

Communication - Interpersonal / Conversational

The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

Benchmark 1.1 Uses verbal and non-verbal responses, memorized words, phrases, and patterns.

INDICATORS	Spanish	Instructional Examples	Faith Connection
Listening and Speaking			
Novice Low-Novice Mid			
1. Repeats basic courtesies; greetings and salutations appropriate to time of day. Hello. (morning, afternoon, evening.) Good-bye. Thank you. Please. You're welcome. Excuse me.	<i>Hola. Buenos días. Buenas tardes. Buenas noches. Adiós. Hasta luego. Hasta mañana. Chao. Gracias. Por favor. De nada. Perdón./ Con permiso.</i>	Establish classroom routine. Repeat daily. Assign pairs of students to roll play a dialog based on a video, textbook, or teacher-created sample. Sing songs related to greetings and topics.*	Sign of the Cross: la Señal de la Cruz Glory Be: la Gloria Angel of God: el Angel de la Guarda Hail Mary: el Ave Maria Our Father: el Padre Nuestro
2. States simple questions / answers on personal topics, i.e. self, family, and language class. How are you What is your name? My name is... I am . . Where are you from? I am from the United States. How old are you? I am ... years old. When is your birthday? It is .. Family: My mother/father is (name). I have a brother/sister (s) I have a grandfather/mother. (I have grandparents.)	<i>¿Cómo estás / Cómo está Ud? Estoy bien. ¿Cómo te llamas / se llama Ud? Me llamo... Soy.... ¿De dónde eres? Soy de los Estados Unidos. ¿Cuántos años tienes? Tengo # años. ¿Cuándo es tu cumpleaños? Es el # de (mes). Familia: Mi madre es ..., mi padre es.. . Tengo un/a hermano/a. Tengo hermanos. Tengo un/a abuelo/a. Tengo abuelos. Yo hablo un poco español.</i>	Interview, talk about family photos, family tree. Make birthday cards. Learn the birthday song. Celebrate birthdays. Include the date and daily calendar in class routine. Sing any song related to topic on self or family.*	Saint days: St. Juan Diego (Mexico), St. Rose of Lima (Peru), St. Teresa of Avila (Spain), , Our Lady of Guadalupe (Mexico), St. Martin de Porres (Spain), St. Ignatius of Loyola (Spain), Blessed Narcisa Moran (Ecuador), St. Peter Claver (Spain) , Blessed Junipero Serra (Spain), St. Anthony Claret (Spain).

<p>I speak a little Spanish. There is/are. Give phone number and email address.</p>	<p><i>Hay. .</i> <i>¿Cuál es tu teléfono?</i> <i>¿Cuál es tu correo electrónico?</i></p>		
<p>3. Repeats statements about basic needs. May I go to the restroom? May I get a drink of water? Please repeat. I understand. I do not understand. I do not have my book, pen, paper. May I use the pencil sharpener? Finished. I finished. I need. . .</p>	<p><i>¿Puedo ir al baño?</i> <i>¿Puedo ir a tomar (beber) agua?</i> <i>Repita por favor. Comprendo.</i> <i>No comprendo.</i> <i>No tengo mi libro, lápiz, papel</i> <i>....</i> <i>¿Puedo usar el sacapuntas?</i> <i>Terminé.</i> <i>Necesito.....</i> <i>No sé</i></p>	<p>Teach 'classroom' phrases. Post them on a wall. Only allow the action to follow if it is in the target language. (I need paper. This is my pencil. May I sharpen my pencil? I have a question. May I get a drink? May I go to the bathroom? Here is my paper)</p>	<p>Add religious labels in Spanish and add to them so you can point out objects such as the cross, statues, Spanish prayers and pictures of the Pope, Mary and Jesus: Catholic: Católico, Jesus: Jesús, Hail Mary: Ave Maria Holy Mary: Santa Maria, Virgin Mary: la Virgen Maria, San José, el Espíritu Santo, el Papa Francisco, los santos, el oración, el Rosario, la Biblia rezar, la Misa, la cruz, las estatuas los Diez Mandamientos</p>
<p>4. Repeats expression of likes and dislikes., "me gusta/n" expressions. Foods, colors, sports, seasons, activities.</p>	<p><i>Me gusta</i> <i>No me gustaMe gusta más..</i> <i>Mi favorito/a es</i> <i>Me gusta/n (with nouns)</i> <i>Me gusta (with verb infinitives)</i></p>	<p>Introduce set of vocabulary. Survey class preferences through interviews, focusing on a question to ask each classmate. Integrate various visual aids to present the likes and dislikes.</p>	<p>Use me gusta y no me gusta to talk about maybe your favorite part of the mass or about your favorite saint or Holy Week(la Semana Santa). How do they celebrate Holy Week in other countries.</p>
<p>5. Answers with affirmative or</p>	<p><i>Sí. No. Cierto/Falso.</i></p>	<p>Daily classroom routine. Only</p>	

