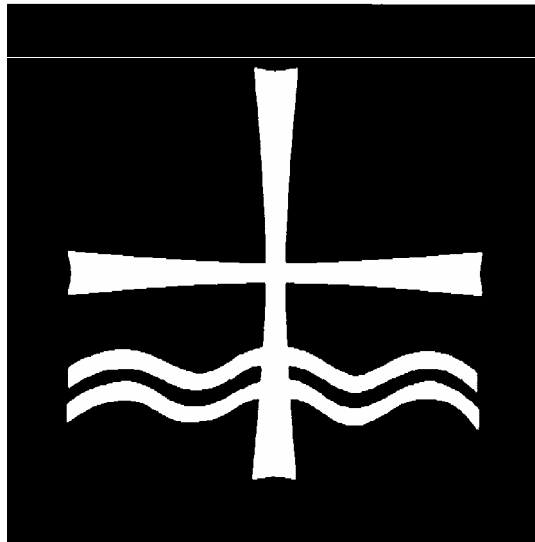


Archdiocese of Louisville

World Languages
Curriculum Guide

August 2005



Office of Lifelong Formation and Education
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**Archdiocese of Louisville
Curriculum Framework
World Languages**

ACKNOWLEDGEMENTS

The collaborative model is an essential part of the curriculum development process within the Archdiocese of Louisville. Very special thanks and recognition go to the six members of the World Languages Writing Team for their perseverance and dedication to Catholic education. They are as follows:

**World Languages Writing Team
August 2005**

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Susan Alpers	St. Patrick
Kris Carter Autry	St. Gabriel
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Lorrie Kenney	St. Margaret Mary
Nicolasa Menchu	St. Francis of Assisi

Master teachers, such as those listed above, who are willing to take a position of leadership by making commitments to serve on curriculum committees and teams, provide the human resources that promote meaningful and measurable change and opportunities for growth and improvement for all those who teach and learn in the Archdiocese of Louisville. We salute their efforts and hope they are an inspiration for others who might wish to serve, so the long tradition of excellence in education and continuous improvement for all professional learning communities will carry our students and schools, proudly and securely, through the 21st century.

Sincere thanks and recognition is proudly extended to the following Archdiocese of Louisville staff who gave their time and expertise to the success of this initiative. They are as follows:

- **Superintendent of Schools - Leisa Speer**
- **Curriculum Coordinator – Karen O’Connell**
- **Office of Lifelong Formation and Education School Team – Donna Brown, Terry Crawley, and Susan Fowler**
- **Administrative Assistant – Phyllis Tobe**

The Curriculum Office of the Archdiocese of Louisville wishes to thank the principals and school communities of the members of the writing team for their cooperation in providing release time and for adjusting to schedule changes during the team’s absence at the local school level.

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Curriculum Framework
World Languages**

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**Archdiocese of Louisville
Curriculum Framework
World Languages
PHILOSOPHY**

The K-8 World Language Curriculum of the Archdiocese of Louisville is an integral part of the school's total educational program. This curriculum reflects Catholic values embedded within structured learning experiences that are age-appropriate for all students. This curriculum promotes an understanding and use of world cultures and languages. This is accomplished through the study of communication, cultures, connections, comparisons and communities.

The World Language Curriculum fosters a cross-curricular approach that allows all students to reach their fullest potential in all areas of human development—spiritual, intellectual, physical, social, and emotional. The World Language Curriculum encompasses listening, speaking, reading and writing skills. It also engages students in interaction through meaningful cultural experiences. World language education is comprehensive and applied.

As Catholic Christians, we believe and understand that each person is created in God's image as unique and loveable. We are endowed with personal and collective worth through God's love. By learning a world language and its culture, we honor the diversity that God has created.

Through communication with people from different cultures, students gain self-awareness, self-expression and well-being. World language learning presents opportunities for students to develop higher levels of thought through unique creative experiences that help build self-esteem and foster the recognition and the appreciation of differences among individuals and cultures. World language encourages collaboration, communication, inquiry, discovery and wonder. By learning a new language, we are heading toward a future that will allow us to become more connected to the global society.

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RATIONALE**

Introducing the study of a world language to students at a young age greatly increases the rate and accuracy of the natural acquisition of the language. The study of a world language requires abundant opportunities in order to develop skills in listening, speaking, reading and writing as well as cultural and real-life experiences. To be successful in a global society, it is imperative that students are as linguistically and culturally educated as their overseas peers.

