

WORLD LANGUAGES CURRICULUM STANDARDS

**Catholic Schools Office
Diocese of Phoenix
2012**

WORLD LANGUAGES CURRICULUM STANDARDS

Diocese of Phoenix

2012

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

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

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

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

April, 2012

The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the World Languages Curriculum Committee for its work in researching, revising and editing the World Languages Curriculum Standards.

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 World Languages Standards clearly indicate what students need to know of and about the language and culture of countries where another language 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, expanded into seven strands, under which the State of Arizona organizes its standards: Communication, Culture, Connections, Comparisons, and Communities are included. An eighth strand included under Connections reads: "The student will use the target language and authentic sources to reinforce the content learned in the area of theology." 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 World Languages 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.

Sincerely

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

**WORLD LANGUAGES
CURRICULUM COMMITTEE**

Caroline Avila
St. John Bosco School
Phoenix

Magda Nelson
Xavier College Preparatory
Phoenix

Anna Cameron
Notre Dame Preparatory
Scottsdale

Elizabeth Salgado
St. Mary High School
Phoenix

Celeste Castorena
St. Francis Xavier School
Phoenix

Noemi Santaella
Pope John XXIII School
Phoenix

Melissa Erb
St. Gregory School
Phoenix

Karen Sotelo
St. Theresa School
Phoenix

Alicia Flores
St. Mary-Basha School
Chandler

Maria Vinaras
Seton Catholic High School
Chandler

Ann-Marie Hyland-Traynor
Xavier College Preparatory
Phoenix

Sr. Melita Penchalk, OSBM, Ed.S.
Assistant Superintendent
Diocese of Phoenix

Susan Lynch
St. John Bosco School
Phoenix

TABLE OF CONTENTS

Introduction.....	5
Philosophy and Goals	6
National Standards and Benchmarks	7
Language Abilities	8
Standards Descriptions.....	9
Level Descriptions	11
Standard 1:	11
Standard 2:	14
Standard 3:	16
Standard 4:	18
Standard 5:	20
Standard 6:	21
Standard 7:	23
Standard 8:	25
Appendices.....	27
A. Spanish Textbooks	28
B. French Textbooks	31
C. Resources	33
D. Common Prayers.....	34
D.1 Spanish	35
D.2 French.....	38
D.3 Mandarin Chinese.....	41
E. O’odham Language and Culture.....	43

INTRODUCTION

In the Catholic School, we know and want our students to understand that as disciples of Christ, we are sent as Christians throughout the world to offer the Good News: “Go, therefore, and make disciples of all nations” (Mt 28:19). Second and third language skills are a necessary part of reaching people outside our native language group. Therefore, the following World Languages Standards have been developed for the instruction of World Languages in the Roman Catholic Diocese of Phoenix and are aligned with Arizona State Foreign and Native Language Standards (dated October 22, 2001). State Standards have been reorganized based upon the skills students are expected to develop. Diocesan standards are added for clarity and are identified as Diocesan Performance Objectives (DPO).

The standards are organized within five areas: Communication, Culture, Connections, Comparisons, and Communities. To meet these standards, students will study grammar, vocabulary, and culture through reading, writing, listening, and speaking. The descriptions of the language abilities – adapted from the State Standards and assigned an Exit Level Year (1, 2, 3, and 4) – are found below at the beginning of the Standards section. The Exit Levels are to be met or exceeded by the end of each year of study. The Exit Level, however, may be completed earlier than the specified year.

All Arizona State Standards are met and exceeded in the World Languages Curriculum Standards of the Diocese of Phoenix. In addition, Standard Eight (8) has been developed in order to offer an integrated Catholic identity within our standards.

This document is set up so that the Performance Objectives can be used with any modern foreign language. It is also set up in a four (4) year sequence appropriate for high school but can be easily adapted as a guide in elementary school usage as well.

Elementary Spanish Curriculum Standards can be found on the Catholic Schools Office website under Curriculum: World Languages – Elementary Spanish K-8.

WORLD LANGUAGES CURRICULUM STANDARDS

PHILOSOPHY STATEMENT

In His infinite Love, our Lord created a large and beautiful world with a myriad of different peoples, diverse languages, and cultures, all 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

LANGUAGE ABILITIES

1. Readiness

Students use vocabulary related to people, places, things and actions close to their own lives. They express themselves in phrases, short sentences and memorized material. Their language is characterized by an emerging of the most common basic grammatical forms and structures. Because comprehension of oral and written language normally exceeds production, students are able to comprehend simple descriptions, narratives, and authentic materials such as advertisements, on topics studied in class. Pronunciation and fluency are such that students often might not be understood by native speakers.

2. Foundations

Students speak and write extemporaneously using short sentences and sentence strings in present tense on topics within their experience with the language. They can describe, ask and answer questions; engage in simple conversations; and carry out simple realistic functions such as ordering a meal, buying something, or introducing themselves or others to a group. Since their knowledge of the forms and structures of the language has grown rapidly but their practice has been limited, their speech is likely to contain numerous linguistic errors. Students are comprehensible to sympathetic listeners who have experience with non native speakers of their language. Their written language still mirrors their oral language, although they may be able to express more ideas more accurately in writing, given time to reflect, review and revise.

3. Essentials

Students speak with somewhat longer utterances and begin to display an ability to connect phrases and sentences to show relations between ideas expressed. Although patterns of errors are still common, students now speak and write extemporaneously in the past, present and future time, using vocabulary related to their own lives and interests. Accent and intonation are generally accurate, although pauses and false starts may be common, as students give simple instructions and directions, make comparisons, solve problems together, and engage in conversations on a range of topics including leisure activities, professions and current events. In written work, students' spelling and punctuation are mostly accurate; and they organize their ideas well.