negative word to indicate agreement or disagreement. I agree / I disagree.	<i>Muy bien.</i> <i>Bueno/ Vale</i> <i>También / tampoco</i> <i>Esta bien</i>	accept answers in the target language. Use hand signals & body language.	
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Communication – Interpretive

The student understands and interprets written and spoken/signed language on a variety of topics.

Benchmark 1.2 Understands basic spoken practiced words and sentences with contextual and visual support

INDICATORS Listening, viewing/attending, and reading	Spanish	Instructional Examples	Faith Connection
<p>1. Follows basic rehearsed commands. Listen. Repeat. Read. Read aloud. Answer. Be quiet (silent) please. Look. Speak Spanish. Stand up. Sit down. Open/close the book in the page... Open/shut the door. Raise your hand. Push in your chair. Take out a sheet of paper, the homework Left / right Turn off the light. Wait a minute, please. Form a line.</p>	<p><i>Escuchen. Repitan. Lean. Lean en voz alta. Contesten. Silencio por favor. Miren. Hablen en español. Levántense. Siéntense. Abran/Cierren el libro en página... Abre/cierra la puerta. Levanten la mano. Arreglen sus sillas/asientos. Saquen una hoja de papel, la tarea Izquierda / derecha. Apaga la luz. Un momento, por favor. Formen una fila.</i></p>	<p>TPR basic classroom activities and daily tasks.(Stand up, sit down, raise your hand, push in the chair, open/close the book, open/shut the door, get out your supplies, react to directions right/left, line up)</p>	<p>Let us pray: Vamos a rezar, Look at the Cross: Miremos a la Cruz, stand up : levántense por favor, Let’s show respect: mostremos respeto.</p>
<p>2. Understands familiar simple words, phrases, with frequent repetition, visual and context support Alphabet and phonetics. Punctuation and diacritical marks. Abbreviations for Mr., Mrs., Miss, and the formal “you”. How do you say....? How do you spell? What does mean?</p>	<p><i>Sr. Sra. Srta. Ud./Uds. ¿Cómo se dice...? ¿Cómo se escribe? ¿Qué quiere decir? or ¿Qué significa...? Tengo una pregunta. No sé. ¿Comprendes?</i></p>	<p>Put labels on items in the classroom; on items being used in an activity. Use props. Use picture files. Use ASL signs for other languages.</p>	<p>Introduce Virtues: las virtudes Faithfulness: Fidelidad Hospitality: Hospitalidad Hope: Esperanza Peacefulness: Tranquilidad Charity: Caridad Courage: Valor Love: Amor Mercy: Misericordia Justice: Justicia Compassion: Compasión</p>

<p>I have a question. I don't know. Do you understand me? (Approx. 200-500 word vocabulary)</p>			
<p>3. Understands words from cognates and context, and distinguish false cognates.</p>	<p><i>Doctor = doctor</i> <i>Hotel=hotel</i> <i>Océano=ocean</i> <i>Fotografía=photography</i> <i>Hospital= hospital</i> <i>Popular= popular</i> False cognates: <i>Playa=beach.</i> <i>Largo=long</i> <i>Pie = foot</i> <i>Once = eleven</i> <i>Sopa = soup</i> <i>Nota= grade</i></p>	<p>Provide various forms of texts for the students to extrapolate the meaning based on cognates.</p>	<p>See 1.1.3 Religious words like angel: el ángel, Communion: la Comunción, Chalice: la Copa, Los sacramentos: el Bautismo, la Primera Comunion, la Confirmacion, el Matrimonio, etc... Anointing of the Sick: Los Santos Oleos</p>