A comprehensive and fully implemented world language program:

- increases students' higher order thinking, problem-solving skills and creativity.
- is an integral part of human development in the areas of whole brain growth, i.e. development of cognitive, interpersonal skills and multiple intelligences.
- enhances basic literacy skills, such as cultural literacy and literacy of non-verbal stimuli.
- completes the student's education while providing opportunities for personal enrichment and scholastic achievement.
- establishes natural links to all other content areas and plays a vital role in enhancing student achievement.
- provides the foundation for further world language studies.
- develops self-esteem and helps students gain a more positive self-concept.
- offers skills that are desirable in the workplace and provides economic opportunities.
- enhances and extends Catholic Identity and values.
- provides a model of teaching that incorporates the three modes of communication – interpersonal, interpretive, and presentational.

**Archdiocese of Louisville
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PURPOSE OF THE WORLD LANGUAGE CURRICULUM GUIDE

The purpose of the Archdiocese of Louisville World Language Curriculum Guide is to provide content guidelines to world language teachers to support a productive and creative learning environment that is based on state and national standards. The curriculum guide is designed as a resource for developing, improving and maintaining a quality program at the local school level. In order for the curriculum guide to be useful to the teacher and to aid in building this quality program at the local school level, the endorsement and practice of standards-based education is necessary. The standards represent what students should know and be able to do and the ways in which students should be transformed by quality school programs. The curriculum guide includes basic core content guidelines that allow and encourage local schools to develop their own appropriate list of teaching techniques/strategies, to incorporate multiple assessments, to conduct a comprehensive analysis of student performance, and to evaluate outcomes of local school programs.

In order to provide sound instructional programs, guidance for teachers is helpful in interpreting definitions and concepts and assisting in translating them into experiences that have in-depth and long-lasting meaning for students. On-going staff development and support will be needed to assist teachers with the implementation of the World Language Curriculum.

In addition, the curriculum guide provides persons outside the world language community with an understanding of the importance of the subject matter, the impact on the overall curriculum, and the ramifications for enhancement of student learning.

The following is a list of suggested teaching techniques/strategies that are available to world language teachers as they plan their local curriculum and programs:

World Language clubs	Independent studies
Language games	Individual projects
Multicultural events	Multi-media approaches
Class discussions	Out-of-class assignments
Cross-curricular collaborations	Question and answer sessions
Demonstrations/presentations	Reports
Field trips	Visual aids and artifacts
Group projects	Student participation
Guest speakers	Technology
In-class assignments	Workshops
Performances – skits, drama, dance, music	Cooking
Interviews	Real-life simulations
	Role-playing

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Curriculum Framework
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GOALS**

The World Language Curriculum integrates Catholic values with content knowledge, attitudes, processes and skills. The curriculum guide provides structure for the implementation of the world language program at the local level. The goals of the World Language Curriculum Guide are as follows:

- to facilitate instruction that is relevant and functional for a student's life and learning
- to promote consistency and coherence in the world language programs throughout the Archdiocese of Louisville
- to provide a connection with state and national standards
- to support the inclusion of a world language program
- to increase the awareness of language learning as an academic subject

**Archdiocese of Louisville
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ACCOMMODATIONS/MODIFICATIONS**

The following list includes general strategies that can be used in a world language program to accommodate students with special learning needs:

- Provide orderly classroom design
- Provide preferential seating
- Make positive comments about students' work
- Use a variety of teaching methods
- Show examples
- Give demonstrations
- Use graphic organizers
- Provide rubrics or written objectives
- Inform students about time limits and provide students with extra time
- Make use of student helpers
- Gradually introduce materials
- Break down more difficult projects into smaller sections
- Provide audio tapes, notes and study guides
- Differentiate instruction and expectations
- Utilize alternative assessment

Archdiocese of Louisville
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NATIONAL STANDARDS FOR FOREIGN LANGUAGES

In 1993, a coalition from the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese began work to develop national standards for foreign language education, grades K-12. This was the final subject to receive federal support from America 2000, and later Goals 2000, to develop national standards. The project was also funded by a three-year grant from the US Department of Education and the National Endowment for the Humanities. The document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, was first published in 1996. The latest version of the standards, *Standards for Foreign Language Learning in the 21st Century*, was released in 1999.

National Standards for Foreign Language Learning guide educators in understanding what should be taught to American students learning foreign languages. The National Standards outline the general knowledge and skills students should achieve in foreign language education. The National Standards are not a curriculum guide. They do not describe specific course content. That information can be found in the resulting Curriculum Framework itself.

