

WORLD LANGUAGES CURRICULUM STANDARDS

ELEMENTARY SPANISH K-8

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

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CURRICULUM STANDARDS
ELEMENTARY SPANISH
K-8**

Diocese of Phoenix

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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 21st 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

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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.

National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools March 2012

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, 21st century skills, and Gospel values, implemented through effective instruction. **BENCHMARKS:**

7.1	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.
7.2	Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
7.3	Curriculum and instruction for the 21 st 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.
7.4	Curriculum and instruction for 21 st 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.
7.5	Classroom instruction is designed to intentionally address the effective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
7.6	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.
7.7	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.
7.8	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.
7.9	Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
7.10	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:**

8.1	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.
8.2	School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
8.3	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.
8.4	Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
8.5	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:**

9.1	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.
9.2	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.
9.3	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.

Readiness Objectives	Outcomes - Students will . .	Exit Level
1WL-R1	Respond to simple commands	
DPO 1	Stand and sit to commands in the target language	1
DPO 2	Write and draw to commands in the target language	1
1WL-R2	Read and understand simple words and expressions	
DPO 1	Respond to word and letter cards	1
DPO 2	Respond to picture cue cards	1
1WL-R3	Comprehend short conversations/stories on familiar topic	
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

Readiness Objectives	Outcomes - Continued - Students will . . .	Exit Level
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	1
DPO 2	Respond to visual and auditory cues with appropriate responses	1
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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.

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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
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
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	1
DPO 2	Identify historical landmarks in Spanish speaking countries	1
4WL-R4	Identify parts of the world where the target language is spoken	
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.

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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	1
DPO 2	Understand that some words used in Spanish have no direct English translation	1
6WL-R2	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)	
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
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community celebration	
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL–R3	Understand and listen to presentations about occupations and careers	

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

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

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

Readiness Objectives	Outcomes-Continued- Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

Foundation Objectives	Outcomes-Students will . . .	Exit Level
1WL-F1	Comprehend and interpret a brief narrative or poem	
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
1WL-F2	Comprehend brief written messages and short personal notes	
DPO 1	Understand notes written in the target language on work papers	1
1WL-F3	Comprehend simple recorded material	
DPO 1	Be able to sing along with songs	1
DPO 2	Be able to act out the songs	1
1WL-F4	Follow simple written instructions	
DPO 1	Directions on work papers and quizzes are able to be comprehended such as “nombre” and “fecha”	1
1WL-F5	Identify parts of a short story, e.g., climax, main idea, conflict	
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
1WL-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts	
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.

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
2WL-F1	Express feelings	
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
2WL-F2	Give and follow directions to carry out a specific task and ask questions for clarification	
DPO 1	Comprehend directions related to playing a game	1
DPO 2	Explain how to play the game to a partner in English	1
2WL-F3	Exchange information about personal events and memorable experiences	
DPO 1	Tell a partner or family member about something that happened at school in English	1
2WL-F4	State opinions about objects, people and events present in their everyday lives	
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

Foundations Objectives	Outcomes – Continued - Students will . . .	Exit Level
2WL-F5	Acquire goods or information through interactions	
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.

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

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

Foundations Objectives	Outcomes- Continued - Students will . . .	Exit Level
3WL-F5	Share their interpretations, reactions and feelings about a piece of literature	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
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
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	2
4WL-R4	Identify parts of the world where the target language is spoken	
DPO 1	Color a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
4WL-F1	Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings	
DPO 1	View videos and be able to identify the cultural aspect	1
4WL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	
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

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Use numbers in the target language to perform addition and subtraction	1
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
6WL-R2	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)	
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
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
DPO 1	Recognize signs from other countries and that their purpose is the same in the United States	1

Foundations Objectives	Outcomes-Students will . . .	Exit Level
6WL-F1	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	
DPO 1	Relate to students and how they go to school vs. how we go to school in the United States	1
6WL-F2	Recognize (in English if needed) the process of word/idea borrowing from one language by another	
DPO 1	Discuss words that we use everyday in food and around the community that were actually taken from another language	1
6WL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	
DPO 1	Identify the letters and sounds that are found in the target language alphabet that are not in the English alphabet	1
6WL-F4	Compare appropriate gestures in the target language and culture studied to their own	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community celebration	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL-R3	Understand and listen to presentations about occupations and careers	
DPO 1	Listen to speakers in the target language	1
DPO 2	Retell what the speakers talked about	1

Foundations Objectives	Outcomes-Students will . . .	Exit Level
7WL-F1	Use the library to select books, magazines, CDs etc., in the target language; share their content with others	
DPO 1	Be exposed to books written in the target language and read them	1
7WL-F2	Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries	
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
7WL-F3	Present information to others (in English if needed) about the target language culture	
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.