Communication - Presentational

1.3 The student conveys information, concepts and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

1.3 Benchmark The student reproduces memorized words and phrases.

INDICATORS Spoken/signed production	Spanish	Instructional Examples	Faith Connection
1. Imitates vowel and consonant sounds.	Five distinct vowels. Z does not buzz. H is silent. J is /h/ in English. LL=/y/, Ñ=/ny/, rr Rhyming song: a,e,i,o,u, mi burro sabe más que tú.	Select the most critical vowel and consonant sounds with which to make whole-group corrections. Teach rhyming songs. Practice reading aloud as a class.	
2. Describes using one or two words. Uses articles, nouns, adjective order and agreement. Uses simple sentence structure to describe school, family, clothing, including size, old/new/young, traits/characteristics, conditions. (working vocabulary of 30-50)	<i>El gato negro / los gatos negros.</i> <i>Las mascotas son lindas.</i> <i>Grande/pequeño,</i> <i>viejo/nuevo/joven, feo/bonito,</i> <i>gordo/delgado, alto/bajo,</i> <i>tonto/inteligente,</i> <i>interesante/aburrido,</i> <i>bueno/malo, corto/largo,</i> <i>loco/normal, serio/cómico,</i> <i>trabajador/perezoso.</i> <i>Rubio, castaño, moreno,</i> <i>pelirrojo.</i> <i>Muy bien>horrible>así así> más o menos></i> <i>mal>enfermo>feliz></i> <i>contento>nervioso>triste></i> <i>fantástico> cansado</i>	Make a 'lost pet' poster. Make a family poster with pictures and descriptions. Use picture files of famous people to describe. Write and illustrate an animal booklet using adjectives agreement, nouns, verbs and articles. Soy yo...booklet or poster. Yo soy... Rap song	Choose a Spanish saint and use adjectives to describe them. St. Martin de Porres, Blessed Narcisa Moran, St. Rose of Lima, St. Peter Claver, St. Anthony Claret. Now describe the saints using Virtues(see 1.2.2). Patient: paciente Humble: humilde Kind: cariñoso Merciful: misericordioso Generous: bondadoso, generoso

<p>3. Recites rote sequences and single words in response to visual cues. (minimal vocabulary of 30-50 words based on all other standards.)</p>	<p>Mi gato se llama Chico. Es grande y perezoso. Le gusta dormir y comer. Me gusta mi gato. (sample of text to go with a Powerpoint)</p>	<p>Retell a story. Describe a picture of person, place, or thing. Describe a family picture or family tree. Describe a piece of art from the target culture. Describe a typical school day, personal school schedule, etc.</p>	<p>Use any of the Spanish saints to write a short story about them. Use drama to retell Old Testament (el Antiguo Testamento) stories. Use the Gospel (el Evangelio) to tell a story in Spanish.</p>
<p>4. Writes alphabet or characters particular to language, numbers, and sight words.</p>	<p>Punctuation: ¿..?, ¡...! Accent placements on vowels All question words have accents Ñ Continental 1 & 7 Euros = €</p>	<p>Make word lists for notebook or vocabulary cards, copying all aspects of the alphabet or characters accurately. Practice on ledger paper from the target culture. Practice in pairs: one student recites the word and the other student writes it down.</p>	
<p>5. Copies words and phrases.</p>	<p>Includes articles, accents, vowel order, capitalization, word order.</p>	<p>Use the board or overhead to model writing techniques.</p>	<p>Use short phrases to describe a Spanish saint. Give a sample story.</p>
<p>6. Writes about self.</p>	<p>Include vocabulary from standard 1.1 and 1.2 using present tense verbs in simple sentences.</p>	<p>Create a biographical photo album, booklet, or Power Point. Write descriptions to support pictures about self, family, hobbies, interests, favorite school subjects, foods, etc.</p>	

Cultures - Practices and perspective

The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

Benchmarks 2.1 The student recognizes and imitates some generally accepted social behaviors.

