The curriculum for the Diocese of Duluth should consider three elements: that which should be taught, that which is taught, and that which is assessed. At the school level, alignment should be distinguished between the written curriculum, the content and skills actually taught in the classroom, the pedagogy used, and the assessment of such instruction. The process of ensuring this alignment is guided by national, state, and diocesan standards. This curriculum forms the minimum standards for all diocesan schools. Local schools often go beyond these standards. The standards address essential concepts, but not the specific delivery of content. The local school is the best level for professional educators to make determinations regarding the pedagogy that best serves their students and community.

We believe that God has placed within the human heart a desire to know and love him and to learn and discover truth. When structured properly, the school’s educational program helps us to know the mind and heart of God. There are several purposes behind this curriculum guide for diocesan schools:

1. Recognize our unique identity as Catholic schools and provide guidance for teachers for integrating Catholic teaching and moral virtues in all areas.
2. Promote academic excellence by identifying and correlating essential state and national academic standards with diocesan standards.
3. Sequence concepts and skills to ensure continuity of programs from school to school, grade to grade, and teacher to teacher. Reviewing this sequence helps schools and teachers eliminate potential gaps and overlaps in student learning.
4. Use the National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools, March 2012.
**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 21st 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 21st 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 access 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.
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 direction of our World Language curriculum and the teachers of the Diocese of Duluth, 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 Spanish, 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.

*Students will integrate the following standards with Spanish using reading, writing, speaking, and listening strategies.*

**Acknowledgement**

The Department of Catholic Schools deeply appreciates the work of the curriculum committee and the Diocese of Tucson for providing resources for the development of this document.
Vision Statement

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

This program is designed to accommodate varying levels of language learners as they progress through the stages of the National Foreign Language Curriculum with Readiness, Foundations, and Essential objectives. Due to the varied ability of language students and the wide variety of instructional situations within the individual schools, this curriculum has been formatted in a non-graded fashion, appropriate for all learners, PreK through 8.

This curriculum is designed to address the specific readiness skills to begin studying a language, foundational skills to continue language development and essential skills to master necessary competencies, giving students a well-rounded foundation and appreciation of the language for further study. Provided in this curriculum is a checklist for the outcomes. This checklist provides an easy method to view the experience gained by the language student.

Additionally, elements of the Catholic faith tradition are integrated into this Spanish curriculum in order to provide a meaningful language and cultural experience within the context of the Catholic faith.
Spanish – PreK – 8

Level Designation for World Languages Only – see citation
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