4. Proficiency

Students use paragraph length connected discourse to narrate, describe and discuss ideas and opinions. On topics of interest to them and within their experience, they show few patterns of linguistic errors, they are generally comprehensive to native speakers of the language, and their vocabulary is sufficient to avoid awkward pauses. They are able to circumvent linguistic gasps or lapses by "finding another way to say it". Given time to reflect and revise, they are able to express their ideas completely and interestingly in writing, with generally accurate grammar, vocabulary, accents (when necessary) and punctuation. They comprehend most authentic expository and fictional material produced for contemporary native speakers

5. Distinction

Students show almost no patterns of linguistic errors and are able to carry out almost any task that they can execute in English albeit with less fluency and control or breadth of vocabulary and grammar. They can argue a point effectively and extemporaneously, explaining their point of view in detail. In writing their ideas are well organized and clear, completely and interestingly presented, with accurate use of language's writing system. They can comprehend any non-technical material produced for the general public of native speakers in standard language.

WORLD LANGUAGE CURRICULUM STANDARDS

STANDARD ONE (1):

Communication

Students understand and interpret written and spoken communication on a variety of topics in the target language.

STANDARD TWO (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.

STANDARD THREE (3):

Communication

Students present information and ideas in the target language on a variety of topics to listeners and readers.

STANDARD FOUR (4):

Culture

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 relationships between cultural perspectives, products and practices within cultures.

STANDARD FIVE (5):

Connections

Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

STANDARD SIX (6):

Comparisons

Students develop insights into their own language and their own culture through the study of the target language.

STANDARD SEVEN (7):

Communities

Students use the target language within and beyond the school setting.

STANDARD EIGHT (8):

Connections

Students use the target language and authentic sources to reinforce content learned in the area of Catholic Theology.

LEVEL DESCRIPTIONS

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

STANDARD 1: Communication

Students understand and interpret written and spoken communication on a variety of topics in the target language.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
1WL-R1	Respond to simple commands	3	4	4	4
1WL-R5	Interpret gestures, intonation, and other visual or auditory cues	1	2	3	4
1WL-F4	Follow simple written instructions	2	3	4	4
1WL-P4	Identify and comprehend cultural nuances, including humor, in written and spoken language				
DPO-1	Identify and comprehend cultural nuances, including humor, in written, verbal and non-verbal language	0	1	2	3
1WL-R2	Read and understand simple words and expressions	3	4	4	4
1WL-R3	Comprehend short conversations/stories on familiar topics	1	2	3	4
1WL-R4	Identify people and objects based on oral and written descriptions	2	3	4	4
1WL-F2	Comprehend brief written messages and short personal notes	1	2	3	4
1WL-F3	Comprehend simple recorded material				
DPO-1	Comprehend audio recordings.	1	2	3	4
DPO-2	Comprehend video recordings.	1	3	4	4
1WL-E1	Comprehend the main idea in authentic oral and written materials on a familiar topic				
1WL-P1	Comprehend the main ideas and significant details in both oral presentations and written text				

STANDARD 1: Communication (Continued)

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
DPO-1	Comprehend the main idea in authentic oral materials on a familiar topic.	1	1	2	3
DPO-2	Comprehend the main idea in authentic written materials on a familiar topic.	1	2	3	4
DPO-3	Comprehend the main ideas and significant details in simple oral presentations and written texts.	1	3	4	4
DPO-4	Comprehend the main ideas and significant details in more complex oral presentations and written text.	0	1	2	3
1WL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions	0	1	2	3
1WL-P2	Comprehend authentic newspapers and magazine articles	1	2	3	4
1WL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	1	2	3	4
1WL-F5	Identify parts of a short story, e.g., climax, main idea, conflict	0	0	2	3
1WL-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts	0	0	1	1
1WL-E3	Comprehend, interpret and analyze the style of a short piece of fiction or essay on familiar topics				
DPO-1	Comprehend the style of a short piece of fiction or essay on familiar topics	0	1	2	3
DPO-2	Interpret the style of a short piece of fiction or essay on familiar topics	0	0	1	2
DPO-3	Analyze the style of a short piece of fiction or essay on familiar topics	0	0	1	2
1WL-E4 1WL-P3	Identify characteristics of literary genres, e.g., short stories, plays and essays Identify characteristics of a variety of literary genres including poetry				
DPO-1	Identify basic characteristics of literary genres.	0	0	1	2
DPO-2	Identify more advanced characteristics of literary genres.	0	0	0	1
1WL-E5	Identify emotions and feelings from selected reading material	1	2	3	4
1WL-E6	Read a poem and analyze its components	0	1	1	3

STANDARD 1: Communication (Continued)

Rea1. Readiness-Introduction of skill 2. Foundations-Work towards mastery of skill 3. Essentials-Consistent use of skill 4. Proficiency-Consistent evidence of mastery of skill

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
1WL-P5	Analyze and determine the significance of the principal themes and characteristics of a major literary text	0	0	0	1
1WL-P6	Analyze the styles of two or more authors within one genre	0	0	0	1