INDICATORS	Spanish	Instructional Examples	Faith Connection
1. Imitates greetings and gestures.	<p><i>Spain-kiss on both cheeks</i> <i>Latin Amer. – kiss on one or both cheeks</i> <i>Men embracing</i> <i>Girls holding hands.</i> <i>Finger counting starts with the thumb.</i> <i>Personal space is closer.</i> <i>Loud conversations.</i> <i>When arriving or leaving, everyone is addressed individually.</i></p>	<p>Practice the art of culturally accurate greetings on a daily basis, slowly increasing the expectation that the students respond in a like manner. Comparing and contrasting U.S. and Hispanic greetings and gestures.</p>	<p>Explain cultural Greetings, Ex. Mexico- gently kiss thumb at the end of blessing themselves.</p> <p>Use hand gesture to give blessing to others like: Go with God! God be with you! God bless you!</p> <p>Dar la señal de la Cruz con una bendicion como: ¡Vaya con Dios! ¡Que Dios te bendiga!</p>
2. Identifies some common home and school practices.	<p><i>Teachers change rooms, not the students</i> <i>Fewer electives</i> <i>After-school activities are club sports, etc.</i> <i>No meals at school</i> <i>School uniforms</i> <i>Students attend vo-tech or college prep high school.</i> <i>Shorter daily schedule.</i> <i>Lunch is the main meal.</i> <i>Later evening meal.</i></p>	<p>To practice a more formal 'recitation' behavior common in school in many cultures, use in activities with a specific purpose, i.e., during a review for a test or while playing a competitive game, etc. Student must stand next to their desk, address the teacher formally, and answer the question. Read and learn about different customs from different countries.</p>	<p>Saying a prayer before and after meals, saying the rosary as a family practice, blessing each child before going to bed or going away on a trip.</p> <p>Other Mass customs differ, ex. some South American countries don't offer Precious Blood of Christ to the congregation.</p>

<p>3. Identifies a few major traditional events.</p>	<p>Day of the Dead activities Americanized holiday – <i>Cinco de Mayo</i> <i>Quinceañera</i> <i>Navidad – Posadas</i> Mexican Independence - Sept. 16 <i>El Día de la Raza</i> – Oct. 12 Tomatina – Spain La Semana Santa- Holy Week La Virgen de Caridad- Cuba</p>	<p>Prepare traditional food for a festival. Learn the appropriate greeting. Make decorations, play specific music. Research important elements of the festival and make a poster.</p>	<p>Day of the Dead: <i>Dia de los Muertos</i> (activities <i>Quinceañera</i> <i>Navidad – Posadas</i> La Virgen de Caridad- Cuba – Sept.8 Our Lady of Guadalupe- Dec. 12 pilgrimage Los Tres Reyes Magos- the Epiphany Jan.6 La Semana Santa- Holy Week</p>
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Cultures – Products and perspectives.

The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

Benchmarks 2.2 Recognizes tangible products of Spanish-speaking countries that reflect their culture.

INDICATORS	Spanish	Instructional Examples	Faith Connection
<p>1. Identifies 10-12 common cultural products found in home or school and what they reflect of the country's culture and worldview. e.g. Mexico- mole, frijoles, croquetas, marigolds, cuarto Spain- paella, tapas, habitacion</p> <p>Teach the different words used for the same object (for example: bedroom, avocado, banana) in various Spanish-speaking countries and regions</p>	<p><i>La bandera, Sombrero, piñata, marigolds, , la ofrenda, olive oil, Calaveras, guitarra, flamenco attire, castanetes, castañuelas</i></p> <p><i>Churros, chocolate, paella, Tortilla española, gazpacho, empanadas, flan, calamares. . . bocadillo pan de muerto</i></p>	<p>Use a 'magic box' from which to draw items, creating an element of mystery or surprise, identifying where they are from, and a brief description of them. Give a student an item to hold, so the rest of class can point to it when it is named.</p>	<p>Dia de los Muertos: pan de muertos, marigolds: cempazuchitl (Aztec)</p> <p>Comida de los Tres Reyes Magos: rosco de reyes</p> <p>Tomie DePaolo's book & video: Legend of the Poinsettia, La Leyenda de la Flor de la Nochebuena, The Night of Las Posadas, La Noche de las Posadas,</p>
<p>Imitates expressive products, i.e. songs, artwork, stories known by peers in the target culture.</p>	<p><i>papel picado</i> <i>piñata</i> <i>cascarones</i> <i>Las mañanitas</i> <i>Cumpleaños feliz</i> <i>Gatatumba</i> <i>Los peces en el río,</i> <i>El pollito dice...</i> <i>Don Quijote</i></p>	<p>Teach a craft such as paper cutting, paper folding that is common to the target culture. Decorate the room with the artwork.</p>	<p>La piñata</p> <p>Our Lady of Guadalupe: papel picado Las Mañanitas song Las Posadas song</p>

Connections - Content.

The student makes connections to other disciplines and to authentic sources through knowledge of a world language.