I – Initiated   R – Reviewed   M – Mastered   C – Continue to apply

Communication – Communicate in Languages other than English

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

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<th>Outcome: The student will:</th>
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<td>P.1.1</td>
<td>Respond to simple commands</td>
<td>“Hello” “Goodbye” “How are you today?” etc.</td>
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<td>P.1.2</td>
<td>Listen and recite simple words and phrases</td>
<td>“How are you today?” “Very well.”</td>
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<td>P.1.3</td>
<td>Listen to short</td>
<td>Teacher will read a short story in English and repeat in</td>
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<td>P.1.4</td>
<td>Listen and recite expression of feelings</td>
<td>“How are you feeling today?” Happy, sad, excited, etc.</td>
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<td></td>
<td>1FL-R1</td>
<td>Greet people, make small talk and close conversations</td>
<td>Practice conversations with each other sing songs Do rhymes to remember vocabulary greetings</td>
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<td>1FL-R2</td>
<td>Give and follow simple instructions and ask and answer questions</td>
<td>Commands Classroom management phrases and question words Practice these words as instructions are given. Gestures can be given to help increase understanding.</td>
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<td>1FL-R3</td>
<td>Express likes and dislikes</td>
<td>Me gusta, No me gusta As students learn other vocabulary, teacher will continually ask for their opinions.</td>
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<td>1FL-R4</td>
<td>Describe people, places and things in their daily lives</td>
<td>Classroom objects Family words Learn words through gestures and silly songs. Use these words in the context of sentences.</td>
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<td>1FL-R5</td>
<td>Identify occupations in Spanish</td>
<td>Teachers and personnel in school Learn vocabulary about different positions in the school, where they work and what they do.</td>
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<td>1FL-F1</td>
<td>Comprehend and interpret a brief narrative, poem or prayer</td>
<td>Comprehend, interpret and recite prayers such as The Lords Prayer and The Hail Mary. Sing <em>De Colores</em> using sign language. Students recite aloud to each other and teacher.</td>
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<td>1FL-F2</td>
<td>Comprehend brief written messages and short personal notes</td>
<td>Students will make will write short message on greeting cards such as valentines, birthdays, letters, etc. Students will be evaluated for comprehension and written work.</td>
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<td>1FL-F3</td>
<td>Comprehend simple recorded material</td>
<td>Comprehend recorded material in songs, such as Christmas songs, <em>De Colores, Las Mañanitas</em>; listen to recordings and sing as they use sign language for comprehension. Assess for comprehension by demonstrating correct signs, verbal presentation, and oral questions.</td>
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<td>1FL-F4</td>
<td>Follow simple written instructions</td>
<td>Give verbal and written instructions that they will follow. Practice the vocabulary using “Teaching Proficiency through Reading” (TPR) actions. Topics may include the alphabet and rules of pronunciation. Assess for comprehension and oral participation.</td>
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<td>1FL-F5</td>
<td>Identify parts of a short story, e.g., climax, main idea, conflict</td>
<td>Draw pictures identifying the climax, main idea, and conflict of a mini-story. Act out the story using TPR actions. Evaluate for comprehension by their demonstrations, discussions and questions.</td>
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<td>1FL-F6</td>
<td>Identify and describe the main ideas/themes/characters in a story.</td>
<td>Draw pictures and then describe to each other the main characters in a mini-story.</td>
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### Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

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<td>2FL-F2</td>
<td>Give and follow directions to carry out a specific task and ask questions for clarification</td>
<td>Give directions to each other and then to the class. Evaluate for comprehension with oral questions and commands.</td>
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<td>2FL-F3</td>
<td>Exchange information about personal events and memorable experiences</td>
<td>Explain to each other/teacher/class how they celebrate specific holidays and celebrations at their home. Evaluate by oral questions and presentations.</td>
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<td>2FL-F4</td>
<td>State opinions about objects, people and events present in their everyday lives</td>
<td>State to each other likes and dislikes pertaining to specific objects, people or events in their lives. Evaluate by their verbal presentation.</td>
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<td>2FL-F5</td>
<td>Acquire goods or information through interaction</td>
<td>State information given to them by others such as storytelling. Learn foods and how to order in Spanish at a restaurant. Other topics may include the vocabulary for the calendar. Evaluate by their verbal presentation and questions.</td>
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### Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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

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

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<td>P.2.1</td>
<td>Listen and recite colors</td>
<td>Red, orange, yellow, green, blue, purple, pink, black, brown, white, and gray</td>
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<td>P.2.2</td>
<td>Listen and recite shapes</td>
<td>Square, rectangle, triangle, circle, star, heart, and oval</td>
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<td>P.2.3</td>
<td>Listen and recite numbers</td>
<td>1 through 10 and 11 through 20</td>
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<td>P.2.4</td>
<td>Listen and recite simple prayers, songs and poems</td>
<td>Hail Mary, Glory Be, Thank You Lord, Itsy Bitsy Spider, Happy Birthday, etc.</td>
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<td>P.2.5</td>
<td>Explore topics related to school subjects in Spanish including: weather terms, animals, clothing, family, classroom objects, body parts, and geographical concepts</td>
<td>Point to item or photograph say word in English and repeat in foreign language. Students repeat.</td>
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<td>2FL-R2</td>
<td>Read and understand simple words and expressions</td>
<td>Commands and common phrases Introduce vocabulary and put gestures to the words. Create a word of the week to practice.</td>
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<td>2FL-R3</td>
<td>Comprehend short conversations/stories on familiar topics</td>
<td>Create stories using vocabulary (see textbook resources). Practice vocabulary then read and act out the stories.</td>
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<td>2FL-R4</td>
<td>Identify people and objects based on oral and written descriptions</td>
<td>Colors and clothing Describe a person in the class using color and clothing words. Have students guess who is being described.</td>
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<td>2FL-R5</td>
<td>Interpret gestures, intonation and other visual and auditory clues</td>
<td>Use gestures or auditory clues for most vocabulary. These gestures can be used as clues. Use of pictures or other visuals encouraged.</td>
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<td>2FL-R6</td>
<td>Comprehend the main ideas and identify the main characters of short stories or children’s literature.</td>
<td>Read stories created in class or teacher-driven stories. Teacher can create stories in Power point, using vocabulary.</td>
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<td>2FL-E1</td>
<td>Comprehend the main idea in authentic oral and written materials on familiar topics</td>
<td>Student oral summaries Students illustrate a story to demonstrate comprehension</td>
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<td>2FL-E2</td>
<td>Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions</td>
<td>Create Illustrations to demonstrate comprehension. Written test</td>
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<td>2FL-E3</td>
<td>Comprehend, interpret and analyze the style of a short piece of fiction or essay on familiar topics</td>
<td>Students read a folktale in Spanish and write an alternate ending using the elements of a folktale.</td>
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<td>2FL-E4</td>
<td>Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays’</td>
<td>Students read several short folktales in Spanish and write a recipe or an instructional booklet on how to create a folktale</td>
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<td>2FL-E5</td>
<td>Identify emotions and feelings from selected reading material</td>
<td>Students create a picture that identifies the emotion conveyed in a short story or poem.</td>
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<td>2FL-E6</td>
<td>Read a poem and analyze its components</td>
<td>Written test Students act out the poem</td>
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**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