The task force identified five goal areas that encompass all reasons for foreign language education. Referred to as the five C's of foreign language education, they are Communication (Communicate in Languages Other than English), Cultures (Gain Knowledge and Understanding of Other Cultures), Connections (Connect with Other Disciplines and Acquire Information), Comparisons (Develop Insight into the Nature of Language and Culture), and Communities (Participate in Multilingual Communities at Home and Around the World).

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Curriculum Framework
World Languages**

National Standards for Foreign Language Learning

Communication – Communicate in Languages Other

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.2: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures – Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

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

Connections – Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons – Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities – Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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ALIGNMENT WITH NATIONAL STANDARDS

The World Languages Curriculum in the Archdiocese of Louisville is standards and performance based. The curriculum is aligned with the **National Standards for Foreign Language Education** and with the **Learner Goals and Academic Expectations of the Kentucky Department of Education** and the **Archdiocese of Louisville**.

The existence of state and national standards for world language learning demands that students be evaluated on their ability to achieve those standards. World language teachers must know the standards, base their instruction on the standards and assess the degree to which their students have demonstrated the standards.

As a result of developing these capabilities, students can arrive at their own knowledge, beliefs, and values for making decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the language and culture of others as they explore their own humanity.

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DEVELOPING THE LOCAL SCHOOL PROGRAM

World language instruction is an integral component of a well-rounded education. An exemplary world language program should be comprehensive, integrative, performance-based, multicultural, and gender sensitive. It should also promote global awareness, employ technology, address diverse learning styles, and be socially relevant. Such a program may be beyond the realm of possibility given the limited time and resources at the disposal of world language teachers in the Archdiocese of Louisville. World language education has become so broad and complex in scope that an all-encompassing curriculum needs to be modified to include essential core content and a limited number of attainable goals for improvement.

World language teachers need to make choices and set priorities based upon their particular circumstances. Consideration needs to be given to teacher background, experience, and preference; student capability, experience and environment; school facilities, resources and scheduling; and administrative and parental support. Each school may vary choices of world language projects to coordinate with specific classroom studies. The program can then be improved and supplemented in realistic increments. Any world language program, no matter how exemplary, should strive for ever greater excellence.

The following curriculum will allow teachers to evaluate their programs and implement change as necessary to ensure academic consistency throughout the archdiocese.

**Archdiocese of Louisville
Curriculum Framework
World Languages/Primary**

Academic Expectations	Kindergarten	Grade One	Grade Two
Content Guidelines: Communication			
<p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p>	<ul style="list-style-type: none"> • Greetings and introductions • Colors • Numbers 1-10 • Manners • Sound/letter association • Days of the week • Months • Opposites • Body parts • Animals (cognates) • Family members • Food items • Likes/dislikes 	<ul style="list-style-type: none"> • Greetings and introductions • Polite expressions • Classroom directions • Classroom objects • Colors • Numbers 1-20 • Sound/letter association, including vowels • Alphabet • Calendar vocabulary • Seasons/weather • Body parts • Items of clothing • Family members • Animals • Food items • Opposites • Sports • Transportation • Feelings/emotions • Likes/dislikes 	<ul style="list-style-type: none"> • Greetings and introductions • Polite expressions • Classroom directions • Colors • Numbers 1-60 • Sound/letter association, including vowels • Alphabet • Calendar vocabulary • Seasons/weather • Body parts • Items of clothing • Family members • Animals • Food items • Opposites • Places in the community • Occupations • Feelings/emotions • Basic needs
Performance Standards			
<p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>National Standards 1.1,1.2, 1.3, 3.1, 3.2, 4.1, 5.1, 5.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • apply pre-reading skills • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • state numbers in sequence • respond logically to oral directions and questions 	<p>Students will:</p> <ul style="list-style-type: none"> • read and write simple words • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • arrange numbers in sequence • respond logically to oral directions and questions 	<p>Students will:</p> <ul style="list-style-type: none"> • read and write simple words and common expressions • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • arrange numbers in sequence • respond logically to oral directions and questions