Benchmarks 3.1.1 The student reinforces and furthers reading skills through world language study

INDICATORS	Spanish	Instructional Examples	Faith Connection
1. Determines meaning of unknown words or phrases using picture and context clues.	<i>Uses cognates. Context clues include verb endings, noun prefixes and suffixes.</i>	Routinely practice a pre-reading activity posing yes-no questions as to what the text is about based on pictures and other clues.	
2. Understands some idioms <i>Tener</i> expressions. Weather expressions.	<i>Tengo ocho años. Tengo calor. Tengo hambre. Hace . . .</i>	Write several English idioms on the board “keep your eye on the ball,” “raining cats and dogs,” “kick the bucket”, or “hot dog” and have the students illustrate their literal meaning, then explain what they communicate. Point out some phrases used routinely in the target language that are also idioms. Have the students illustrate their literal meaning and emphasize what they communicate.	
Uses text features (e.g. title subtitles, captions) to gain meaning from text. Identifies the topic and main idea(s) in appropriate-level texts.	Textbook Children’s storybook. Children’s section of a newspaper. Atlas. Advertisements.	Instruct students to point to related words in title and text; in caption and text. After reading a paragraph/story in the target language, show students three sentences that state in the target language what it was about. Have them choose	

		which they think is most accurate and point out words or phrases to support their choice.	
<p>3. Identifies and describes characters' basic physical traits and setting (e.g. time of day or season) of a story.</p> <p>Use vocabulary to describe character.</p> <p>Days, months, seasons</p> <p>time of day</p> <p>Every day</p>	<p><i>La mañana, por la mañana, de la mañana.</i></p> <p><i>La tarde, por la tarde, de la tarde.</i></p> <p><i>La noche, por la noche, de la noche.</i></p> <p><i>Hoy, mañana.</i></p> <p><i>¿Qué hora es? Es la/ son las. . .</i></p> <p><i>A qué hora es . . .</i></p> <p><i>El lunes voy . . . Los lunes voy. .</i></p> <p>.</p> <p><i>Los días de la semana</i></p> <p><i>Los meses</i></p> <p><i>Las estaciones</i></p>	<p>When using storytelling techniques, emphasize that each new story routinely includes character traits and setting. Choose target vocabulary to identify 'character' and 'setting'.</p>	<p>Usa la Biblia para describir cuentos y cuentos de los santos.</p>

Benchmark 3.1.2 The student reinforces and furthers writing through world language study (based on the 6-TRAIT Writing Model)

INDICATORS	Spanish	Instructional Examples	Faith Connection
<p>Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing in English and the target language.</p>	<p>1) <i>ideas y contenido</i> 2) <i>organización</i> 3) <i>selección</i> 4) <i>escogimiento de palabras</i> 5) <i>fluidez de oraciones</i> <i>deletreo, puntuación y capitalización</i></p>	<p>Teacher leads class in creating a simple story about the school mascot or one of the students in class. When writing on the overhead / board/ or typing it on a projection screen, she gives them choices, always asking what is better. Choices should include samples of all six traits. Write a vacation post card. (Laminate a classroom set of cards; write on them with dry-erase markers.) Student writes an essay in English about family heritage/background; or about reasons to study the language. Select several traits to grade for mastery.</p>	

Benchmark 3.1.3 The student reinforces and furthers math skills through world language study

INDICATORS	Spanish	Instructional Examples	Faith Connection
<p>1. Recognizes whole numbers to 100 , basic metric measurement , and basic shapes. Tell time in simple terms.</p> <p>2. Students will demonstrate an understanding of place value of numbers up to 2 million.</p> <p>3. Students will recognize the order of the Hispanic calendar and express the correct date in the target language (day/month/year).</p> <p>4. Students should distinguish the non-capitalization of days and months of the year.</p>	<p><i>Números</i> <i>Metros y centímetros.</i> <i>Kilómetros. Litros. Kilogramos.</i> <i>Círculo. Línea.</i> <i>Triángulo. Rectángulo.</i> <i>¿Qué hora es? Es la/ son las. . .</i> <i>¿A qué hora es . . . ?</i> <i>A la/las. . .</i> <i>Media, cuarto. Menos.</i> <i>Mediodía. Medianoche.</i></p>	<p>Frequently count aloud items being used in class activities. When learning the numbers, do simple calculations and count by multiples. When mental math is needed for any activity, require that the students do it aloud in the target language. When role-playing a store or restaurant, always do the calculations or make change aloud.</p> <p>Distribute meter sticks to pairs of students to measure each other's height. Each student writes down the measurement. In all self descriptions the students are expected to be able to say how tall they are in metric measurement.</p>	