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

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

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<td>4FL-F3</td>
<td>Use culturally appropriate language and behaviors in basic school and social situations such as customs with foods, clothing, etc.</td>
<td>Comprehend and apply the difference between formal and informal greetings. Students will have different scenarios in order to understand and present the difference between formal and informal communication and other customs such as foods and clothing. Evaluate by oral discussions and presentations.</td>
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<td>4FL-F4</td>
<td>Interpret cultural messages expressed in signs, symbols, advertisements, etc., in Spanish</td>
<td>Examine the picture of Our Lady of Guadalupe and interpret the signs and symbols found in the image. Examine the flag and its symbols.</td>
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</table>
### Communication

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

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<td>P.3.1</td>
<td>Greet people and make small conversations</td>
<td>Listen and repeat to conversation words: Hello, how are you today?</td>
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<td>P.3.2</td>
<td>Follow simple instructions, ask, and answer questions</td>
<td>Listen and repeat instructions.</td>
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<td>P.3.3</td>
<td>Participate in a school or community celebration</td>
<td>Participate in an annual cultural festival.</td>
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<td>P.3.4</td>
<td>Perform a song or skit in Spanish</td>
<td>Plan, practice, and perform for a group of individuals at school or in the community.</td>
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<td>3FL-R1</td>
<td>Recite stories and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression</td>
<td>Sing songs based on various vocabulary words (see CD list for ideas). Act out stories that are teacher-created or class-created. SLE: skits/songs for mass, prayers</td>
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<td>3FL-R2</td>
<td>Write or orally present brief messages</td>
<td>Oral presentations or short stories or skits</td>
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<td>3FL-R3</td>
<td>Present descriptions of familiar people, places and things to a group</td>
<td>Family and Classroom objects: learn classroom objects through visuals or TPR. Talk about quantity and descriptions of family members.</td>
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<td>3FL-R4</td>
<td>Read and recite short poems or stories with appropriate expression</td>
<td>Recite prayers such as the “Hail, Mary”. Act out stories with expression that indicated understanding.</td>
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<td>3FL-E1</td>
<td>Present understandable written reports and summaries</td>
<td>Students create a radio announcement that advertises a short story they read and present it to the class. Students create a postcard or brochure about a Spanish speaking country they researched and present it to the class.</td>
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<td>3FL-E2</td>
<td>Perform short, student-created skits and scenes</td>
<td>Students use vocabulary to create a skit or commercial and then perform in class.</td>
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<td>3FL-E3</td>
<td>Present a brief speech</td>
<td>Students recite a prayer or poem of their choice (to class or to school assembly)</td>
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<td>3FL-E4</td>
<td>Prepare tape-(audio) or video-recorded materials</td>
<td>Students create a radio announcement, commercial, skit or interview that is to be recorded and presented to the class.</td>
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<td>3FL-E5</td>
<td>Retell a story</td>
<td>Students present a story they created</td>
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Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