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.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
2WL-R1	Greet people, make small talk and close conversations	2	3	4	4
2WL-R2	Give and follow simple instructions and ask and answer questions	1	2	4	4
2WL-F2	Give and follow directions to carry out a specific task and ask questions for clarification	1	2	3	4
2WL-R3	Express likes and dislikes	2	3	4	4
2WL-F4	State opinions about objects, people and events present in their everyday lives	0	1	2	3
2WL-R4	Describe people, places and things in their daily lives	1	2	3	4
2WL-R5	Identify occupations in the target language	1	2	3	4
2WL-F1	Express Feelings	1	2	4	4
2WL-E1	Express and react to a variety of feelings	0	1	2	3
2WL-F3	Exchange information about personal events and memorable experiences				
DPO-1	Exchange information about personal events and memorable experiences in the present and near future.	1	2	3	4
DPO-2	Exchange information about personal events and memorable experiences in the present, past and future.	0	1	3	4
2WL-P4	Narrate anecdotes and original stories	0	1	2	4
2WL-F5	Acquire goods or information through interaction	1	2	3	4
2WL-E2	Develop and propose solutions to issues and problems cooperatively with other students	0	1	2	3
2WL-E3	Support opinions with factual information	0	1	1	2
2WL-P1	Express and support opinions on a variety of topics, concepts and ideas	0	1	1	2
2WL-E4	Use idiomatic expressions in oral and written communication	1	1	2	2
2WL-P2	Use complex sentences with connective expressions and idioms in oral and written communication	0	0	1	2

STANDARD 2: Communication (Continued)

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
2WL-P3	Compare and contrast ideas, people, places and things	1	2	3	4
1WL-D1	Discuss ideas, events or texts successfully with native speakers in conversation or as a presentation to a group	0	0	1	2
1WL-D2	Debate, argue and negotiate on a variety of issues	0	0	1	1

STANDARD 3: Communication

Students present information and ideas in the target language on a variety of topics to listeners and readers.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
3WL-R1	Recite short and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression	2	3	4	4
3WL-R4	Read and recite short poems or stories with appropriate expression	1	2	3	4
3WL-F4	Read and recite short poems with appropriate expression and rhythm	0	1	2	3
3WL-F1	Perform short plays, poems and songs	1	2	3	4
3WL-R2 3WL-F2	Write or orally present short messages Write or orally present brief messages that provide information				
DPO-1	Report a simple message from one person to another in writing or orally.	1	2	3	4
DPO-2	Report, clarify, and give directives concerning a message from one person to another in writing or orally.	0	1	2	3
3WL-R3	Present descriptions of familiar people, places and things to a group	1	2	3	4
3WL-F3	Present basic (biographical) information about self or others in front of a group	1	2	3	4
3WL-E1	Present understandable written reports and summaries	0	0	1	2
3WL-E2	Perform short, student-created skits and scenes	1	2	3	4
3WL-E3	Present a brief speech (monologue)				
DPO-1	Present a scripted speech or monologue.	1	2	3	4
DPO-2	Present an original speech or monologue.	0	1	2	4
3WL-F5	Share their interpretations, reactions and feelings about a piece of literature	0	0	1	2
DPO-1	Prepare audio or video recorded materials	1	2	3	4
3WL-E5	Retell a story	0	1	2	3
3WL-P1	Present persuasive arguments on a large range of topics	0	0	1	1

STANDARD 3: Communication (Continued)

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
3WL-P2	Present a research project orally or publish it in writing or in a video				
DPO-1	Research a simple topic in English and present orally or publish in print or in a video in the target language.	1	2	4	4
DPO-2	Research a topic in the target language and present orally or publish in print or in a video.	0	0	1	2
3WL-P3	Present a humorous story, anecdote or joke	0	0	1	1
1WL-D3	Write analyses of literary works, noting stylistic conventions and cultural nuances	0	0	0	1
1WL-D4	Conduct a comparative analysis of two or more authentic written or recorded works in the target language	0	0	0	1

STANDARD 4: Culture

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 relationships between cultural perspectives, products and practices within cultures.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
4WL-R1	Use appropriate gestures and oral expressions for greeting, leave-taking and courtesy phrases	2	4	4	4
4WL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations, and short dialogues	2	3	3	4
4WL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	1	2	3	4
4WL-R4	Identify parts of the world where the target language is spoken	4	4	4	4
4WL-F1	Identify and discuss (in English, if necessary) typical behaviors from the target culture in a variety of specific settings	2	3	3	4
4WL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	2	3	3	4
4WL-F3	Use culturally appropriate language and behaviors in basic school and social situations	2	3	4	4
4WL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language	1	2	3	3
4WL-E1	Investigate and participate in age-appropriate cultural practices related to business, sports, and entertainment	0	0	1	1
4WL-E2	Use and respond appropriately to idiomatic expressions	0	0	1	1
4WL-E3	Identify, experience or produce expressive products of the culture, e.g. advertisements, stories, poems	1	1	2	3
4WL-P4	Investigate and explain the function of products of the culture (e.g., institutions, crafts, laws, music) and their relationship to cultural perspectives	0	0	1	2
4WL-D1	Identify, discuss and analyze products of the culture (e.g., social, economic, and political situations) and the relationships between these institutions and the perspectives of the culture	0	0	0	1
4WL-D2	Experience, discuss and analyze expressive products of the culture including selections from various literary genres and the visual arts				

STANDARD 4: Culture (Continued)

