



Learn, Live and Love Through Jesus

SAINT MONICA SCHOOL 2009-2010 THIRD GRADE CURRICULUM GUIDE

Curriculum for Grades 1-5





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RELIGION

The third grade religion curriculum at Saint Monica School deepens the students' understanding of the beliefs and traditions of our Catholic faith. We explore what makes our Catholic Church unique. The students learn about what it means to be members of the Church community. Participation in weekly liturgies or prayer services further enhances the students' faith formation.

Characteristics of a Third Grader

- Shows a high level of energy and willingness to tackle almost anything
- Tends to be less cautious than younger children
- Begins to act more responsibly
- Begins to judge situations and considers what can happen to him/her
- Deepens understanding of forgiveness and healing
- Develops ability to feel empathy and compassion
- Displays enormous curiosity
- Shows increased self-confidence
- Develops close friendships
- Looks forward to school for social and academic reasons
- Wants to belong to a group
- Likes to read and write for pleasure and entertainment
- Needs supportive reinforcement from parents and other adults
- Experiences family rituals and activities
- Acquires computer skills and a developing understanding of technology
- Enjoys video games and other electronic entertainment

Creedal Church

- Describe God the Father as Creator, God the Son as Savior, God the Holy Spirit as Helper and Advocate
- Describe Jesus' mission as proclaiming the Good News and bringing about the Kingdom of God
- Define the words "creed": and "communion of saints"
- Identify the four marks of the Catholic Church as one, holy, catholic, and apostolic
- Identify the pope and bishops as leaders of the Catholic Church
- Know that we become members of the Church through Baptism
- Tell the stories of five saints and describes the qualities of saints
- Understand Mary as the Mother of Jesus, as our mother and the Church's model of faith and charity
- Name Jesus' twelve apostles
- Know the difference between the Old and New Testament
- Understand the Paschal Mystery and that Jesus died to save us from our sins
- Understand that God the Father raised Jesus from the dead through the power of the Holy Spirit
- Know the meaning of Ascension and that Jesus will come again to judge the living and the dead
- Know that God created us to think, wonder, and choose
- Know that we are created in the image and likeness of God
- Understand that mothers and fathers share with God in creating new life



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Moral Life

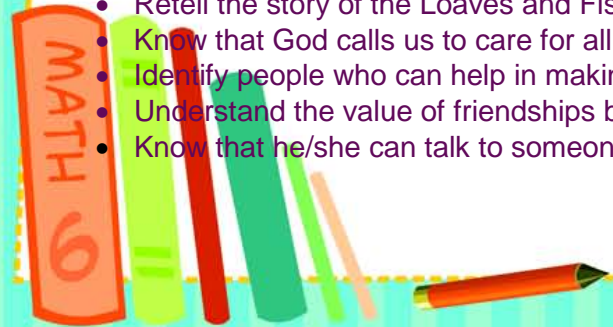
- Name the Corporal and Spiritual Works of Mercy
- Know that the Eucharist brings forgiveness and calls us to service
- Tell the difference between temptation, accident, and sin
- Describe how sin hurts the whole community
- Show evidence of living as a virtuous disciple
- Describe what it means to be a peacemaker
- Show evidence of acting as a peacemaker
- Give examples of how to work for justice and peace
- Practice stewardship in parish, community, and world
- Recognize that the Gospel is the revelation of Christ's mercy
- Know that when we confess our sins, God forgives us
- Describes receiving grace which helps restore what sin has damaged in us
- Learn how to respond to conflicts in a peaceful way
- Display skills of conflict resolution
- Articulate basic human rights and responsibilities
- Identify ways to prevent prejudice and discrimination
- Know and live the Two Great Commandments
- Articulate a simple meaning of each of the Ten Commandments and give examples of how to follow them
- Retell the story of Jesus Welcoming the Children (Mark 10:13-16)
- Give an example of a parable from Scriptures
- Retell the parable of the Prodigal Son (Luke 15:11-24)
- Give an example of a miracle story from Scriptures
- Retell the story of the Loaves and Fishes (John 6:1-14)
- Know that God calls us to care for all creation
- Identify people who can help in making good decisions
- Understand the value of friendships between brothers and sisters
- Know that he/she can talk to someone when not feeling safe