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<td>5FL-F1</td>
<td>Discuss topics in other school subjects in Spanish including geographical terms, historical facts, mathematical terms and problems, and scientific information</td>
<td>Comprehend and apply math facts and math problems in Spanish. Give directions. Evaluate by their verbal and written presentation.</td>
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Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

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<td>5FL-F2</td>
<td>Comprehend articles or short videos in Spanish on topics being studied in other classes</td>
<td>Watch and comprehend a religious video in Spanish. Take notes and answer questions regarding the videos. Evaluate by their written answers and discussions.</td>
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### Cultures - Gain Knowledge and Understanding of other cultures

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

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<td>Participate in age-appropriate cultural activities such as games, songs, and celebrations</td>
<td>See appendix for ideas of games and celebrations</td>
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<td>Make basic comparisons between celebrations of the target culture and own culture</td>
<td>Halloween and Día de los Muertos, Independence Day</td>
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<td>Recognize culture artifacts, symbols, and songs that serve similar purpose</td>
<td>Mexican flag, calacas, Calaveras and other symbols of Día de los muertos</td>
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<td>4FL-R1</td>
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<td>Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases</td>
<td>Talk about cultural differences. Use native students from the classroom as examples.</td>
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<td>4FL-R2</td>
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<td></td>
<td>Participate in age appropriate cultural activities such as games, songs, celebrations and short dialogues</td>
<td>Students may learn Mexican holidays including Día de los Muertos, Mexican Independence day, Virgin de Guadalupe, Las Posadas, Christmas carols, Easter, Cinco de mayo</td>
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<td>4FL-R3</td>
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<td>Identify and describe a variety of objects from the cultures (toys, dress, buildings, food)</td>
<td>Students will learn something of the special holiday foods in Mexico.</td>
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<td>4FL-R4</td>
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<td>Identify parts of the world where Spanish is spoken</td>
<td>There are twenty different countries that speak Spanish. Students may look at and label maps. Students may do flag activities.</td>
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<td>4FL-E1</td>
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<td></td>
<td>Investigate and participate in age-appropriate cultural practices related to business, sports and entertainment</td>
<td>Holiday performances (Cinco de Mayo Celebration performances)</td>
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<td>4FL-E2</td>
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<td>Use and respond appropriately to idiomatic verbal and nonverbal expressions</td>
<td>Oral or written test Create a skit</td>
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<td>4FL-E3</td>
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<td>Identify, experience or produce expressive products of the culture, e.g., advertisements, stories, poems</td>
<td>Create a greeting card Create milagros for All Saints day.</td>
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<td>4FL-E4</td>
<td>Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior</td>
<td>Create a dialogue between friends and then a dialogue between an adult and a child to demonstrate how informal and formal language is used.</td>
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<td>4FL-E5</td>
<td>Identify the areas in the U.S. where Spanish is most commonly spoken, noting the impacts.</td>
<td>Research Florida, New York and Southwest. Write a report on the positive impacts of Spanish speakers in these areas.</td>
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<td>4FL-E6</td>
<td>Recognize how Spanish and its culture add to the richness of our own cultural diversity.</td>
<td>Students write an article for a travel magazine that promotes visiting a Spanish restaurant, store or festival within their community. (Mariachi Conference, Language Fair)</td>
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<td>4FL-E7</td>
<td>Recognize when to switch between formal and informal language.</td>
<td>Students create an 8 section comic strip showing how one would communicate with a friend and an adult. (teacher, principal, etc.)</td>
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**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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