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
8WL-F1	Be able to recite prayers	
8WL-F2	Understand the significance of cultural practices and their religious aspect	
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
8WL-R3	Come to know about a variety of religious figures and/or Saints	
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.

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

Readiness Objectives	Outcomes- Continued - Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

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

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

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

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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
DPO 1	Participate in creation of Día de los Muertos altar	2
DPO 2	Participate in arts and crafts, games during cultural celebrations	2
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	2
4WL-R4	Identify parts of the world where the target language is spoken	
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

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language such as geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Expand and develop basic vocabulary	1
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
6WL-R2	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)	
DPO 1	Understand the difference between various cultural celebrations	2
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
DPO 1	Recognize signs from other countries and that their purpose is the same in the United States	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
6WL-F1	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	
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
6WL-F2	Recognize (in English if needed) the process of word/idea borrowing from one language by another	
DPO 1	Discuss words that we use everyday in food and around the community that were actually taken from another language	2
6WL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	
DPO 1	Identify the letters and sounds that are found in the target language alphabet that are not in the English alphabet	2
6WL-F4	Compare appropriate gestures in the target language and culture studied to their own	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community cultural celebration	
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL-R3	Understand and listen to presentations about occupations and careers	
DPO 1	Listen to speakers	2
DPO 2	Retell what the speakers discussed	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
7WL-F1	Use the library to select books, magazines, CDs etc., in the target language; share their content with others	
DPO 1	Be exposed to books in the target language	1
7WL-F2	Identify people in the community who use the target language in their work; invite them to share information with the class and ask the questions	1
7WL-F3	Create original materials (e.g. short stories, poems, crafts) to share	
7WL-F4	Present information to others (in English if needed) about the target language culture	
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.

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

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

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

Readiness Objectives	Outcomes - Continued - Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
2WL-F1	Express feelings	
DPO 1	Respond verbally to friends, family members how they are feeling	2
DPO 2	Create written works about feelings	1
2WL-F2	Give and follow directions to carry out a specific task and ask questions for clarification	
DPO 1	Use common words and phrases	2
2WL-F3	Exchange information about personal events and memorable experiences	
DPO 1	Introduce themselves	2
DPO 2	Share information learned about a partner	2
2WL-F4	State opinions about objects, people and events present in their everyday lives	
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
2WL-F5	Acquire goods or information through interactions	
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.

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

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
4WL-F1	Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings	
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
4WL-F2	Be exposed to maps of countries where the target language is spoken and capital cities and some geographical features	
DPO 1	Color or identify a map of countries where the target language is spoken	2
4WL-F3	Use culturally appropriate language and behaviors in basic school and social situations	
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
4WL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	
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.

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	1
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
6WL-R2	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)	
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
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
DPO 1	Recognize signs from other countries and that their purpose is the same in the United States	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
6WL-F1	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	
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
6WL-F2	Recognize (in English if needed) the process of word/idea borrowing from one language by another	
DPO 1	Be able to identify words that are borrowed from other languages with regard to food etc.	2
6WL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	
DPO 1	Be able to relate alphabet sounds that occur in the target language that do not occur in English	2
6WL-F4	Compare appropriate gestures in the target language and culture studied to their own	
DPO 1	Greetings will be compared	2

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community cultural celebration	
DPO 1	Participate in celebrations such as: Cinco de Mayo, Día de los Muertos, etc	2
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL–R3	Understand and listen to presentations about occupations and careers	
DPO 1	Listen to speakers about different careers and occupations	2
DPO 2	Retell what they learned from the speaker	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
7WL-F1	Use the library to select books, magazines, CDs etc., in the target language; share their content with others	
DPO 1	Borrow books in the target language from the library	2
7WL-F2	Identify people in the community who use the target language in their work; invite them to share information with the class and ask the questions	
DPO 1	Invite a variety of speakers to the classroom to discuss a variety of topics	2
7WL–F3	Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries	
DPO 1	Prepare a short story based on vocabulary and share with younger students	1
DPO 2	Create a Christmas card	1
7WL-F4	Present information to others (in English if needed) about the target language culture	
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.