Benchmark 3.1.4 The student reinforces / furthers knowledge of social studies through world language study**Theme: Self and family.**

INDICATORS	Spanish	Instructional Examples	Faith Connection
1. Identifies location of target language countries, uses cardinal directions, and identifies simple elements of weather.	<i>21 countries and capitals Norte, este, oeste, sur</i>	Color and label a map using cardinal directions, names of country and capital, and major cities. Routinely start class with a description of the current weather.	
2. Recognizes some famous people and artifacts from the target culture. 3. Identify famous Hispanic leaders, athletes, celebrities, writers, artists and their contributions to the world.	<i>Pre-Columbian civilizations Cortés, Montezuma, Coronado Ponce de León Colón, De Soto Balboa, Pizarro Majellan, Aztec & Mayan calendars Chocolate Zócalo Tenochtlán</i>	Select a handful of major people whose pictures are easily available in the classroom to name, say where they are from, and identify their 'claim to fame'. Use these people repeatedly when practicing any new vocabulary, just as frequently as examples of classmates/peers, so that they automatically come to mind when the student thinks of the target culture.	Introduce Mary's appearances in the Spanish countries of North, Central and South America. Share about the Hispanic saints and the Pope. Comparte sobre los santos Hispanos y el Papa.

Benchmark 3.1.5 The student reinforces and furthers knowledge of science through world language study

Indicators	Spanish	Instructional Examples	Faith Connection
Observes, describes, and records daily and seasonal weather changes. Rain, snow, ice, sun, Hot, cold, cool, windy, cloudy, foggy. Storm. Good/bad weather. Northern/southern hemisphere.	Llueve/ está lloviendo. Nieva/ está nevando. Hielo/ hay hielo. Hace sol /calor/frío/fresco/viento/buen tiempo/ mal tiempo. Está nublado. Hay niebla. La temperatura es/ está a ___ grados Centígrados.	Record the weather conditions once a week for the home town, and for a location in a target country. Convert the data at the end of the year into a graph or chart in order to compare data.	Share, take turns, and care for God's creation. Compartir, tomar turnos, y cuidar la creacion de Dios.

Benchmark 3.1.6 The student reinforces and furthers knowledge and appreciation of music through world language study

Indicators	Spanish	Instructional Examples	Faith Connection
Listens to authentic music.	Música suramericana, música centroamericana y música española. (típica) Música mexicana. Bailes típicos de cada región. Celebración de cumpleaños (diferentes según el país) CDs de cantantes en español	Use simple children's songs with repeated phrases.	Christmas songs and Spanish hymns. Mass songs: Pan de Vida, Pescador de Hombres

Benchmark 3.1.7 The student reinforces and furthers knowledge and appreciation of visual arts through world language study

Indicators	Spanish	Instructional Examples	Faith Connection
1. Recognizes Hispanic artists and their works. 2. Creates art based on the target culture.	Diego Rivera Frida Kahlo Salvador Dali Pablo Picasso	Look at a Picasso and point out each of the body parts to a figure. Have the students draw their own Picasso-like picture and name the parts.	El Greco Francisco de Goya

Benchmark 3.1.8 The student reinforces and furthers knowledge and appreciation of health through world language study.

Indicators	Spanish	Instructional Examples	Faith Connection
Recognizes some activities in the target culture that promote healthy living.	<i>Saludable</i> <i>Bailar, pasear, comer/cocinar</i> <i>Dormir – siesta</i> <i>Jugar deportes</i> <i>Hacer ejercicios</i> <i>Pirámide de alimentos</i>	Use target vocabulary to do a web search for healthy activities. Based on the quantity of images found, decide what are the most common. Create a poster and label the activities.	Our body is the temple of our Lord. Nuestro cuerpo es el templo de Nuestro Señor

Benchmark 3.1.9 The student reinforces and furthers knowledge and appreciation of technology through world language study. Uses simple technology in a variety of integrated activities.