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

Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
DPO-1	Experience expressive products of the culture including selections from various literary genres and the visual arts.	1	2	3	4
DPO-2	Discuss expressive products of the culture including selections from various literary genres and the visual arts.	0	0	1	2
DPO-3	Analyze expressive products of the culture including selections from various literary genres and the visual arts.	0	0	0	1
4WL-E4	Recognize simple themes, ideas or perspectives of the culture and relationships to socially acceptable behavior	1	2	3	4
4WL-E5	Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts	4	4	4	4
4WL-E6	Recognize how the target language and its culture add to the richness of our own culture diversity	2	3	4	4
4WL-P1	Explain how the target language and its culture add to the richness of our cultural diversity	1	2	3	4
4WL-E7 4WL-P2	Recognize when to switch between formal and informal language Use formal and informal language appropriately in a variety of settings				
DPO-1	Recognize when to switch between formal and informal language in conversations and other typical speaking situations.	4	4	4	4
DPO-2	Recognize when to switch between formal and informal language in writing.	3	3	4	4
DPO-3	Use formal and informal language in conversations and other typical speaking situations.	2	3	4	4
DPO-4	Use formal and informal language in writing.	1	2	3	4
4WL-P3	Identify, analyze and discuss various patterns of behavior or interactions typical of the culture studied	1	2	3	4
4WL-P5	Identify the target language’s literary masterpieces and their authors	0	0	0	0
4WL-D3	Recognize the similarities and differences in literary style among well-known authors within the target language from one or more historical periods	0	0	0	0

STANDARD 5: Connections

Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
5WL-R1	Explore topics related to other school subjects including weather terms, math facts, measurements, animals or geographical concepts	1	2	3	4
5WL-R2	Read, listen to, and/ or talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers	1	2	3	4
5WL-F1	Discuss topics in other school subjects including geographical terms, historical facts, mathematical terms and problems, and scientific information	0	1	2	2
5WL-P1	Discuss topics from other school subjects or the workplace in the target language including political and historical concepts, worldwide health issues and environmental concerns	0	1	2	2
5WL-F2	Comprehend short articles or short videos on topics being studied in other classes	0	0	1	2
5WL-E1	Present reports orally and/or in writing on topics being studied in other classes	0	1	2	3
5WL-E2	Generate reports for other content areas using information acquired through sources in the target language	0	0	1	2
5WL-P3	Use a variety of authentic sources in the target language to prepare reports for other content subject areas	0	0	1	2
5WL-P2	Acquire information from a variety of sources written in the target language about a topic being studied in other subject areas	0	1	2	3
5WL-D1	Study successfully one or more content areas in the target language	0	0	0	1

STANDARD 6: Comparisons

Students develop insights into their own language and their own culture through the study of the target language.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
6WL-R1	Recognize that words are borrowed from one language by another	2	3	4	4
6WL-F2	Recognize (in English, if necessary) the process or word/idea borrowing from one language by another				
6WL-R2	Make basic comparisons between the celebrations of the target culture and their own culture	3	3	4	4
6WL-R3	Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes	1	2	3	4
6WL-E4	Compare and contrast a variety of art forms with their own culture through oral and/or written descriptions and/or performance				
6WL-F1	Identify and compare cultural perspectives of people in both their own culture and the culture being studied in relating to family, school, work, and play	1	1	2	3
6WL-E3	Recognize that there are linguistic and cultural concepts that exist in one language and not in another				
6WL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	1	2	3	4
6WL-P1	Compare and contrast various elements of the target language, such as tense, with parallel linguistic elements in English				
6WL-F4	Compare appropriate gestures in the target language and culture studied to that of their own	2	2	3	4
6WL-E1	Understand how idiomatic expressions impact communication and culture	1	1	2	2
6WL-E2	Demonstrate an awareness that there is more than one way to express ideas across languages				
6WL-P2	Use idiomatic expressions in appropriate contexts				
6WL-P3	Compare and contrast the treatment of current issues in both the target culture and the student's culture by drawing on authentic texts	0	1	1	2

STANDARD 6: Comparisons (Continued)

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
6WL-D1	Provide an in-depth analysis of another culture’s perception of the United States within the world arena	0	0	1	1
6WL-D2	Compare and contrast the use of English and the target language and culture to carry out specific communicative purpose (e.g., motivating others, telling a story, conducting business)	0	0	1	1

STANDARD 7: Communities

Students use the target language within and beyond the school setting.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
7WL-R1	Participate in a school or community celebration	1	1	1	1
7WL-D5	Co-host a cultural festival in conjunction with the community	0	0	0	0
7WL-R2	Perform a song or skit in the target language for an audience	1	2	3	4
7WL-P4	Perform a short play in the target language for parents, visitors or a community group	0	0	1	2
7WL-R3	Understand and listen to presentations about occupations and careers	0	0	1	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 them questions	0	0	1	1
7WL-E3	Interview community members who speak the target language on topics of personal or professional interest; report the results in writing or orally	0	0	1	1
7WL-P2	Interview speakers of target language on historical or current topics of cultural or professional interest	0	0	1	1
7WL-F1	Use the library to select books, magazines, CDs, etc., in the target language; share their content with others	0	0	1	1
7WL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	1	1	2	3
7WL-E5	Identify and select written and oral materials of individual interest; report on them to others	0	0	1	2
7WL-P2	Research topics of personal, global or Community interest, using resources produced for native speakers	0	0	1	2
7WL-F3	Create original materials(e.g., short stories, poems, crafts) to exchange with classes in other communities or countries	1	1	1	1
7WL-E2	Write letters or electronic messages to native speakers	1	1	1	1
7WL-F4	Present information to others about target language and culture	1	2	3	4

STANDARD 7: Communities (Continued)

LEVEL DESCRIPTIONS:

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

Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
7WL-E4	Write letters to US communities and other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received	0	0	0	1
7WL-P3	Serve as a guide or informal interpreter for visitors from countries of the target language	0	0	0	1
7WL-D3	Serve as interpreter to assist native speakers who require help, such as the elderly and disabled	0	0	0	1
7WL-D1	Translate written materials for a local business, bank or school, etc.	0	0	0	0
7WL-D2	Publish an original article or story	0	0	0	0
7WL-D4	Tutor students from other countries who need help with school subjects in their native language while they are learning English	0	0	0	0

STANDARD 8: Connections

Students will use the target language and authentic sources to reinforce content learned in the area of theology.