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

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

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

Readiness Objectives	Outcomes-Continued - Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

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

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

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

Readiness Objectives	Outcomes-continued - Students will . . .	Exit Level
2WL-R5	Identify occupations in the target language	
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

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

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

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

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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
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
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	
DPO 1	Identify their favorite Hispanic foods and where one might buy them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
4WL-R4	Identify parts of the world where the target language is spoken	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
4WL-F1	Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings	
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
4WL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
4WL-F3	Use culturally appropriate language and behaviors in basic school and social situations	
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
4WL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	
DPO 1	Use age appropriate periodicals and magazines to discover cultural messages	2

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	2
DPO 2	Understand that words we use are in Spanish and there is no translation	2
6WL-R2	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)	
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

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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
6WL-E1	Demonstrate an awareness that there is more than one way to express ideas across languages	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	1
6WL-E2	Recognize that there are linguistic and cultural concepts that exist in one language and not in another	
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

Essentials Objectives	Outcomes- continued - Students will . . .	Exit Level
6WL-E3	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	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community celebration	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL-R3	Understand and listen to presentations about occupations and careers	
DPO 1	Listen to presentations by speakers	2
DPO 2	Retell what speakers discussed	2

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
7WL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	
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
7WL-E2	Write letters or electronic messages to native speakers	
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.

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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
8WL-E1	Recite all prayers	
8WL-E2	Liturgical participation	
DPO 1	Participate in liturgy in Spanish	1
8WL-E3	Regionally specific devotions	
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.

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

Readiness Objectives	Outcomes- continued - Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

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

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

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

Readiness Objectives	Outcomes- continued - Students will . . .	Exit Level
2WL-R4	Describe people, places and things in their daily lives	
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
2WL-R5	Identify occupations in the target language	
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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
2WL-E1	Express and react to a variety of feelings	
DPO 1	Will participate in mini dialogs	1
DPO 2	Will respond appropriately to directives given in the target language	1
2WL-E2	Develop and propose solutions to issues and problems cooperatively with other students	
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

Essentials Objectives	Outcomes- continued - Students will . . .	Exit Level
2WL-E3	Support opinions with factual information	
DPO 1	Debate topics related to current events and world languages	1
2WL-E4	Use idiomatic expressions in oral and written communication	
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.

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

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

Foundations Objectives	Outcomes- continued - Students will . . .	Exit Level
3WL-F4	Read and recite short poems with appropriate expression and rhythm	
DPO 1	Progress in saying words with proper accent, flow, rhythm, and vowel sounds	2
DPO 2	Recite prayers	2
3WL-F5	Share their interpretations, reactions and feelings about a piece of literature	
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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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

Readiness Objectives	Outcomes – continued - Students will . . .	Exit Level
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
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
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	
DPO 1	Identify their favorite Hispanic foods and where one might acquire them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
4WL-R4	Identify parts of the world where the target language is spoken	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
4WL-F1	Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings	
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
4WL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
4WL-F3	Use culturally appropriate language and behaviors in basic school and social situations	
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
4WL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	
DPO 1	Use age appropriate periodicals and magazines to discover messages and meanings	2

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	2
DPO 2	Understand that some words we use in Spanish have no English equivalent	2
6WL-R2	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)	
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
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
6WL-E1	Demonstrate an awareness that there is more than one way to express ideas across languages	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	2
6WL-E2	Recognize that there are linguistic and cultural concepts that exist in one language and not in another	
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
6WL-E3	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	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community celebration	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL-R3	Understand and listen to presentations about occupations and careers	
DPO 1	Listen to speakers about careers	1
DPO 2	Retell what they have learned from the speakers	1

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
7WL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	
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
7WL-E2	Write letters or electronic messages to native speakers	
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.

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
8WL-F1	Be able to recite prayers	
8WL-F2	Understand the significance of cultural practices and their religious aspect	
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
8WL-R3	Come to know about a variety of religious figures and/or Saints	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	2
DPO 2	Identify important aspects of Saints' lives	2

Essentials Objectives	Outcomes-Students will . . .	Exit Level
8WL-E1	Recite prayers	
8WL-E2	Liturgical participation	
DPO 1	Participate in liturgy in Spanish	1
8WL-E3	Regionally specific devotions	
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.

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

Readiness Objectives	Outcomes-continued - Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
1WL-E1	Comprehend the main idea in authentic oral and written materials on a familiar topic	
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
1WL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions	
DPO 1	Students are able to identify basic idea of a piece through the use of reading skills	1
1WL-E3	Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics	
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
1WL-E4	Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays	
DPO 1	Perform works and putting actions to words	1
1WL-E5	Identify emotions and feelings from selected reading material	
DPO 1	Perform works and putting actions to words	1
1WL-E6	Read a poem and analyze its components	
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.