Indicators	Spanish	Instructional Examples	Faith Connection
Type diacritical marks and punctuation (see indicator 1.3.4) Commands Write / Type Connect / Log on End / Log off Cut Paste Print Turn on Turn off Save Search Send Click Go to page	Mandatos <i>Escribe / Escriban</i> <i>Conéctate / Hagan la conexión</i> <i>Termina / Terminen la conexión</i> <i>Corta / Corten</i> <i>Pega / Peguen</i> <i>Imprimir / Impriman</i> <i>Enciende / Enciendan</i> <i>Apaga / Apaguen</i> <i>Guarda / Guarden</i> <i>Busca / Busquen</i> <i>Envía / Envíen</i> <i>Haz click / Hagan click</i> <i>Ve a la página / Vayan a la página</i>	Use language specific letters and characters in word processing, illustrate reports, use "spell check," and complete guided internet activities such as currency conversion, textbook-related practices, checking weather conditions, creating word puzzles, and locating authentic cultural information.	Apply the virtues and the Greatest Commandment in using technology. Aplica los virtudes y el Mandamiento (Mt 22:34-40) mas importante en el uso de tecnología.

<p><u>Hardware</u> Computer Printer Mouse Keyboard Screen Web page</p> <p><u>More Vocabulary</u> Internet Web site / Web page</p> <p>E-mail @ Cellular phone Point / Dot Text message Cursor File</p>	<p><u>Hardware</u> La computadora / El ordenador La impresora <i>El ratón</i> <i>El teclado</i> <i>La pantalla</i> <i>El sitio de la Red</i></p> <p><u>Más Vocabulario</u> <i>La Red / El Internet</i> <i>La página web / la dirección web / El sitio de la Red</i> <i>El correo electrónico / el email</i> Arroba <i>El móvil / el celular</i> Punto <i>El mensaje de texto</i> <i>El puntero</i> <i>La carpeta</i></p>		
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Connections – Authentic sources.

The student uses authentic sources of the target language to gain knowledge.

K-12 Benchmarks 3.2 Extracts main ideas and key words from sources intended for native speakers.

Indicators	Authentic sources.	Instructional Examples	Faith Connection
1. The student reinforces and furthers <i>reading</i> .	Menus del Restaurant Samborns. Colección de cuentos infantiles del fondo de Coltura Económica Juegos de niños de Restaurants Sección de niños de periódicos como el Reforma & Primaria	Use children's books children's web sites, newspaper headlines, cut-lines, advertising, map labels, book titles, subtitles, captions,	Church Missal, el Misal Stories of the Saints. Cuentos de los Santos.
2. The student reinforces and furthers writing.	Cuadernos de escritura nivel pre-primaria	Use writing models, school tablets and alphabet charts.	Friendly religious letters, cartas sencillas religiosas
3. The student reinforces and furthers knowledge of <i>math</i> .	Realizar proyectos de arte con reglas usando el sistema métrico decimal	Use menus, transportation timetables, calendars, meter stick/ruler, graphs	Advent Calendar & Lent Calendario de Adviento y Cuaresma
4. The student reinforces and furthers knowledge of <i>social studies</i> .	Atlas de educación básica. Mapa de España Mapa de Latinoamérica Película Don Quixote	Use maps, pictures, charts and graphs, historical photos	Bible maps and timeline Mapas de la Biblia y línea de tiempo
5 The student reinforces and furthers knowledge of <i>science</i> .	Atlas de educación básica. Guía de carreteras. Celcius thermometer. Map of the universe.	Use simple weather symbols from newspaper or television; metric symbols	Care for God's creation. Cuidar la creacion de Dios.
6 The student reinforces and furthers knowledge of <i>music</i> .	Música sudamericana (típica) Música mexicana. Celebración de cumpleaños (diferentes según el país) CD de cantantes en español	Use recordings and live performance when available; children's songs, rhymes, ad jingles	Mass songs: Pan de Vida, Pescador de Hombres
7. The student reinforces and furthers knowledge of <i>visual</i>	Pinturas de Frida Kahlo Exposiciones del museo de	Use pictures, posters, calendar reproductions of artwork	Catholic religious art, Arte religioso Católico

<i>arts.</i>	arte: Goya, Velazquez, Diego Rivera, Picasso posadas, etc. Videos del museo del Prado Videos zonas arqueológicos Video de televisa		
8 The student reinforces and furthers knowledge of <i>health</i> .	Food pyramid Poster de las partes del cuerpo Entrevistas médicas (formas en español)	Use charts, posters, buttons, stickers	Our body is the temple of our Lord. Nuestro cuerpo es el templo de Nuestro Señor
9. The student reinforces and furthers knowledge of <i>technology</i>	Yahoo.es Univision.com Mas.com	Use authentic web sites and search tools.	See Added Resources for more information.