Liturgy and Sacraments

- Name and describe the seven sacraments as signs of the Holy Spirit's work in us
- Explain the primary symbols of each of the seven sacraments
- Experience Reconciliation as healing and forgiveness
- Recognize essential importance of regular, active participation at Sunday Eucharist
- Know the difference between the Liturgy of the Word and the Liturgy of the Eucharist
- Explain the seasons of the Liturgical Year
- Exhibit a thorough understanding of the Easter Season
- Celebrate the Holy Days
- Experience activities related to the Liturgical Seasons and Feasts
- Tell the stories of Jesus' birth, passion, death, and resurrection
- Describe items found in a church worship space
- Tell the story of Pentecost (Acts 1:1-4)

Christian Prayer

- Pray prayers of praise, thankfulness, contrition, petition
- Pray blessing prayers
- Pray the Psalms
- Pray the Lord's Prayer, Hail Mary, Apostles' Creed, Act of Contrition, and the Rosary
- Memorize the Hail Mary in Spanish
- Memorize the Apostles' Creed
- Know that we pray with the help of the Holy Spirit
- Experience that God's creation can help us pray





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READING

Pre-reading

- Predict/survey using illustrations, text, title, and prior knowledge of a story subject matter
- Develop vocabulary using phonetic skills
- Activate background knowledge by listening to a related story read by the teacher
- Ask related questions to gain additional information
- Identify a purpose for reading
- Identify difference between fiction and nonfiction, poetry and prose
- Read short stories and novels representing a variety of genres including realistic fiction, poetry, mysteries, biographies, historical fiction, informational articles
- Learn about the lives and works of specific authors and illustrators

During Reading

- Read, interpret, and critically analyze literature
- Infer the meaning of unfamiliar words in the context of a passage by examining sight words, phrases, and structures
- Comprehend literature by using age appropriate comprehension strategies such as main idea, identifying character, setting problems, events, conflict, and solution
- Read orally with age-appropriate fluency
- Read silently for fifteen minutes
- Use decoding strategies, including phonemic awareness
- Predict while reading to demonstrate knowledge of story and story structure
- Ask questions to demonstrate self-monitoring of comprehension

Post Reading

- Demonstrate comprehension through oral and written questions and summary
- Sequentially retell story
- Identify main idea of story and recall details and key relationships in narrative and expository text
- Identify author's purpose or point of view
- Identify cause/effect relationships and draw and make inferences based on reading
- Ask questions and make connections to own life
- Develop appreciation for reading and a quest for life-long learning
- Write/draw materials
- Compare/contrast stories
- Conference with peers and teachers
- Recognize and discuss Catholic moral values found in reading materials





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READING SUPPORT

Saint Monica School places a high priority on acquisition of reading skills in the primary grades. The ability to read fluently is seen as an essential foundation not only for the students' school years, but also as a skill that will provide enrichment and opportunity throughout their lives beyond education.

Saxon Phonics is used to instruct children in phonemic awareness, phonics, vocabulary and comprehension. This is a multi-sensory experience that is incremental in its progression and spiral in its daily review. Students daily see, hear, speak and write the letter/sound correlations. Whole body movements, songs, and chants are included whenever appropriate in the attempt to reach all learning styles.

Comprehension and vocabulary skills are taught using mainly decodable text, following the expectations set by the Archdiocese of Milwaukee for each grade level. Using decodable text increases application of phonics concepts and allows confidence-building for early readers.

When students are ready, weekly fluency checks on familiar, practiced material occur one-on-one with the teacher. Quarterly fluency assessments on unfamiliar text monitor progress throughout the year and across the grades.

The Reading Support teacher works in a self-contained classroom, with groups of children smaller than the normal classroom size. The Reading Support teacher is available to provide resource ideas to classroom teachers and parents. A monthly webpage is devoted to assisting parents help their students develop "Good Reader Behaviors."

MATH

The St. Monica elementary math program falls under five strands of mathematics: Number Operations and Relationships, Measurement, Algebraic Relationships, Geometry, Probability and Statistics. The students will meet the required outcomes using a variety of materials and strategies.