**Archdiocese of Louisville
Curriculum Framework
World Languages/Primary**

Academic Expectations	Kindergarten	Grade One	Grade Two
Content Guidelines: Cultures			
<p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>National Standards 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture) 	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture) 	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture)
Performance Standards			
	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate cultural sensitivity by participating in hands-on activities (e.g. arts and crafts, music, movement) • recognize visual representations and products of target culture • identify important cultural traditions and/or holidays • compare various aspects of target culture with those of their own 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate cultural sensitivity by participating in hands-on activities (e.g. arts and crafts, music, movement) • recognize visual representations and products of target culture • identify important cultural traditions and/or holidays • compare various aspects of target culture with those of their own 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate cultural sensitivity by participating in hands-on activities (e.g. arts and crafts, music, movement) • recognize visual representations and products of target culture • identify important cultural traditions and/or holidays • compare various aspects of target culture with those of their own

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Curriculum Framework
World Languages/Primary**

Academic Expectations	Kindergarten	Grade One	Grade Two
Content Guidelines: Connections			
<p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: <ul style="list-style-type: none"> • Language Arts – e.g. vocabulary, speech patterns • Math – e.g. numbers, shapes • Science – e.g. body parts, animals, food, agriculture • Social Studies – e.g. traditions, holidays, maps, currency • Visual Arts –e.g. folk art, crafts, artifacts • Music/Performing Arts – e.g. songs, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols 	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: <ul style="list-style-type: none"> • Language Arts – e.g. sound/letter association, vocabulary, speech patterns • Math – e.g. numbers, shapes • Science – e.g. weather, body parts, animals, food, agriculture • Social Studies – e.g. traditions, holidays, maps, currency, transportation • Visual Arts –e.g. folk art, crafts, artifacts • Music/Performing Arts – e.g. songs, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols 	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: <ul style="list-style-type: none"> • Language Arts – e.g. sound/letter association, vocabulary, speech patterns • Math – e.g. numbers • Science – e.g. weather, body parts, animals, food, agriculture • Social Studies – e.g. traditions, holidays, maps, currency, clothing • Visual Arts –e.g. folk art, crafts, artifacts • Music/Performing Arts – e.g. songs, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols
	Performance Standards		
<p>National Standards 1.2, 1.3, 2.1, 3.1, 3.2, 4.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • explore concepts from other disciplines using target language • recognize the connection between new and previously learned concepts 	<p>Students will:</p> <ul style="list-style-type: none"> • explore concepts from other disciplines using target language • recognize the connection between new and previously learned concepts 	<p>Students will:</p> <ul style="list-style-type: none"> • explore concepts from other disciplines using target language • recognize the connection between new and previously learned concepts

**Archdiocese of Louisville
Curriculum Framework
World Languages/Primary**

Academic Expectations	Kindergarten	Grade One	Grade Two
Content Guidelines: Comparisons			
<p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples
Performance Standards			
<p>National Standards 2.1, 2.2, 3.2, 4.1, 4.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • recognize similarities and differences in culture, language, geography, and people between target language and English • identify aspects that are unique to a culture • identify universal aspects of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize similarities and differences in culture, language, geography, and people between target language and English • identify aspects that are unique to a culture • identify universal aspects of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize similarities and differences in culture, language, geography, and people between target language and English • identify aspects that are unique to a culture • identify universal aspects of cultures

**Archdiocese of Louisville
Curriculum Framework
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Academic Expectations	Kindergarten	Grade One	Grade Two
Content Guidelines: Communities			
<p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church and with all creation.</p>	<ul style="list-style-type: none"> • Awareness of culture and language in local community 	<ul style="list-style-type: none"> • Awareness of culture and language in local community 	<ul style="list-style-type: none"> • Awareness of culture and language in local community
	Performance Standards		
<p>National Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity 	<p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity 	<p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity

**Archdiocese of Louisville
Curriculum Framework
World Languages/Primary**

Essential Understandings	Guided Questions -- What Students Need to Know
<p>Communication - 1.3, 1.4, 1.15, 2.7, 2.27, 2.28, 3.4</p> <ul style="list-style-type: none"> • Learning a world language is relevant and useful in a global society. • Learning a world language is a gratifying experience. • Learning a world language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • Why is it important to learn a world language? • How can we use our world language skills in daily life?
<p>Cultures - 2.16, 2.22, 2.24, 2.26, 4.5, 4.6</p> <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • People are unique, yet they share common experiences. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that they are all connected in some way. 	<ul style="list-style-type: none"> • Why should we learn about other cultures? • How are we connected to other cultures? • How does learning about other cultures help us to be better people?
<p>Connections – 6.1, 6.2, 6.3</p> <ul style="list-style-type: none"> • Learning a world language enhances learning in other content areas. • Learning a world language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How do we share knowledge through language? • How will learning a world language help us in other content areas? • How is learning a world language the same as learning in other content areas? • Which skills are we learning in other content areas that we are also learning in our world language?
<p>Comparisons – 2.19, 2.26, 2.27, 4.6</p> <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a world language. 	<ul style="list-style-type: none"> • How are we similar to and different from people throughout the world? • How are our experiences the same as, or different from, those of other cultures? • How is our language similar to other languages?
<p>Communities – 2.19, 2.33, 2.37, 4.4, 7.6</p> <ul style="list-style-type: none"> • Learning a world language promotes cooperation in a global society. • Knowledge of world language and culture can be applied in the community. • World language skills provide students with tools they will use beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • Where are world language skills used in the community? • Where do we see examples of the target language within the community? • In what ways do we show others that they are valuable members of the community?

