

**PREK AND PRESCHOOL****Religious Focus**

The student will:

- recite the Sign of the Cross in the target language
- use some finger plays

**Speaking**

The student will:

- be able to use common greetings: Hello, how are you?
- be able to respond to simple questions: What is your name?
- be able to express simple feelings: How are you?

**Vocabulary**

The student will:

- use basic vocabulary of the target language to describe assorted objects
  - colors (basic 8: red, yellow, blue, green, orange, purple, brown, black)
  - numbers from 1 – 10
  - the family
  - pets
  - farm animals
  - shapes
- say or sing the sounds of the vowels
- use words associated with seasonal holidays

**KINDERGARTEN****Religious Focus**

The student will:

- recite prayers in target language: Sign of the Cross, Glory Be
- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language

**Speaking**

The student will:

- extend a conversation to include simple questions and answers, such as: Where are you from? How old are you? etc.
- sing some simple songs in the target language
- use common greetings

**Listening**

The student will:

- respond to simple commands

**Vocabulary**

The student will:

- use basic vocabulary of the target language to describe assorted objects, including the appropriate article:
  - colors (basic 8, plus white, pink, grey, silver, gold)
  - numbers from 1 – 30
  - the family
  - pets
  - farm animals
  - shapes
  - recognize the days of the week
  - body parts (i.e., head, shoulders, legs, knees, feet, mouth, eyes, nose, ears, etc.)
  - shirt, pants, shoes, dress, hat, etc.
- use some words for food such as milk, fruits, vegetables, etc.
- use words associated with seasonal holidays

The objectives above should be achieved in classes where there is minimal class time, which are one or two days per week with students. The objectives that follow will be accomplished by students who have class more than two days per week.

**Vocabulary (Cont.)**

The student will:

- express likes and dislikes with both nouns and verbs
- express size comparisons: big, small, tall, short

**Grammar**

The student will:

- use some simple adjectives in the target language: pretty, beautiful, fat, smart, strong, brave, etc.

**Writing**

The student will:

- create a drawing and describe it using words from the target language

**Cultural Awareness**

The student will:

- experience a cultural event related to the target language

**FIRST GRADE****Religious Focus**

The student will:

- recite prayers in target language: Sign of the Cross, Glory Be, Hail Mary
- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language

**Speaking**

The student will:

- extend a conversation to include simple greetings, express feelings and use age-appropriate questions and answers, such as: When is your birthday? What is your name?

**Vocabulary**

The student will:

- use basic vocabulary of the target language to describe assorted objects
  - colors (basic 8, plus white, pink, grey, silver, gold)
  - numbers from 1 – 50
  - the extended family
  - pets
  - farm animals and zoo animals
  - shapes
  - recite the days of the week
  - recognize the months of the year
  - recognize the seasons
  - seasonal holidays
  - answer simple questions about the calendar (What day is today is today? What is the weather today?)
  - body parts (head, shoulders, legs, knees, feet, mouth, eyes, nose, ears, etc.)
  - clothing
  - classroom objects (chair, book, desk, table, pencil, scissors, eraser, chalk board, etc.)
  - use some words for food related to breakfast and lunch, cereal, eggs, toast, bread, etc.

The objectives above should be achieved in classes where there is minimal class time, which are one or two days per week with students. The objectives that follow will be accomplished by students who have class more than two days per week.

**Speaking**

The student will:

- express likes and dislikes with both nouns and verbs
- express size comparisons: big, small, tall, short
- recite his/her phone number in the target language

**Listening**

The student will:

- respond to oral directions and simple commands
- listen to a pattern book or story read in the target language and help repeat the pattern or discuss the plot

**Vocabulary**

The student will:

- begin to identify idioms (i.e., *tener* phrases)

**Grammar**

The student will:

- use some simple adjectives in the target language: pretty, beautiful, fat, smart, strong, brave, etc.

**Writing**

The student will:

- create a drawing and describe it using words from the target language

**Cultural Awareness**

The student will:

- recognize and compare the celebration of a similar event in the target culture and the U.S. culture

**SECOND GRADE****Religious Focus**

The student will:

- recite prayers in target language: Sign of the Cross, Glory Be, and Hail Mary
- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language
- use the target language to describe and enhance participation in special religious events such as First Holy Communion and Reconciliation
- identify and tell about a saint from the target culture

**Speaking**

The student will:

- say or sing the sounds of vowels with an variety of initial consonants for basic pronunciation
- extend a conversation, using complete sentences, to include more simple questions and answers, such as: What grade are you in? What is the name of your school?
- make routine requests (May I go to the bathroom? May I sharpen my pencil?)
- recite phone number and address in target language

**Listening**

The student will:

- respond to oral directions (come here, stop, listen, stand up, sit down, be quiet, etc.) and simple commands
- listen to a story or songs and demonstrate understanding of the meaning of the text
- listen to a pattern book or story read in the target language and help repeat the pattern or discuss the plot

**Vocabulary**

The student will:

- use basic vocabulary of the target language to describe assorted objects
  - colors (basic 8, plus white, pink, grey, silver, gold)
  - numbers from 1 – 100
  - recite the days of the week
  - recite the months of the year (with cues)
  - recite the seasons and tell some activity that is popular in that season or in what season events or holidays occur

**Vocabulary (Cont.)**

- will identify objects using definite articles that agree with gender and number (when appropriate to the target language)
  - body parts (i.e. head, shoulders, legs, knees, feet, mouth, eyes, nose, ears, etc.)
  - clothing including coat, socks, jacket, sweater, blouse, skirt, etc.
  - classroom objects (chair, book, desk, table, pencil, scissors, eraser, chalk board, etc.)
  - the extended family, i.e. grandfather, grandmother, uncle, aunt, etc.
  - pets
  - farm animals and zoo animals
  - shapes
- use words for weather conditions (i.e. hot, cold, chilly, sunny, windy, nice, bad, etc.)
- use words related to supper and snack foods
- use target language to make simple comparisons: tall/short, etc.
- begin to identify idioms (i.e. *tener* phrases)

**Grammar**

The student will:

- express likes and dislikes with both nouns and verbs
- use some simple adjectives in the target language: pretty, beautiful, fat, smart, strong, brave, etc.

**Reading**

The student will:

- read a simple story book in the target language

**Writing**

The student will:

- print simple words, phrases, or short sentences in the target language from a copy or a word bank
- create a drawing and describe it using words from the target language

**Cultural Awareness**

There is no specific student objective for cultural awareness in second grade because the emphasis on sacramental preparation and special religious events are rich in cultural context.

**THIRD GRADE****Religious Focus**

The student will:

- recite common prayers in the target language including the Grace Before Meals, and Angel of God
- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language
- describe some saints from the target culture

**Speaking**

The student will:

- recite phone number and address in a culturally appropriate way (i.e. combining digits in the last four numbers in Spanish)
- recite the alphabet in the target language
- make routine requests (May I go to the bathroom? May I sharpen my pencil?)
- do simple addition, subtraction, multiplication, and division problems

**Vocabulary**

The student will:

- use basic vocabulary of the target language to describe assorted objects
  - colors (basic 8, plus white, pink, grey, silver, gold)
  - recite the days of the week
  - recite the months of the year (with cues)
  - use words about the seasons and weather
  - use words about time such as today, tomorrow, and yesterday
- will identify objects using definite articles that agree with gender and number (when appropriate to the target language)
  - body parts (i.e. head, shoulders, legs, knees, feet, mouth, eyes, nose, ears, etc.)
  - clothing including coat, socks, jacket, sweater, blouse, skirt, etc.
  - classroom objects (chair, book, desk, table, pencil, scissors, eraser, chalk board, etc.)
  - the extended family: cousins, niece, nephews, grandchildren, stepbrothers, stepsister, stepparents
  - pets
  - farm animals and zoo animals
  - shapes
- recognize words for house, rooms in the house, furnishings, etc.
- say, read and write numbers from 1 – 1000
- use comparison words

The previous objectives should be achieved in classes where there is minimal class time, that is, one or two days per week with students. The objectives that follow will be accomplished by students who have class more than two days per week.

### **Listening**

The student will:

- listen to a story being read from a book and demonstrate understanding of the content
- listen to a pattern book or story read in the target language and help repeat the pattern or discuss the plot

### **Grammar**

The students will:

- in Spanish, use the verb form “*hay*” appropriately in response to questions
- use adjectives
- identify the sounds of the vowels and the consonants
- divide words into syllables
- fill in the blank in simple sentences to describe simple biographical data

### **Reading**

The student will:

- read stories of increasing difficulty
- begin to identify idioms (i.e., *tener* phrases)

### **Writing**

The student will:

- write a short poem using words from the target language
- create a drawing and describe it using words from the target language

### **Cultural Awareness**

The student will:

- select a cultural event from the target language and create an appropriate expression, artifact, or presentation

**FOURTH GRADE****Religious Focus**

The student will:

- recite common prayers including the Our Father
- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language
- identify cultural ways of celebrating the seasons of the church year and holidays special to the target population
- describe a saint from the target culture

**Speaking**

The student will:

- demonstrate the ability to relate events in time language
- say the date in a culturally appropriate manner
- use words for extended family: including great-grand parents, God parents, etc.
- use weather terms in simple phrases
- memorize some simple dialogues
- use greetings, introductions and polite expressions

**Listening**

The student will:

- listen to a story being read from a book and demonstrate understanding of the content by writing a short summary in English with guidance

**Vocabulary**

The student will:

- say, read, and write the numbers words including thousands
- use the first ten ordinal numbers in the target language
- use words for places to go and things to do in appropriate phrases (mall, park, gym, pool, beach, movie, school, mountains, home, countryside, etc.)
- read and do simple mathematical operations including greater than and less than

**Grammar**

The student will:

- in Spanish, demonstrate the appropriate usage of the verb “to be” *ser* and *estar*
- use some regular common verbs in conversation both present and past tense (i.e. regular AR verbs in Spanish)

**Grammar (Cont.)**

- list the interrogatives and be able to respond to them
- use rules forming common plurals
- identify and use indefinite articles
- use adjectives that are in agreement with the noun
- use pairs of opposite adjectives

**Reading**

The student will:

- independently read stories written in the target language of increasing difficulty
- create a booklet including pictures and simple biographical data in the target language including, family, sports, likes and dislikes of food, animals, etc.