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

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<td>P.5.1</td>
<td>Explore a variety objects from the culture</td>
<td>Food, clothing, musical instruments, money, flags</td>
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<td>P.5.2</td>
<td>Listen to and talk about age appropriate folk tales, short stories, poems and songs that are written for native language</td>
<td>See appendix for appropriate stories</td>
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</table>
| 5FL-R1 |   |   |   |   |   |   |   |   | Explores topics related to other school subjects in Spanish including weather terms, math facts, measurements, animals or geographic content | Math: after learning numbers, students can do math problems in Spanish  
Geography: Students can learn about other countries that speak Spanish  
History: Students will learn a little of the history behind such celebrations as Mexican Independence Day and Cinco de Mayo.  
Weather: Students may learn weather terms and are able to identify the weather of the day. |
| 5FL-E1 |   |   |   |   |   |   |   |   | Present reports in Spanish orally and/or in writing on topics being studied in other classes | (Science, Social Studies, History) Students write a story that is part fiction and part fact using concepts studied in other classes. |
| 5FL-E2 |   |   |   |   |   |   |   |   | Generate reports for other content areas using information acquired through sources in Spanish | Written report with work cited page |
**Standard 5.1:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

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<td>5FL-R2</td>
<td>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers.</td>
<td>Students may listen to Mexican Christmas carols, birthday songs and legends from Mexico.</td>
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<td>7FL-F1</td>
<td>Use the library to select, magazines, CDs, internet, etc., in Spanish; share their content with others</td>
<td>Select, magazines, CDs, internet sites, etc., and will share these with the class. Evaluate by their verbal presentation.</td>
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<td>7FL-F2</td>
<td>Identify people in the community who use Spanish in their work; invite them to share information with the class and ask the questions.</td>
<td>People from the community such as a Hispanic dance instructor, restaurant owner, social agencies, and touring industries will be invited to share information and answer questions to the class. Assess: orally</td>
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**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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<td>7FL-F3</td>
<td>Create original materials (e.g., short stories, poems, crafts) to exchange with classes in other communities or countries</td>
<td>Write short stories, letters, poems, make crafts to exchange with schools (Sacred Heart school and Immaculate Conception school), communities or countries. Evaluate by their verbal and written presentation.</td>
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<td>7FL-F4</td>
<td>Present information to others (in English, if necessary) about Spanish and culture</td>
<td>Present information to others describing the language and its culture. Evaluate by their verbal and written presentations.</td>
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### Comparisons - Develop Insight into the Nature of Language and Culture

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

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<td>6FL-R1</td>
<td>Recognize that words are borrowed from one language to another</td>
<td>Point out cognates in stories and songs throughout the year. Explain that Spanish is one of the romance languages, coming from Latin and that many of the phrases are very similar each of the romance languages. Encourage native speakers to compare and contrast the words they use (many are Anglicized versions)</td>
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<td>6FL-E1</td>
<td>Understand how idiomatic expressions impact communication and reflect culture</td>
<td>In class discussion Students illustrate the literal meaning of an idiom</td>
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<td>6FL-E2</td>
<td>Demonstrate awareness that there is more than one way to express ideas across languages.</td>
<td>In class discussion</td>
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<td>6FL-E3</td>
<td>Recognize that there are linguistic and cultural concepts that exist in one language and not in another</td>
<td>In class discussion</td>
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<td>6FL-E4</td>
<td>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.</td>
<td>Written test Students create a Venn Diagram Class discussion</td>
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### Standard 6.1: Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.

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<td>6FL-R2</td>
<td>Make basic comparisons between the celebrations of the target culture and their own culture</td>
<td>Dia de los Muertos, Mexican Independence Day, Virgen de Guadalupe, Las Fallas, Festival de San Fermin, Cinco de Mayo</td>
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</table>
## Communities – Participate in multilingual communities at home and around the world

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

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<td>R1</td>
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<td>7FL-R1</td>
<td>Participate in a school or community celebration</td>
<td>Students may participate in holiday activities such as Las Posadas or Día de los Muertos. Students may participate in liturgical celebrations such as Virgen de Guadalupe.</td>
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<td>7FL-R2</td>
<td>Perform a song or skit in Spanish for an audience</td>
<td>Students may sing songs for other classes or for talent shows. Students may perform skits at school mass.</td>
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<td>7FL-R3</td>
<td>Understand and listen to presentations about occupations or careers</td>
<td>Students may have guest speakers come to talk to them about their professions.</td>
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<td>7FL-E1</td>
<td>Research and present a topic related to Spanish or culture, using resources available outside the classroom</td>
<td>Use Webquest, call or visit local Latin or Hispanic organizations to obtain information.</td>
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<td>7FL-E2</td>
<td>Write letters or electronic messages to native speakers</td>
<td>Write letters to Spanish speakers that are part of an ESL program from other schools.</td>
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<td>7FL-E3</td>
<td>Interview community members who speak Spanish on topics of personal or professional interest; report the results orally or in writing</td>
<td>Students interview family members, friends or teachers that are Spanish speakers. (oral or written report)</td>
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<td>7FL-E4</td>
<td>Write letters to U.S. communities and other countries where Spanish is used to request information on topics of interest; report orally or in writing about the information received.</td>
<td>Write letters to visitor bureaus or tourism centers in a Spanish speaking country. (oral or written report)</td>
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<td>7FL-E5</td>
<td>Identify and select written or oral materials of individual interest; report on them to others</td>
<td>Students write a book report Group discussion</td>
</tr>
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</table>
Student Learning Expectations Adaptations