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Essential Processes and Skills -- What Students Need to Do			
Thinking and Learning	Communicating	Collaborating	Applying and Producing
<ul style="list-style-type: none"> • Understand and apply the concepts of the target language • Use reading, writing, speaking, listening, and observing to gather and interpret information • Construct meaning by interpreting information and developing ideas 	<ul style="list-style-type: none"> • Use concepts and vocabulary to express ideas • Use reading, writing, speaking, listening, and observing to gather and communicate information • Listen and follow directions • Communicate clearly to a variety of audiences for different purposes 	<ul style="list-style-type: none"> • Work in small and large groups in a variety of roles • Interact effectively with others 	<ul style="list-style-type: none"> • Create quality products and presentations to communicate information • Develop and apply communication skills important to working and living

Suggested Applications for Technology / Library Media
<ul style="list-style-type: none"> • Reinforce core content through the use of applicable software. • Use alternate technologies to enhance content curriculum (e.g. computer, digital camera, video equipment, public speaking equipment, multimedia projector, audio equipment, interactive whiteboard). • Incorporate a variety of print materials (e.g. picture books, charts, magazines, print ads). • Include multimedia resources (e.g. Internet web sites, video/DVD, CD/cassette).

**Archdiocese of Louisville
Curriculum Framework
World Languages/Intermediate**

Academic Expectations	Grade Three	Grade Four	Grade Five
Content Guidelines: Communication			
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanac, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>National Standards 1.1,1.2, 1.3, 3.1, 3.2, 4.1, 5.1, 5.2</p>	<ul style="list-style-type: none"> • Greetings and introductions • Polite expressions • Classroom directions • Numbers 1-100 • Telling time • Sound/letter association, including vowels • Simple sentence structure • Gender/number agreement • Definite/indefinite articles • Adjectives • Birthdays/holidays • Seasons/weather • Body parts • Items of clothing • Family members • Animals • Food items • Places in the community • Occupations • Feelings/emotions • Basic needs 	<ul style="list-style-type: none"> • Review K-3 skills • Numbers, counting by 100s • Telling time • Introduction of bilingual dictionary • Sound/letter association, including vowels • Simple sentence structure • Gender/number agreement • Definite/indefinite articles • Subject pronouns • Regular, present tense verbs • Commonly used expressions with irregular verbs • Interrogatives • Adjectives • Seasons/weather • Items of clothing • Food items • Rooms in a house • Household items • Occupations • Feelings/emotions • Basic needs 	<ul style="list-style-type: none"> • Basic needs • Review previous skills • Numbers 1-1,000 • Use of bilingual dictionary • Sentences using conjunctions • Gender/number agreement • Definite/indefinite articles • Subject pronouns • Regular, present tense verbs • Introduction to irregular verbs • Interrogatives • Adjectives • Questions – asking and responding • Nationalities • Personal descriptions • Locations with prepositions • States of being • Class subjects
Performance Standards			
	<p>Students will:</p> <ul style="list-style-type: none"> • read and write simple words and common expressions • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • respond logically using target language • express simple ideas both orally and in writing 	<p>Students will:</p> <ul style="list-style-type: none"> • read and write simple sentences • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • respond logically using target language • express ideas both orally and in writing 	<p>Students will:</p> <ul style="list-style-type: none"> • read and write simple sentences • translate phrases and sentences • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • respond logically using target language • express ideas both orally and in writing • demonstrate ability to utilize and interpret bilingual dictionary