LEVEL DESCRIPTIONS:

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
8DWL -1	Demonstrate awareness of Christian perspective in class work	1	1	2	3
8DWL-2	Identify elements of the Catholic faith, such as: <ul style="list-style-type: none"> ● seven sacraments ● liturgical seasons, major feasts, solemnities, holy days of obligation, etc. ● basic prayers* ● common Old and New Testament books, events and main characters ● the four Gospels ● parts of the mass *SEE APPENDIX	1	1	2	3
8DWL-3	Recite common Catholic prayers * (using diocesan approved versions in Appendix)	1	2	3	4
8DWL-4	Read a scripture passage and identify main characters, events and themes	0	0	1	2
8DWL-5	Comprehend main characters, events, themes in common scripture passages, such as: <ul style="list-style-type: none"> ● Old Testament (Creation story, Psalms, Covenant, etc.) ● New Testament (Parables, Beatitudes, Passion-Death-Resurrection, etc.) 	0	0	1	1
8DWL-6	Analyze significance of characters, events and themes of a major scripture passage	0	0	0	1
8DWL-7	Retell a story from Sacred Scripture	0	0	1	1
8DWL-8	Identify a major Church document in the target language, such as: <ul style="list-style-type: none"> ● John Paul II's Letter to Children ● World Youth Day documents (messages, homilies, etc.) ● recent encyclicals, homilies, apostolic letters, etc. 	0	0	1	2
8DWL-9	Comprehend selected sections of a major Church document in the target language, such as: <ul style="list-style-type: none"> ● John Paul II's Letter to Children ● World Youth Day documents (messages, homilies, etc.) ● recent encyclicals, homilies, apostolic letters, etc. 	0	0	1	1

STANDARD 8: Connections (Continued)

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

State and Diocesan Standards	Outcomes – Students will:	Exit Level			
		1 st Year	2 nd Year	3 rd Year	4 th Year
8DWL -10	<p>Present orally in the target language aspects of the Catholic faith, such as:</p> <ul style="list-style-type: none"> • short, student-created scenes from scripture or Church history • basic (biographical) information about well-known saints • basic (biographical) information about saints native to or active in countries where target language spoken • information about sacramental life (personal events, memorable experiences) • information about “state” of the Catholic Church in countries where target language spoken (practicing, non-practicing, sacramental life, vocations, parish life, etc.) 	1	1	2	2
8DWL-11	<p>Identify and understand the significance of cultural practices and their religious aspect, such as:</p> <ul style="list-style-type: none"> • how celebrations of liturgical feasts are similar/different (compared to) US celebrations • country-and region-specific devotions • major contemporary persons active in the Church (pro-life leaders, youth organization leaders, social justice leaders, theologians, catechists, etc.) native to or active in countries where target language spoken • major contemporary movements and/or events (pro-life groups, youth organizations, social justice groups, etc.) in countries where target language spoken • major shrines and pilgrimage sites in countries where target language spoken • participation in World Youth Day by countries where target language spoken 	1	2	3	4
8DWL-12	<p>Incorporate efforts to use the target language beyond the school settings through means such as:</p> <p>write letters to (Arch) dioceses where target language is spoken to request information on topics of interest (youth programs, pro-life groups, sacramental preparation, etc.)</p> <p>co-host a liturgical feast celebration in conjunction with other language levels for school-wide participation</p>	1	1	1	1

APPENDICES

SPANISH

Level 1

Textbook Title	Author	ISBN	Publisher
Asi se dice-1		978-07660434-4	McGraw Hill / Glencoe
Avancemos, Level 1	McDougal	978-0618751020	
¡Buen viaje! Level 1	Schmitt Woodford	0078288606	Glenco 800-334-7344
¡Buen viaje! Level 1 Writing Activity WB		0026412616	
¡Buen viaje! Level 1 Tape Manual		0078209994	
Paso a Paso 1	Met, Sayers, Wargin	0-673-58992-6	Scott-Foresman
Realidades 1	Boyles, Met, Sayers, Wargin	0-13-101687-3	Prentice Hall
Ven Conmigo! Level 1 Book and Workbook			Holt Rinehart

Level 2

Textbook Title	Author	ISBN	Publisher
Asi se dice -2		978-07660424-1	McGraw Hill / Glencoe
Avancemos, Level 2	McDougal	978-0618751020	
¡Buen viaje! Level 2	Schmitt Woodford	0078291801	Glenco 800-334-7344
¡Buen viaje! Level 2 Writing Activity WB		0026415461	
¡Buen viaje! Level 2 Tape Manual		0078210054	
Descubre 2	Blanco, Donley	9781605767789	Vista Higher Learning
En Espanol, Level 2			McDougal
Nuestro mundo	Samniego, Alarcon, Otheguy, Rojas	978-0-618-08589-7	Holt McDougal
Paso a Paso 2	Met, Sayers, Wargin	0-673-21673-X	Scott-Foresman
Realidades -2	Boyles, Met, Sayers, Wargin	0-13-036951-3	Prentice Hall