**Writing**

The student will:

- write a short story using words from the target language

**Cultural Awareness**

The student will:

- identify a need in a target language country and design an age-appropriate strategy to respond to the need.

**FIFTH GRADE****Religious Focus**

The student will:

- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language be able to apply rules of conjugation to some regular common verbs in conversation
- use and describe how to form possessive pronouns
- identify cultural ways of celebrating the seasons of the church year and holidays special to the target population

**Speaking**

The student will:

- exhibit a proficiency in using educational sites on the computer in the target language

**Vocabulary**

The student will:

- express numbers up to the 1,000s in the target language
- use ordinal numbers larger than ten in the target language
- tell time in the target language
- express pain in relation to parts of the body
- name the parts of the body such as skeleton, bones, blood, throat, kidneys, liver, etc.
- use vocabulary and etiquette of a restaurant

**Grammar**

The student will:

- identify nouns in sentences
- demonstrate use of singular/plural agreement of nouns, verbs and adjectives in more complex sentences
- describe the position of adjectives in sentences
- demonstrate gender agreement between nouns, adjectives, and articles
- use comparatives and superlatives
- identify and use indefinite articles
- use words for places to go and things to do in appropriate phrases (mall, park, gym, pool, beach, movie, school, mountains, home, countryside, etc.)
- use adjectives that are in agreement with the noun
- use pairs of opposite adjectives
- read and do simple mathematical operations including greater than and less than.
- ask and respond appropriately to questions

**Reading**

The student will:

- independently read stories of increasing difficulty written in the target language

**Writing**

The student will:

- write a descriptive paragraph in the target language and illustrate it

**Cultural Awareness**

The student will:

- identify areas of the world where the target language is spoken including countries, capitals, and the national identity of the peoples
- identify where the target language began and how it spread to other parts of the world
- as a class, research a given country or area and report in a presentation or display
- make a culturally appropriate menu
- use recipes to make a meal representative of the culture

**SIXTH GRADE****Religious Focus**

The student will:

- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language
- research the impact of religion on the target culture
- participate in a program of outreach to children a target country (being pen-pals, or providing support for a needy child or family, etc.)

**Speaking**

The student will:

- practice conversation skills including introductions, use of courtesy
- use demonstrative adjectives
- use time expressions (such as “four years ago” or “in the next four years”
- use words that deal with marketing (buying, selling, bargaining, wearing clothing, etc.)
- ask and answer questions about cost and payment

**Grammar**

The student will:

- conjugate stem-change verbs (*IR* and *ER* verbs in Spanish)

**Reading**

The student will:

- independently read short narrative texts on simple topics
- summarize plots and characters of stories

**Writing**

The student will:

- write to peers on topics of shared personal interests
- as a group, use writing skills to write an original dialogue and then present it to the class
- use the geographical vocabulary and map usage
- ask and give directions from one point to another
- describe different parts of a city
- identify and use conjunctions and prepositions
- identify and use adverbs appropriately

### **Cultural Awareness**

The student will:

- investigate a person from a target country and make a presentation on that person

**SEVENTH GRADE****Religious Focus**

The student will:

- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language
- write prayer requests for Mass, to be read as part of the Prayer of the Faithful

**Listening**

The student will:

- practice listening skills by watching movies or listening to radio or tapes with native speakers and retell the plot

**Vocabulary**

The student will:

- identify different modes of transportation and use vocabulary to describe various forms of transportation

**Reading**

The student will:

- read and report on an article in a magazine written in the target language

**Cultural Awareness**

The student will:

- describe the ways political holidays are celebrated– independence day, etc.
- compare various cultural and political celebrations of the target cultural with similar celebrations in the United States
- write the biography of a person(s) characteristic of a target country

**EIGHTH GRADE****Religious Focus**

The student will:

- sing some simple songs in the target language that are appropriate for Mass
- recite Mass responses in the target language
- read scripture selections for Mass
- compare customs about sacraments in the target country and the United States
- dramatize a scripture or Bible story in the target language

**Vocabulary**

The student will:

- identify vocabulary for service personnel, professional, and other jobs in the county
- use vocabulary for comparisons

**Grammar**

The student will:

- demonstrate understanding of comparative and superlative adjectives
- identify direct and indirect objects
- conjugate irregular verbs
- identify and use various idioms
- identify and use possessives
- identify and use commands

More advanced students will:

- identify, differentiate, and conjugate verbs in the irregular past tense
- use and recognize reflexive verbs
- identify and use and conjugate imperfect tense
- identify and use and conjugate preterite tense
- identify and use gerunds and participles

**Cultural Awareness**

The student will:

- research a country or area of the target language and report on the following topics:
  - religious influence
  - natural environment
  - resources
  - currency
  - education

**Cultural Awareness (Cont.)**

- industrialization
- other languages spoken
- indigenous peoples
- politics