego de tu amor.  
Envía tu espíritu, Señor,  
Y serán recreados  
Y renovarás  
La faz de la tierra.  
Amén.



### **Oración para las Vocaciones**

Jesús, Hijo de María, Te ruego que llames a muchos más de nuestra comunidad de *Nuestra Señora del Perpetuo Socorro* a servirte en la vida religiosa. Ayúdame a ser como Tú en la tierra, Para que pueda vivir contigo en el cielo para siempre.  
Amén.

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