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

Readiness Objectives	Outcomes- continued - Students will . . .	Exit Level
2WL-R4	Describe people, places and things in their daily lives	
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
2WL-R5	Identify occupations in the target language	
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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
2WL-E1	Express and react to a variety of feelings	
DPO 1	Will participate in mini dialogs	1
DPO 2	Will respond appropriately to directives given in the target language	1
2WL-E2	Develop and propose solutions to issues and problems cooperatively with other students	
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

Essentials Objectives	Outcomes- continue - Students will . . .	Exit Level
2WL-E3	Support opinions with factual information	
DPO 1	Debate topics related to current events and world languages	1
2WL-E4	Use idiomatic expressions in oral and written communication	
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.

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

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

Foundations Objectives	Outcomes- continued - Students will . . .	Exit Level
3WL-F5	Share their interpretations, reactions and feelings about a piece of literature	
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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
4WL-F1	Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings	
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
4WL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
4WL-F3	Use culturally appropriate language and behaviors in basic school and social situations	
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
4WL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	
DPO 1	Students will use age appropriate periodicals written in the target language	1

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

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	2
DPO 2	Understand that some words we use in Spanish have no English equivalent	2
6WL-R2	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)	
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
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
6WL-E1	Demonstrate an awareness that there is more than one way to express ideas across languages	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	2
6WL-E2	Recognize that there are linguistic and cultural concepts that exist in one language and not in another	
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
6WL-E3	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	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community celebration	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL-R3	Understand and listen to presentations about occupations and careers	
DPO 1	Attend presentations by guest speakers	1
DPO 2	Report on the presentation orally or in writing	1

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
7WL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	
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
7WL-E2	Write letters or electronic messages to native speakers	
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.

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
8WL-F1	Be able to recite prayers	
8WL-F2	Understand the significance of cultural practices and their religious aspect	
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
8WL-F3	Come to know about a variety of Saints	
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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
8WL-E1	Recite all prayers	
8WL-E2	Liturgical participation	
DPO 1	Participate in liturgy in Spanish	2
8WL-E3	Regionally specific devotions	
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.

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

Readiness Objectives	Outcomes-continued-Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	2
DPO 2	Respond to visual and auditory cues with appropriate responses	2
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
1WL-E1	Comprehend the main idea in authentic oral and written materials on a familiar topic	
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
1WL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions	
DPO 1	Students are able to identify basic idea of a piece through the use of reading skills	1
1WL-E3	Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics	
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
1WL-E4	Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays	
DPO 1	Perform works and putting actions to words	1
1WL-E5	Identify emotions and feelings from selected reading material	
DPO 1	Perform works and putting actions to words	1
1WL-E6	Read a poem and analyze its components	
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.

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

Readiness Objectives	Outcomes-continued-Students will . . .	Exit Level
2WL-R4	Describe people, places and things in their daily lives	
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
2WL-R5	Identify occupations in the target language	
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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
2WL-E1	Express and react to a variety of feelings	
DPO 1	Will participate in mini dialogs	1
DPO 2	Will respond appropriately to directives given in the target language	1
2WL-E2	Develop and propose solutions to issues and problems cooperatively with other students	
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
2WL-E3	Support opinions with factual information	
DPO 1	Debate topics related to current events and world languages	1
2WL-E4	Use idiomatic expressions in oral and written communication	
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.

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

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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
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
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	
DPO 1	Identify their favorite Hispanic foods and where one might acquire them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
4WL-R4	Identify parts of the world where the target language is spoken	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
4WL-F1	Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings	
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
4WL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
4WL-F3	Use culturally appropriate language and behaviors in basic school and social situations	
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
4WL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	
DPO 1	Students will use age appropriate periodicals written in the target language	2

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	2
DPO 2	Understand that some words we use in Spanish have no English equivalent	2
6WL-R2	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)	
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
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
6WL-E1	Understand how idiomatic expressions impact communications and reflect culture	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	1
6WL-E2	Demonstrate an awareness that there is more than one way to express ideas across languages	
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
6WL-E3	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	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community celebration	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL-R3	Understand and listen to presentations about occupations and careers	
DPO 1	Attend presentations by guest speakers	2
DPO 2	Report on the presentation orally or in writing	2

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
7WL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	
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
7WL-E2	Write letters or electronic messages to native speakers	
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.