Comparisons - Languages.

The student understands the nature of language by making comparisons between the target language and English.

Benchmarks 4.1. The student recognizes major similarities and differences between the target language and English.

Indicators	Spanish	Instructional Examples	Faith Connection
1. Recognizes that different sound/sign and intonation patterns exist.	Double ll sound Linking vowel sounds Trilling the double r The similarity of B and V Intonation difference between statements and questions.	Teach the alphabet and its corresponding sounds in the target language. Discriminate between correct and incorrect pronunciation/intonation.	
2. Recognizes that the target language has structural patterns that differ from their own.	Adjective placement Adjective – noun agreement Omit subject pronouns Ser/estar use Saber/conocer use Verb endings for present tense Use of double negatives No auxiliary verbs	Show examples of questions in English and in Spanish. Match up the words and have the students create 'rules' to explain how to create questions in each language. Have the students create new questions in small groups.	
3. Matches common vocabulary with English translations.	See other vocab lists.	Play word games, i.e., memory game, 'fly-swatter', Pictionary, etc.	See other vocab lists.
4. Uses word lists to find meaning.	Chapter vocabulary list Textbook glossary. Vocabulary lists in notebook. Flash cards.	Refer to classroom word lists or notebook word lists to remind students of words previously learned.	

Comparisons – Cultures.

The student understands the concept of cultures through comparing the target cultures with American culture.

Benchmarks 4.2. The student identifies a few differences in cultures.

Indicators	Spanish	Instructional Examples	Faith Connection
Recognizes similarities and differences in greetings, personal space, and some gestures.	Formal and informal greetings Singular and plural you. Comparing the gestures 2.1.1 with American gestures or body language. Must ask for your restaurant bill.	After students learn the names of foods, ask them to open a Chinese/French/German, etc. restaurant by making their own menu. Teach them a craft to decorate their restaurant. They create dialog, interacting with the customers. They use the space, greeting, and gestures according to the target culture.	See 2.1.1

Communities - Application.

The student applies language skills and cultural knowledge both within and beyond the school setting.

Benchmarks 5.1. The student shares skills and/or knowledge with school community and/or family members.

Indicators	Spanish	Instructional Examples	Faith Connection
1. Recites target language to family and friends.	Caracol/caracolito Haya en la fuente había un chorrito. A,E,I,O,U, el burro sabe más que tú. Tengo manita, no tengo manita, porque la tengo desconchagadita.	Tell a memorized story, poem, or song, and have family/friend sign-off that they heard it.	Create cards or posters in the target language for Spanish speakers in their community during Catholic feast days.
2. Recognizes words and activities borrowed from target language and culture.	Rodeo, arena, adobe, corral, Salsa, chocolate, guacamole, enchilada	Create a collage or collection on board of samples from the community.	

		<p>Do a project about the different languages in the Spanish world, Examp: Ahuacate – Nahuatl, Visigodos, Guerra, soldado, Ojala, Almohada-árabe</p>	
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Communities – Exploration.

The student becomes a life-long learner for personal enjoyment and enrichment.

Benchmarks 5.2. The student makes personal connections to the target language and culture.

Indicators	Spanish	Instructional Examples	Faith Connection
<p>1. Demonstrates awareness of individuals from target culture in school community. Look for Spanish in the community. Collect it and bring it to class. Bring food products with labels, Bring forms and pamphlets from public health office.</p>	<p>Talk with native speakers: notice different accents. Examples: Panamá, Argentina, Perú, Bolivia, Colombia, México. Use Spanish in a restaurant and talk about the experience. Listen to an interview in Spanish of a good futbol (soccer) player. Communicate by e-mail with a person or friend from other part of the world.</p>	<p>After a long weekend or vacation, ask students about the “Spanish experiences”. They can share any time they heard Spanish spoken, spoke Spanish, or experienced Spanish in any way. This alerts them to the relevance of what we are learning.</p>	<p>Visits from Spanish-speaking priest parishioners, or members of Hispanic ministry. Actively participate with Spanish-speaking sister parish activities.</p>