Numbers Operations and Relationships

- Identify place value to thousands
- Create and use a number line
- Compare whole numbers using appropriate symbols (greater than, less than, or equal) to 1,000
- Compute addition and subtraction with money (decimals to hundredths place)
- Understand and compare fractional parts including equivalent fractions through models and manipulatives ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$)
- Identify equivalent fractions in picture form
- Compute up to four digit addition and subtraction with regrouping
- Use strategies to solve multiplication and division facts to 12
- Demonstrate the relationship between multiplication and addition
- Estimate sums to tens and hundreds and differences to ten
- Round two- and three-digit numbers to tens and hundreds
- Use mental math to find sums and differences of multiples of 10 and 100
- Use arrays to solve problems
- Find patterns in multiplication facts
- Learn multiplication and division facts
- Multiply one digit numbers by two, three, and four digit numbers with and without regrouping
- Divide two and three digit numbers by a one digit number with and without remainders



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Measurement

- Estimate using appropriate unit of measure
- Measure length to nearest yard, half-inch, meter, centimeter
- Find perimeter using measurement and addition
- Use digital and analog clocks to read, write, and translate time to one minute intervals and notations of AM and PM
- Count, compare, make change, and solve problems using a collection of coins (up to one dollar) and one-dollar bills
- Solve problems using elapsed time

Algebraic Relationships

- Identify and create patterns
- Use patterns to solve problems
- Determine what mathematical symbols are used to represent expressions and equations (greater than, less than, =, X, division)
- Solve multiple-step word problems (+, -)
- Locate and name coordinates of a point on a graph in first quadrant

Geometry

- Identify trapezoids
- Identify plane and space figures and their relationships to each other
- Create symmetrical figures
- Understand and create congruent figures
- Identify concept of angles (right, greater than, less than)
- Identify parallel and intersecting lines
- Match simple shapes

Probability and Statistics

- Read circle, bar, and line graphs
- Create a simple graph to represent data
- Collect data using observations, surveys, and experiments
- Experiment to determine possible outcomes
- Determine fair and unfair games based on probability

Learning Extensions

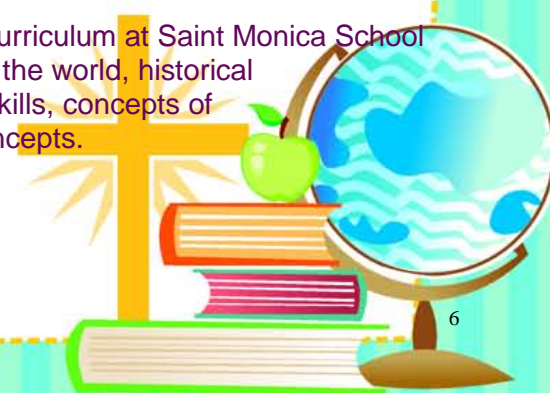
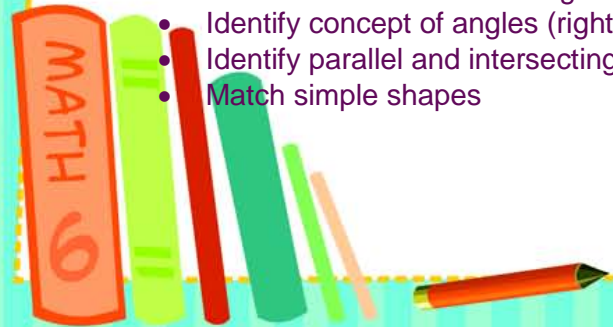
- Incorporate math into your daily life
- Practice daily math facts orally and with flashcards to the point of automatic recall
- Count money
- Make change
- Tell time using digital and analog clocks
- Find opportunities to measure using inches, feet, and yards
- Have your child help measure ingredients in a recipe
- Read and interpret charts and graphs in the newspaper
- Create an art project using geometric shapes

SCIENCE

St. Monica School is currently evaluating a new science program to be implemented in the 2009-2010 school year.

SOCIAL STUDIES

The third grade Social Studies curriculum at Saint Monica School focuses on communities around the world, historical people and events, geography skills, concepts of economics, and good citizen concepts.