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
8WL-F1	Be able to recite prayers	
8WL-F2	Understand the significance of cultural practices and their religious aspect	
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
8WL-R3	Come to know about a variety of religious figures and/or Saints	
DPO 1	Be familiar with the story and significance of Our Lady of Guadalupe	2
DPO 2	Identify important aspects of Saints' lives	2

Essentials Objectives	Outcomes-Students will . . .	Exit Level
8WL-E1	Recite prayers	
8WL-E2	Liturgical participation	
DPO 1	Participate in liturgy in Spanish	2
8WL-E3	Regionally specific devotions	
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.

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

Readiness Objectives	Outcomes-continued-Students will . . .	Exit Level
1WL-R3	Comprehend short conversations/stories on familiar topic	
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
1WL-R4	Identify people and objects based on oral and written descriptions	
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
1WL-R5	Interpret gestures, intonation and other visual or auditory cues	
DPO 1	Respond to gestures in the form of a command	3
DPO 2	Respond to visual and auditory cues with appropriate responses	3
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	
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

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

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

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

Readiness Objectives	Outcomes-continued-Students will . . .	Exit Level
2WL-R4	Describe people, places and things in their daily lives	
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
2WL-R5	Identify occupations in the target language	
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

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
2WL-E1	Express and react to a variety of feelings	
DPO 1	Will participate in mini dialogs	2
DPO 2	Will respond appropriately to directives given in the target language	2
2WL-E2	Develop and propose solutions to issues and problems cooperatively with other students	
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
2WL-E3	Support opinions with factual information	
DPO 1	Debate topics related to current events and world languages	1
2WL-E4	Use idiomatic expressions in oral and written communication	
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.

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

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

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

Readiness Objectives	Outcomes-Students will . . .	Exit Level
4WL-R1	Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	
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
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	
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
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	
DPO 1	Identify their favorite Hispanic foods and where one might acquire them	2
DPO 2	Identify historical landmarks in Spanish speaking countries	2
4WL-R4	Identify parts of the world where the target language is spoken	
DPO 1	Create a map of countries speaking the target language	2
DPO 2	Identify cities and states with Spanish names	2

Foundations Objectives	Outcomes-Students will . . .	Exit Level
4WL-F1	Identify and discuss (in English if needed) typical behaviors from the target language culture in a variety of settings	
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
4WL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	
DPO 1	Create a map of countries where the target language is spoken	2
DPO 2	Identify capital cities in Spanish speaking countries	2
4WL-F3	Use culturally appropriate language and behaviors in basic school and social situations	
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
4WL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	
DPO 1	Students will use age appropriate periodicals written in the target language	3

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

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
5WL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	
DPO 1	Expand and develop basic vocabulary, introduction of new vocabulary	2
5WL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
6WL-R1	Recognize that words are borrowed from one language and used by another	
DPO 1	Recognize cognates	3
DPO 2	Understand that some words we use in Spanish have no English equivalent	3
6WL-R2	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)	
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
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	
DPO 1	Recognize signs and symbols from other countries and that their purpose is the same in the United States	2

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
6WL-E1	Demonstrate an awareness that there is more than one way to express ideas across languages	
DPO 1	Be aware that there is more than one way to express ideas across languages in greetings and daily conversations.	2
6WL-E2	Recognize that there are linguistic and cultural concepts that exist in one language and not in another	
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
6WL-E3	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	
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.

Readiness Objectives	Outcomes-Students will . . .	Exit Level
7WL-R1	Participate in a school or community celebration	
DPO 1	Participate in school wide Día de los Muertos altar	2
DPO 2	Participate in the celebration of Las Posadas	2
7WL-R2	Perform a song or skit in the target language for an audience	
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
7WL-R3	Understand and listen to presentations about occupations and careers	
DPO 1	Attend presentations by guest speakers	2
DPO 2	Report on the presentation orally or in writing	2

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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
7WL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	
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
7WL-E2	Write letters or electronic messages to native speakers	
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.

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

Foundations Objectives	Outcomes-Students will . . .	Exit Level
8WL-F1	Be able to recite prayers	
8WL-F2	Understand the significance of cultural practices and their religious aspect	
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
8WL-F3	Come to know about a variety of Saints	
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

Essentials Objectives	Outcomes-Students will . . .	Exit Level
8WL-E1	Recite all prayers	
8WL-E2	Liturgical participation	
DPO 1	Participate in liturgy in Spanish	2
8WL-E3	Regionally specific devotions	
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, Maria.
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;
padeció 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.
Amen.

Joyful Mysteries	Sorrowful Mysteries	Glorious Mysteries	Luminous Mysteries
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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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