**St. Cyril of Alexandria Sample**

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

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

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

   Lesson Suggestions: Students sing, pray and use vocabulary in order to retain the Spanish Language. They locate information as they learn to use the Spanish- English Dictionary.
<table>
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<tr>
<th>3. EFFECTIVE COMMUNICATORS WHO:</th>
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<tr>
<td>a. demonstrate listening skills</td>
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<tr>
<td>b. read, write and speak correctly and effectively</td>
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<tr>
<td>c. ask appropriate questions</td>
</tr>
<tr>
<td>d. utilize technology</td>
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<tr>
<td>e. recognize, understand, and use nonverbal communication</td>
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Lesson Suggestions: Students will listen, read, write and speak correctly and effectively in Spanish as they learn a variety of vocabulary and stories. Students use sign language in order to comprehend vocabulary, songs, and prayers. Students learn to use technology such as how to apply Spanish symbols into their documents.

<table>
<thead>
<tr>
<th>4. RESPONSIBLE CITIZENS WHO:</th>
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<tbody>
<tr>
<td>a. take responsibility for their action</td>
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<td>b. know and practice their basic civic responsibilities</td>
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<td>c. recognize each person’s interdependence with their environment and the world</td>
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<td>d. promote achievement of community goals</td>
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<tr>
<td>e. exhibit positive leadership</td>
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<td>f. take responsibility for their action</td>
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Lesson Suggestions: Students contribute to the community’s well being by singing Spanish songs at the nursing home.
## Our Mother of Sorrows Sample

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

   **Lesson ideas:**
   - Learn prayers in Spanish
   - Do skits at church on holy days
   - Sing mass songs in Spanish

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

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

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

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

   **Lesson ideas:**
   - Use computers to do webquests and search for information on different countries
   - Use technology to listen to audio, music and other recordings
   - Use technology to record classroom stories
1. Angel de mi Guarda

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

2. El Padre Nuestro

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

Amen
3. **El Ave María**

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

4. **La Señal de la Cruz**

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

En el nombre del padre, del hijo y
Del espíritu santo
Amén Jesús
5. Oración de Cuaresma

Señor Mío Jesucristo,
Dios y Hombre verdadero.

6. Oración de Cuaresma
Que moriste por mi amor,
clavado en la cruz.
Me peza (Fist over heart)
de haberte ofendido te ofrezco
no volverte a ofender.

7. Oración de Gracias

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

8. Oración de Kindergarten

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

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

2. **La Despedida**
   Adiós, queridos amigos
   Que les vaya muy muy bien,
   Adiós, queridos amigos
   Y cuídense también.

3. **Silent Night/Noche de Paz**
   Silent night! Holy night!
   All is calm, all is bright.
   Round yon Virgin Mother and Child.
   Holy Infant so tender and mild.
   Sleep in heavenly peace,
   Sleep in heavenly peace.
   Noche de Paz. Noche de amor.
   Todo duerme al rededor,
   Y las estrellas en el cielo azul
   Todas adoran al niño Jesús.
   Brilla la estrella de paz,
   Brilla la estrella de paz.
4. **Campana Sobre Campana**

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

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

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

(refrain)

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

(refrain)

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

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

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

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

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

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

6. Cascabeles

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

Cascabeles, cascabeles, Tra la la la la!
Qué alegría todo el día, Tra la la la la! (Repeat)
7. Los Peces En El Río

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

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

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

Pero mira como beben . . . . .