Level 3

Textbook Title	Author	ISBN	Publisher
En contacto	McVey Gilol, Wegmann, Mendez-Faith	1413013740	Houghton-Mifflin
Encuentros maravillosos		9780133693744	Prentice Hall
Avancemos, level 3	McDougal	978-0618751020	
Album 3rd Ed.	Valette & Renjilian-Burgy	0618507183	Houghton Mifflin 800-733-2828
Contemporary Latin American Literature	Varona-Lacy	978-0-658-01506-9	McGraw-Hill
¡Continuemos! 7th Ed.	Jarvis, Lebrede, & Mena-Ayllon	0618220674	Houghton Mifflin 800-733-2828
¡Continuemos! 7th Ed. WB/LM	Jarvis, Lebrede, & Mena-Ayllon	061822071	
De Paseo	Long, Macian	978-0-07-351371-1	McGraw Hill
En contacto: Gramática en acción 8th Ed.	McVey Gill, Wegmann, & Mendez-Faith	1413013740	Cengage Learning 800-423-0563
En contacto: Gramática en acción 8th Ed. WB		1413019846	
En Espanol, Level 3			McDougal
Mosaicos: Spanish as a World Language 4th Ed	Castells, Guzman, Lapuerta, & Garcia	0131923242	Pearson Education Higher Ed.
Mosaicos: Spanish as a World Language 4th Ed WB		0131930451	
Paso a Paso 3	Met, Sayers, Wargin	0-673-58927-7	Scott-Foresman
Ventanas 3			Houghton Mifflin

Level 4

Textbook Title	Author	ISBN	Publisher
Abriendo paso Gramatica	Diaz, Collins	0-13-166098-5	Prentice Hall
Abriendo paso: Lectura	Diaz, Collins	0131163485	Pearson Education High School Ed.
Aproximaciones: el estudio de la literature hispanica	Friedman, kValdivieso, Virgilio	0-07-012332-2	McGraw-Hill College Boston
Avance	Bretz, Dvorak, Kirschner, Kihyet	978-0-07-351317-1	McGraw-Hill Higher Education
Interacciones 5th Ed	Spinelli, Garcia, & Galvin Flood	1413008739	Cengage Learning 800-423-0563
Interacciones 5th Ed. WB/LM		1413008682	Cengage Learning 800-423-0563
Una vez más WB	Couch, McCann, Rodriguez-Walter, & Rubio-Maroto	080130972	Pearson Education High School Ed. 800-848-9500
Ventanas: lecturas	Blanco		Vista Higher Education
Ventanas: lengua	Blanco		Vista Higher Education

AP Language

Textbook Title	Authors	ISBN	Publisher
Abriendo paso: Lectura	Diaz, Collins	0131163485	Pearson Education High School Ed. 800-848-9500
AP Spanish Preparing for the Language Examination	Diaz, Leicher-Prieto, Nissenberg	0131660942	Pearson Education High School Ed. 800-848-9500
En Contacto	McVey, Gill, Wegmann, Mendez-Faith	1-4130-1377-5	Thomson Heinle
Una vez más WB	Couch, McCann, Rodriguez-Walter, & Rubio-Maroto	080130972	Pearson Education High School Ed 800-848-9500

AP Literature

Title	Author	ISBN	Publisher
Abriendo puertas Vol. I & II		0618272607	Houghton Mifflin 800-733-2828
Aproximaciones al estudio de la literatura hispánica 5 th Ed.	Friedman, Valdivieso, & Virgilio	0072558466	Glenco 800-334-7344
The New world Spanish/English dictionary	Ramondino	0451181689	Gardners 602-863-6000

FRENCH

Level 1

Textbook Title	Author	ISBN	Publisher
Bon Voyage! Level 1 textbook and student activity manual		9780078791444	Glencoe McGraw-Hill
Discovering French Nouveau Bleu	Valette & Valette	0395874823	Houghton Mifflin 800-733-2828
Discovering French Nouveau Bleu WB		0618661786	
Le Français Essentiel 1: Fundamentals of French	Stein	0618656510	Prof Books

Level 2

Textbook Title	Author	ISBN	Publisher
Bon Voyage! Level 2 textbook and student activity manual		9780078791468	Glencoe McGraw-Hill
Discovering French Nouveau Blanc	Valette & Valette	0395874890	Houghton Mifflin 800-733-2828
Discovering French Nouveau Blanc WB	McDougal	0618661743	
Le Français Essentiel 2: Fundamentals of French	Stein	0618656529	Prof Books

Level 3

Textbook Title	Author	ISBN	Publisher
Bon Voyage! Level 2 textbook and student activity manual		9780078791482	Glencoe McGraw-Hill
Dictionnaire Scolaire du Français	Lubke		PROF BOOKS
Discovering French Rouge, Nouveau	McDougal		Houghton Mifflin
Discovering French Rouge, Nouveau WB	McDougal		Houghton Mifflin
Images Trois: Lectures Littéraires	Antoine		Houghton Mifflin
Le Français Essentiel 2: Fundamentals of French	Stein		Prof Books
Le Petit Prince	Antoine de St. Exupéry		Houghton Mifflin
Mais Oui!	Chantal Thompson and Elaine Phillips	10-0618924027	Houghton Mifflin
Sur le Vif Intermediaire Quatrieme Ed.	Jaraus, Tuffs	1413005586	Cengage Learning 800-423-0563
Sur le Vif Intermediaire Quatrieme Ed. WB/LM		1413005608	