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History

- Understand cause, effect, and sequence of events
- Discuss various types of historical evidence
- Compare own community's past and present with other communities
- Identify important people and their roles in history
- Explore the significance of immigrants to a community
- Explore the significance of American Indians in the development of communities
- Understand how conflicts affect communities
- Read a time line

Geography

- Locate continents and oceans on a map
- Describe geographic landforms
- Locate and identify state and physical features in a community
- Identify the exact location of some geographic features
- Identify intermediate directions
- Use a map scale
- Use map grids
- Explain the movement of people
- Explain the use of conservation of natural resources
- Identify the cultures of a region

Economics

- Distinguish between goods and services
- Identify factors such as climate, technology and job skills and their impact on production
- Identify the means of distribution of goods in a community
- Justify and explain the role of money, banking, and savings in everyday life

Political Science

- Describe the rights and responsibilities of citizens
- Understand patriotic identity
- Explore citizen's role in creating laws
- Identify the origins of a democratic system of government
- Describe the basic function of, and parts of our government

Behavioral Science

- Describe how individuals contribute to the community
- Explain the contributions family, school, church, and government have on a community
- Explain connection between local community, national, and world events
- Explain impact of world events on local community





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Catholic Social Teaching

Life and Dignity of the Human Person

- Begins to develop skills for conflict resolution
- Identifies ways to prevent prejudice/discrimination at school and play
- Recognizes and respects the qualities of a dignified life

The Call to Family, Community, and Participation

- Recognizes and discusses the value of the human family
- Identifies Jesus as a member of a community in addition to being part of a family
- Applies the teachings of Jesus to Community
- Is involved in service projects and identifies these with Christian community

The Rights and Responsibilities of the Human Race

- Applies basic Christian attitudes and skills in solving arguments and conflicts
- Articulates basic human rights and responsibilities
- Prays the Prayer of St. Francis in order to be sustained in fighting injustice

Option for the Poor and the Vulnerable

- Understands Jesus' teachings about serving others
- Practices behaviors that help others
- Uses special individual talents to assist those in need of help
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and Rights of Workers

- Shows respect for the values of all classmates work
- Can discuss the many different types of work roles and professions with respect

WRITING AND LANGUAGE

- Write declarative, imperative, interrogative and exclamatory sentences with correct punctuation and grammar
- Develop a paragraph from a given topic
- Move toward developing well-organized multiple paragraphed essays
- Write creative pieces in response to a prompt
- Produce a well-developed piece using pre-writing, first draft, revision, proofreading, and publishing
- Use figurative language in writing
- Identify major literacy elements in a story map such as: characters, setting plot, events, and conclusion
- Capitalize proper nouns, titles, and initial words of a sentence
- Spell frequently used words correctly
- Write and use parts of speech: nouns, verbs, pronouns, and adjectives
- Write reflecting Catholic teachings and beliefs, e.g. no violence, foul language





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ORAL LANGUAGE

- Read aloud effectively
- Participate in group readings such as choral, echo, and shadow reading
- Use proper expression for different speaking situations
- Use appropriate eye contact and other nonverbal cues
- Distinguish between fact and opinion and provide evidence to support opinions
- Follow directions
- Listen for various purposes
- Identify and summarize key points of a story or discussion
- Retell stories and events in proper sequence
- Ask and answer relevant questions
- Follow sequence in a plot and character development, predict outcomes, and draw conclusions
- Understand increasingly complex sentence structures
- Understand a variety of word structures
- Communicate showing respect for others and their opinions

Research and Inquiry

- Locate materials using the Dewey Decimal Systems
- Use card catalog (electronic) with help
- Begin to identify and search key words and phrases
- Continue locating information from print and non-print (Internet) sources
- Identify difference between fiction and non-fiction
- Locate biographies (including saints)
- Utilize reference book, such as atlases and encyclopedias

Research and Inquiry, cont.