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

Pero mira como beben . . . . .

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

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

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

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

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

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

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

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

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

La gallina, la gallina
con el cara, cara,
cara, cara, cara.
1. **Pumpkin Riddle**

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

2. **Soy La Bruja**

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

3. **La Araña Pequeñita**

La araña Mediañita  
Subió, Subió, Subió  
Vino la lluvia y se la llevo.  
Salí el sol y todo lo seco.  
Y la araña Mediañita  
Subió, Subió, Subió. (can do a verse with la arena grande and la arena pequeña)
4. **Diez Calabazas**

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

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

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

6. **Jesús Ama a Los Niños**  
(Jesus Loves the Little Children)

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

TEXTBOOKS

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

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

Materials for Spanish Speakers

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

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

VIDEOS

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

   Games of jeopardy, password, weakest link, millionaire

   Links to PowerPoint presentations and activities for weather, body parts, clothing, alphabet, maps, culture and food.

   Ideas for technology integration in the foreign language classroom.

   Books to download and read online. Tumblebooks is especially good.

   Site to buy books and information related to TPRS.

   Christmas words in English and Spanish

   Great resource for books, games and activities

   Discovery Education’s site allows you to create 10 different types of puzzles for students to do.

   Information packet on Day of the Dead activities

10. www.cortland.edu/flteach/flteachers.html#spanish
    Links to various foreign language web sites.

11. www.4teachers.org
    Website for teachers integrating technology in the classroom
Websites Continued

12. www.clta.net/lessons
   Listing by level of worksheets available for download for Spanish classes.

    PowerPoint presentations on a variety of Spanish topics

14. www.mexonline.com
    Cultural information

15. www.navidadlatina.com
    Information about celebrating Christmas in Hispanic countries

    Links to various Spanish websites

17. http://www.faustosgallery.com/milagros/
    Cultural information about Milagros. Can be used for All Saints Day.

    Website with information on Puerto Rico
CHILDREN’S STORYBOOKS

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

Standard 8: Students understand that the Gospel message is meant for persons of all races, languages, and cultures, and work to build communion among all peoples.

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<td>Articulate stories about St. Junipero Serra and other Spanish missionaries who brought Christianity to North America.</td>
<td>Read an age-appropriate story about St. Junipero Serra. Study the 21 Spanish missions that can still be visited in California today. Research how early missionaries learned to communicate with the native peoples.</td>
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<td>Explain what the image and message of Our Lady of Guadalupe revealed about God to the native Mexican people.</td>
<td>Research the colors, figures, and symbols in Our Lady of Guadalupe’s image on St. Juan Diego's tilma, which is on display at the Basilica in Mexico City. Research the message of Our Lady of Guadalupe to St. Juan Diego.</td>
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<td>Demonstrate love for neighbor by respecting persons from all nations, languages, races, and cultures.</td>
<td>Support a humanitarian project for persons living in another country or within another culture. Write letters to school children of another race or culture.</td>
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<td>Identify ways to overcome difficulties that arise when language is a barrier to education, social integration, or employment.</td>
<td>Compose or act out a story about welcoming a child or family who speaks a foreign language. Exercise the corporal work of mercy of “welcoming the stranger” by reaching out to a new family in the community from another cultural background. Invite an immigrant to speak to the class, sharing the joys and struggles of assimilating to a new culture.</td>
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<td>Appreciate that the Good News of Jesus Christ is for all peoples; engage in evangelization by sharing the Gospel in Spanish.</td>
<td>Reflect upon Jesus’ Great Commission to “make disciples of all nations” in Matthew 28:16-20. Using a Spanish version of the student's textbook, compare activities with the student's English version of the text. Explore the Vatican's website, selecting &quot;Español&quot; as the preferred language. Compose the basic message of the Gospel using the Spanish language.</td>
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Reflect upon Jesus’ Great Commission to “make disciples of all nations” in Matthew 28:16-20. Using a Spanish version of the student's textbook, compare activities with the student's English version of the text. Explore the Vatican's website, selecting "Español" as the preferred language. Compose the basic message of the Gospel using the Spanish language.