**FRENCH
Level 4**

Textbook Title	Author	ISBN	Publisher
En Bonne Forme text book and Student Activities Manual	Simone Renaud	100618656448	Houghton Mifflin
Bravo	Muyskens, Harlow, Violet, Briere	0883770814	Cengage Learning 800-423-0563
Bravo WB/LM		0838413277	
Le Français Essentiel 3: Fundamentals of French	Stein	156765326X	AMSCO
Trésors du temps : Niveau avancé	Lenard	9780078606557	McGraw Hill/Glencoe
Candide ou l'optimiste	Voltaire	9781585102471	Focus
La Malediction	Bernard Mahoux	9782896470488	MEP
La Contrescarpe	Catherine Sanejouand	9782844202826	MEP

AP Language

Textbook Title	Author	ISBN	Publisher
Allons au-delà	Ladd	978133179538	Pearson Education High School Ed. 800-848-9500
Une fois pour toute WB	Sturges, Cregg, Herbst	0801308259	Pearson Education High School Ed. 800-848-9500
AP French Preparing for the Language and Culture Exam	Ladd	9780133175370	Pearson Education High School Ed. 800-848-9500
Trésors du temps : Niveau avancé	Lenard	9780078606557	McGraw Hill/Glencoe
Secrets de la Guerre	Jean-Michel Leinhardt	9782894289488	

RESOURCES

Resource Links:

- Pope John Paul's letter to the children
http://www.vatican.va/holy_father/john_paul_ii/letters/documents/hf_jp-ii_let_13121994_children_en.html
- Approved Catholic bible translations in Spanish and French
- Bishop's letters
<http://www.diocesephoenix.org/bishop/olmstedIndex.htm>
- USCCB – Bishops' Letters
<http://www.usccbpublishing.org/showproducts.cfm?FullCat=2>
- Mass
- Kino Institute - <http://www.kinoinstitute.org/>
- Catechism – <http://www.usccb.org/catechism/text>
- Family catechesis for ministry
<http://www.diocesephoenix.org/fc/CatechistFormation/Opps/catformop.htm>
- Saints
- Catholic Sun <http://www.catholicsun.org/>
- The Vatican <http://www.vatican.va/>
- USCCB <http://www.usccb.org>

COMMON PRAYERS

SPANISH PRAYERS

Basic Expectations for each level as follows:

- **Year One: Sign of the Cross, Hail Mary, Glory Be**
- **Year Two: Year one and Our Father**
- **Year Three: Year one, two and Hail Holy Queen**
- **Year Four: Year one, two, three and the Apostles' Creed**

*Teachers may add to the list of expected prayers.

SPANISH

Level 1

Sign of the Cross

La Señal De La Cruz

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

Amén.

Hail Mary

Ave María

Dios te salve, María.

Llena eres de gracia

el Señor es contigo.

Bendita tú eres entre todas las mujeres.

Y bendito es el fruto de tu vientre: Jesús.

Santa María, Madre de Dios,

Ruega por nosotros pecadores,

Ahora y en la hora de nuestra muerte.

Amén.

Glory Be

Gloria

Gloria al Padre, al Hijo y al Espíritu Santo.

Como era en el principio, ahora y siempre,

por los siglos de los siglos.

Amén.

Level 2

Level 1 plus:

Our Father - Padre Nuestro

Padre nuestro,
que estás en el cielo.
Santificado sea tu nombre.
Venga tu reino.
Hágase tu voluntad en la tierra como en el cielo.
Danos hoy 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.

Level 3

Level 1& 2 plus

Hail Holy Queen - La Salve (Dios te Salve, Reina y Madre)

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.

Level 4

Level 1, 2 & 3 plus

Apostles' Creed - El Credo

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.

Other Prayers:

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

Oración de San Francisco

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

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.

Ángel de la Guarda

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

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 (*name of your school*) 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.

LAS BIENAVENTURANZAS – (BEATITUDES)

San Mateo:

Bienaventurados los pobres de espíritu: porque de ellos es el reino de los cielos. (Versículo 3)

Bienaventurados los mansos: porque ellos poseerán la tierra. (Versículo 4)

Bienaventurados los que lloran: porque ellos serán consolados. (Versículo 5)

Bienaventurados los que tienen hambre y sed de justicia: porque ellos serán saciados (Versículo 6)

Bienaventurados los misericordiosos: porque ellos obtendrán misericordia. (Versículo 7)

Bienaventurados los limpios de corazón: porque ellos verán a Dios. (Versículo 8)

Bienaventurados los pacíficos: porque ellos serán llamados hijos de Dios. (Versículo 9)

Bienaventurados los que sufren persecución por la justicia, pues de ellos es el reino de los cielos. (Versículo 10)

FRENCH PRAYERS

Level 1

Sign of the Cross

Au nom du Père, et du Fils et du Saint Esprit, Ainsi soit-il.

Hail Mary - Je vous salue, Marie

Je vous salue, Marie pleine de grâces;

le Seigneur est avec vous.

Vous êtes bénie entre toutes les femmes et Jésus,

le fruit de vos entrailles, est béni.

Sainte Marie, Mère de Dieu,

priez pour nous pauvres pécheurs,

maintenant et à l'heure de notre mort.

Ainsi Soit-il

Level 2

Level 1 plus:

Glory Be - Gloire au Père:

Gloire au Père, et au Fils et au Saint-Esprit, comme il était au commencement, maintenant et toujours, et pour les siècles des siècles. Ainsi Soit-il.