- Incorporate information into one paragraph
- Use appropriate Grade Level dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly
- Gain understanding of roots, prefixes, and suffixes to interpret and convey the meaning of words
- Gain familiarity with common figures of speech and use them appropriately
- Begin to apply the rules of written and spoken Standard English
- Practice using various styles and purposes of oral and written language, and learn to communicate effectively in commonly occurring situations.
- Reading and writing enrichment activities are available, as is reading support if needed

Learning Extensions

- Take frequent trips to the library
- Capitalize on your child's interests when suggesting books
- Recommend books in a series
- Read to your child.
- Discuss what you've read
- Have your child read to you
- Encourage creative writing (stories, plays, journals, descriptions, diaries)





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TECHNOLOGY

Our third grade technology curriculum focuses on a variety of fun and exciting online sites that encourages listening to directions, reading, navigating and sharing with others the many learning opportunities on a computer. Students are introduced to writing programs, practice typing skills and write, create and print documents. Respect is emphasized. We strive to use technology to maximize the student's God-given talents and encourage them to learn, live and love through Jesus.

Students will be able to:

- Recognize “the computer” as a wonderful tool that can make learning fun
- Describe the acceptable use policy and sign the Student Network Responsibility Agreement
- Identify the physical components of a computer system
- Demonstrate proper keyboarding techniques for upper and lower case letters
- Access applications from the desktop and/or startup menu
- Access a database for computerized reading management program
- Use basic “surfing the net” skills (e.g., back, forward, scroll up and down, down arrow on the location bar)
- Access the Internet from bookmarks
- Access graphics from a network drive and insert in document
- Copy prayer in Word document and format size, color, font, go to print preview and print
- Use Word’s thesaurus and learn about spell check and grammar check
- Understand the difference between music CDs and movie DVDs. Learn how to play both
- Learn how to open a document on the network drive, add clip art, preview and print
- Awareness of current news on the internet and United Streaming videos
- Spelling Words on Word document
- Navigation skills on Christmas internet sites, Room108, and starfall.com, PBS kids
- Improve Math skills on <http://oswego.org/ocsd-web/games/mathmagician/maths1.html>
- Create spreadsheet for Halloween candy
- Have 4th graders teach 3rd graders Pivot (a stick figure animation program)



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ART

The Art classes at St. Monica School, in the 3rd grade level, provide the students with continued work with materials and techniques experienced in the 1st levels of art. The students put increased effort into the creativity and final presentation of their assignments.

Students are in art class to learn and improve their God given talents or to become better artists through practice and giving their best effort. We are always in the presence of God and His many creations, which I bring to student's attention in all class sessions. Multi Cultural art lessons are an important aspect of learning how we value the art and spiritual gifts from all people.

Historical/Cultural Integration

- Is introduced to master works of art depicting common life experiences
- Views and talks about masterworks of art related to life experience
- Knows art forms from other times, places and cultures
- Becomes acquainted with works by artists
- Becomes familiar with art forms from a variety of world cultures
- Aesthetic / Spiritual Valuing

Respects Own Art Work and Work of Others

- Is able to access a quiet place within the school for short periods of imaginative visualization and "listening" to "heart messages"
- Gains proficiency in bringing body to quiet for short periods of reflection, imaginative visualization and pretend play
- Appreciates and respects God's creations
- Uses a variety of techniques to reflect on development of art literacy, (drawings, journaling, games and simulations)
- Makes choices related to mounting and displaying art work
- Demonstrates pride in personal creations

Environmental Integration

- Recognizes, respects and cares for art tools, work areas and materials
- Applies visual awareness/aesthetic perception skills to experiences in nature and the larger world
- Makes progress slowly in coordination of eye, hand and art media
- Applies skills to other life activities
- Choose appropriate supplies
- Respects and cares for the world of nature
- Actively participates in creating an attractive and aesthetic learning environment
- Demonstrates pride in personal creations



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Method and Techniques

- Mixes colors to make new colors
- Experiments with color blending techniques through different edit (watercolor, crayon, tempera, etc.)
- Uses a variety of lines (thick, thin, wavy, etc.)
- Uses lines to show expression
- Uses lines variations (length, width, and direction)
- Uses lines to show sound and feelings of music
- Demonstrates an ability to see shapes in objects
- Draws animals and other objects using shapes
- Uses geometric shapes to create a design
- Demonstrates the ability to see and manipulate shapes to express ideas
- Experiences different textures in their environment (rough, smooth, hard, soft, etc.)
- Learns to organize shapes and forms in space
- Recognizes tactile and visual textures
- Uses familiar shapes to create new things
- Creates the illusion of space and depth by using large and small objects
- Uses tactile and visual textures to show contrast in art work
- Prints patterns sequences
- Uses textures to make pictures and collages
- Is able to describe what is about to be drawn
- Is able to show through drawing what is perceived as most important about the subject
- Draws from everyday experiences and family to make art
- Uses visual and tactile textures to show contrast in art works

GUIDANCE

The Guidance curriculum for each grade level includes classroom guidance, individual/small group counseling (as needed basis), consultation and collaboration with parents, teachers and outside professionals in the counseling field. Students in grades 3-8 come to Guidance class once every week. Those students in grades 3-5 come for 30 minutes, and those in junior high come for 45 minutes.

- Develop an understanding of our school's Anti-Bully Program by identifying characteristics of bullies and consequences of inappropriate behavior through role playing and group interaction
- Resolve problems which interfere with learning by identifying problems and developing skills and behaviors to resolve/cope with them
- Gain knowledge of effective study skills by following simple three to four-step directions, demonstrating good listening skills and participating in discussion about what is read
- Develop increased self-understanding by identifying feelings and comparing and contrasting positive and negative feelings and attitudes, demonstrating positive attitudes through role playing, identifying interests, identifying personal strengths and limitations and developing strategies to overcome limitations and to enhance strengths
- Recognize similarities and differences between self and others and appropriate modes of interacting with others individually and in groups by participating in group discussions, developing a respect for and demonstrating the ability to get along with others, utilizing positive social interaction skills and utilizing effective communication techniques



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Guidance, cont.

- Acquire and apply problem-solving/decision-making, coping and mastery of skills. The key concepts include making healthy choices, identifying appropriate problem-solving steps, resolving conflicts, making effective decisions and identifying basic coping skills to deal with stress and conflicts
- Become increasingly self-directive and responsible for his/her own behavior by taking responsibility for home and school tasks, taking care of his/her possessions and respecting the property of others, identifying examples of admirable character traits, identifying consequences of breaking rules and stating ways that effective choices lead to positive consequences
- Develop understanding of the need for positive attitudes toward school and learning, the community and society by gaining an understanding of the accepted norms of behavior and demonstrating appropriate personal behavior in the school and community

MUSIC

All third grade students attend general music class twice a week for forty minutes. They are exposed to a variety of songs that help to increase their sense of pitch, sense of rhythm, and appreciation of music. They sing many songs to be used at mass, increasing their worship repertoire. They learn to sing in rounds and use ostinato patterns. Third grade students continue to increase their knowledge of musical notation and music concepts. They perform in the all school Christmas concert.

Music Outcomes

- Sing a variety of songs in various keys, meters, and genres, representing different cultures, from memory, alone and with others, with correct posture, pitch, and rhythm
- Sing songs with a purpose of prayer and praise to God to be used at school masses
- Sing expressively with appropriate dynamics, phrasing, and interpretation
- Sing ostinato and rounds
- Play rhythmic and melodic patterns using eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, and the pentatonic scale
- Play independent instrumental parts on classroom instruments while other students sing or play contrasting parts
- Improvise using eighth notes, quarter notes and rests, half notes and rests, whole notes and rests, and the pentatonic scale
- Create short melodic and rhythmic patterns
- Read musical notation for 2/4 and 4/4 meter, whole notes and whole rests, and the pitches of the pentatonic scale
- Read musical notation for basic dynamic and tempo terms
- Identify the sounds of the four families of instruments
- Describe musical performances using grade-appropriate vocabulary
- Demonstrate teamwork in working toward a successful performance



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PHYSICAL EDUCATION

The program consists of two formal 45-minute periods per week. The basis for 3rd grade physical education program is to reinforce basic skills, and introduce various activity skills, team sports, cooperative activities, and individualized fitness and exercise programs. The physical education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional, and social well being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities. Students at all grade levels are expected to:

- Engage in physical activity and know that it is important
- Participate regularly in activities of their choice outside of physical education class on a regular basis
- Demonstrate safety while participating in physical activity
- Experience enjoyment while participating in physical activity
- Regularly participates in physical activity for the purpose of setting goals to help improve skillful performance and physical fitness levels
- Participate in activities showing sportsmanship and fair play
- Demonstrate knowledge of cooperation, sharing, and consideration
- Demonstrate self-discipline and responsibility while actively participating in class
- Wear proper clothing and footwear to class with limited reminders
- Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, ability level)

Physical Education Outcomes

- Uses multiple motor skills while making smooth transitions between activities such as dribbling while running, running into a jump
- Uses movement skills in small groups
- Demonstrates a variety of tumbling skills with self and others
- Demonstrates a variety of ways to travel emphasizing changing levels, speeds and supporting body parts
- Identifies the differences/similarities between the critical elements, such as catching at a high or low level
- Demonstrates a mature form of an overhand throw
- Identifies critical elements within a skill and provide feedback to a partner
- Applies concepts of invasion to games
- Identify different backgrounds and the cultural significance they attribute to various games and physical activities
- Sustains cardiovascular activity for a minimum of 3-5 minutes
- Identifies how to find heart rate or pulse for 6 seconds
- Identifies three components of health-related fitness, cardiovascular endurance, muscular strength, and flexibility
- Identifies what activities affect health related components
- Transitions easily between groups
- Actively participates by choice in the physical education classroom
- Shows appreciation for skillful performance using objective criteria
- Identifies elements of his/her own movement skill that are improving
- Integrates newly learned skills into activity



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SPANISH

The elementary Spanish curriculum at St. Monica School is developed as an introduction to the foreign language and encompasses the first through third grades. The half hour per week exposure to Spanish instruction is expected to kindle the student's interest and to develop enthusiasm for learning the language. The use of puppets, games and songs encourages the repetition needed to learn the basic sounds of the new language, especially those that differ from English. Useful phrases are performed in simulated settings, and the children are expected to respond appropriately to simple questions. Cultural aspects of the language, such as holidays and songs, are interwoven into the instruction at the appropriate time of the year.

Outcomes: The Elementary Students Will Be Able To...

- Pray the Sign of the Cross, the Doxology, and the Hail Mary in Spanish
- Identify at least 15 of the 30 various alphabet sounds. For example, "a, be, ce, che, de, e, efe, i, ele, o, pe, ere, ese, te, u"
- Address people by the appropriate title: "Senora, Senor, Senorita"
- Be conversant with the terms for the people and objects in their classroom, as well as describe them according to color, hair color, size, and a few major descriptive adjectives
- Verbalize greetings, simple introductions and ask how someone feels, as well as to respond to questions about how they feel
- Know the days of the week, months and how to ask about and describe the weather: "It's sunny, it's cloudy, the weather is nice or bad, it's cold or warm or windy, it's raining or snowing"
- Count from 0 to 39
- Use the vocabulary for close family members, pets, clothing, ten common foods, and places like school, classroom, office, church and home

Outcomes: The Elementary Students Will Be Able To, cont.

- Form the plurals of these nouns
- Identify the gender of several common nouns and begin to use them correctly
- Use verbs orally in set phrases and very short sentences
- Respond appropriately to simple classroom commands: "Stand up, let's pray, sit down, open the door or window, close the door or window, take out your folder and listen"
- Use polite phrases, i.e., "Please, thank you, you are welcome"
- Express simply whether they like or do not like something. This entails the use of "Me gusta..." or "No me gusta..."
- Tell time in a simple way, i.e., on the hour, the half hour and the quarter hour
- Respond with "alli" or "aqui", (there and here), when asked in Spanish where some object is in the classroom
- Choose a Spanish baptismal name for class in the second and third grades and learn how Hispanics celebrate their saint's day more elaborately than their birthday
- Sing songs about the sun, numbers, introductions, months leading up to the feast of San Fermin, the sick donkey, and the cold and hungry little chicks
- Celebrate an annual prayer service that has a Hispanic theme. Themes we have already done are: The Posada for Christmas, The Day of the Dead for All Saints Day, Our Lady of Guadalupe, and the story of Cesar Chavez and the migrant farm workers for Thanksgiving