Level 3

Level 1& 2 plus

Our Father - Notre Père

Notre Père qui es aux cieux,

que ton nom soit sanctifié,

que ton règne vienne,

que ta volonté soit faite sur la terre comme au ciel.

Donne-nous aujourd'hui notre pain de ce jour.

Pardonne-nous nos offenses,

comme nous pardonnons aussi à ceux qui nous ont offensés.

Et ne nous soumets pas à la tentation,

mais délivre nous du Mal.

Ainsi Soit-il

Level 4

Level 1, 2 & 3 plus

Apostles' Creed - Credo : symbole de Nicée:

Je crois en un seul Dieu, le Père tout puissant,
créateur du ciel et de la terre, de l'univers visible et
invisible,

Je crois en un seul Seigneur, Jésus Christ,
le Fils unique de Dieu, né du Père avant tous les
siècles :

Il est Dieu, né de Dieu,
lumière, né de la lumière,
vrai Dieu, né du vrai Dieu
Engendré non pas créé,
de même nature que le Père ;
et par lui tout a été fait.

Pour nous les hommes, et pour notre salut,
il descendit du ciel;

Par l'Esprit Saint, il a pris chair de la Vierge Marie,
et s'est fait homme.

Crucifié pour nous sous Ponce Pilate,
Il souffrit sa passion et fut mis au tombeau.

Il ressuscita le troisième jour,
conformément aux Ecritures, et il monta au ciel;
il est assis à la droite du Père.

Il reviendra dans la gloire, pour juger les vivants et
les morts
et son règne n'aura pas de fin.

Je crois en l'Esprit Saint, qui est Seigneur et qui
donne la vie;
il procède du Père et du Fils.

Avec le Père et le Fils, il reçoit même adoration et
même gloire;

il a parlé par les prophètes.

Je crois en l'Eglise, une, sainte, catholique et
apostolique.

Je reconnais un seul baptême pour le pardon des
péchés.

J'attends la résurrection des morts, et la vie du monde
à venir.

Amen.

Other Prayers in French :

Acte de contrition

Mon Dieu, j'ai un extrême regret de t'avoir offensé parce que tu es infiniment aimable, et que le péché te déplaît;
pardonne-moi par les mérites de Jésus-Christ mon Sauveur ;
je me propose, monnant ta sainte grâce,
de ne plus t'offenser et de faire penitence.

Belle prière à faire pendant la Messe

Seigneur, faites de moi un instrument de votre paix.
Là où il y a de la haine, que je mette l'amour.
Là où il y a l'offense, que je mette le pardon.
Là où il y a la discorde, que je mette l'union.
Là où il y a l'erreur, que je mette la vérité.
Là où il y a le doute, que je mette la foi.
Là où il y a le désespoir, que je mette l'espérance.
Là où il y a les ténèbres, que je mette votre lumière.
Là où il y a la tristesse, que je mette la joie.
Ô Maître, que je ne cherche pas tant à être consolé qu'à consoler,
à être compris qu'à comprendre, à être aimé qu'à aimer,
car c'est en donnant qu'on reçoit, c'est en s'oubliant qu'on trouve,
c'est en pardonnant qu'on est pardonné,
c'est en mourant qu'on ressuscite à l'éternelle vie.

Pledge of Allegiance

Le serment de fidélité

Je voue obéissance au drapeau des Etats-Unis d'Amérique
et à la république qu'il symbolise, une nation,
sous le bon Dieu, avec liberté e justice pour tous.

MANDARIN CHINESE PRAYERS

Prayer in Chinese

敬爱的天父：

Jing ai de tian fu

天上之父啊，欢呼您的名，您的天国即

tian shang zhi fu a huan hu nin de ming nin de tian guo ji

将来临，您将完成您在地球上的使命。

Jiang lai lin nin jiang wan cheng nin zai di qiu shang de shi ming

如同在天上般，赐予我们面包在这一美

Ru tong zai tian shang ban ci yu wo men mian bao zai zhe yi mei

好的日子里并且原谅我们的践越，就如

Hao de ri zi li bing qie yuan liang wo men de jian yue jiu ru

同我们原谅那些侵犯我们的人一样。您

Tong wo men yuan liang na xi qin fan wo men de ren yi yang nin

不但引导我们远离诱惑而且将我们从邪

Bu dan yin dao wo men yuan li you huo er qie jiang wo men cong xie

恶中拯救出来。

E zho zheng jiu chu lai

阿们！

A men

CHINESE PRAYERS

O’ODHAM LANGUAGE AND CULTURE

O’odham is an Uto-Aztecan language spoken in south-central Arizona and Mexico. It is one of the most widely spoken Native American languages with roughly 45,000 speakers, about 30,000 of whom are fluent. There are two main O’odham dialects: Tohono O’odham (Papago) and Akimel O’odham (Pima), which are largely mutually intelligible.

St. Peter Indian Mission was established on the Gila River Indian Reservation in 1923. Many O’odham that reside on the four land bases are Catholics, but are very aware of their “himdage” which means “way of life”. Many traditions and beliefs of the O’odham elders continue to be handed down from one generation to another. The O’odham language is thriving. There are several different dialects and these dialects come from different parts of the reservation.

St. Peter Indian Mission School teaches Pima Culture and Pima Language as part of its basic curriculum. They have developed curriculum for both culture and language and employ Certified Native Language teachers.

Information is available at:

St. Peter Indian Mission School
1500 N. St. Peter Road
PO Box 10840
Bapchule, AZ 85221

Phone: (520) 315-3538