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Academic Expectations	Grade Three	Grade Four	Grade Five
Content Guidelines: Cultures			
<p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>National Standards 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture) 	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture) 	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture)
Performance Standards			
<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate cultural sensitivity by participating in hands-on activities (e.g. arts and crafts, music, movement) • recognize visual representations and products of target culture • identify important cultural traditions and/or holidays • compare various aspects of target culture with those of their own • 	<p>Students will:</p> <ul style="list-style-type: none"> • examine purposes for learning about different cultures • demonstrate cultural sensitivity by participating in hands-on activities (e.g. arts and crafts, music, movement) • identify visual representations and products of target culture • analyze important cultural traditions and/or holidays • compare and contrast various aspects of target culture with those of their own • describe cultural value displayed in each work of art, music and dance 	<p>Students will:</p> <ul style="list-style-type: none"> • examine purposes for learning about different cultures • demonstrate cultural sensitivity by participating in hands-on activities (e.g. arts and crafts, music, movement) • identify visual representations and products of target culture • analyze important cultural traditions and/or holidays • compare and contrast various aspects of target culture with those of their own • describe cultural value displayed in each work of art, music and dance 	<p>Students will:</p> <ul style="list-style-type: none"> • examine purposes for learning about different cultures • demonstrate cultural sensitivity by participating in hands-on activities (e.g. arts and crafts, music, movement) • identify visual representations and products of target culture • analyze important cultural traditions and/or holidays • compare and contrast various aspects of target culture with those of their own • describe cultural value displayed in each work of art, music and dance

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Academic Expectations	Grade Three	Grade Four	Grade Five	
Content Guidelines: Connections				
<p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: <ul style="list-style-type: none"> • Language Arts – e.g. parts of speech, vocabulary, speech patterns • Math – e.g. numbers, telling time, calendar • Science – e.g. weather, seasons, animals, food, agriculture • Social Studies – e.g. traditions, holidays, maps, currency, clothing, occupations • Visual Arts –e.g. folk art, crafts, artifacts • Music/Performing Arts – e.g. songs, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols 	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: <ul style="list-style-type: none"> • Language Arts – e.g. parts of speech, vocabulary, speech patterns, dictionary skills • Math – e.g. numbers, telling time, calendar • Science – e.g. weather, seasons, animals, food, agriculture • Social Studies – e.g. traditions, holidays, maps, currency, clothing, occupations • Visual Arts –e.g. folk art, crafts, artifacts • Music/Performing Arts – e.g. songs, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols 	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: <ul style="list-style-type: none"> • Language Arts – e.g. listening, speaking, reading and writing skills, dictionary skills • Math – e.g. numbers, telling time, calendar • Science – e.g. weather, seasons, animals, food, agriculture • Social Studies – e.g. traditions, holidays, maps, currency, clothing, occupations, nationalities • Visual Arts –e.g. folk art, crafts, artifacts • Music/Performing Arts – e.g. songs, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols 	
	Performance Standards			
	<p>National Standards 1.2, 1.3, 2.1, 3.1, 3.2, 4.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • apply concepts from other disciplines using target language • recognize the connection between new and previously learned concepts 	<p>Students will:</p> <ul style="list-style-type: none"> • apply concepts from other disciplines using target language • recognize the connection between new and previously learned concepts 	<p>Students will:</p> <ul style="list-style-type: none"> • apply concepts from other disciplines using target language • recognize the connection between new and previously learned concepts

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Academic Expectations	Grade Three	Grade Four	Grade Five
Content Guidelines: Comparisons			
<p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples
	Performance Standards		
<p>National Standards 2.1, 2.2, 3.2, 4.1, 4.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • recognize similarities and differences in culture, language, geography, and people between target language and English • identify aspects that are unique to a culture • identify universal aspects of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize similarities and differences in culture, language, geography, and people between target language and English • identify aspects that are unique to a culture • identify universal aspects of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • analyze similarities and differences in culture, language, geography, and people between target language and English • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures

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Academic Expectations	Grade Three	Grade Four	Grade Five
Content Guidelines: Communities			
<p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church and with all creation.</p> <p>National Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2</p>	<ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use target language 	<ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use target language 	<ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use target language
	Performance Standards		
	<p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity 	<p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity 	<p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity

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Essential Understandings	Guided Questions -- What Students Need to Know
<p>Communication – 1.1, 1.2, 1.4, 1.10, 1.12, 1.15, 2.7, 2.27, 2.28, 3.4</p> <ul style="list-style-type: none"> • Learning a world language is relevant and useful in a global society. • Learning a world language is a gratifying experience. • Learning a world language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • Why is it important to learn a world language? • How can we use our world language skills in daily life?
<p>Cultures - 2.16, 2.22, 2.24, 2.26, 4.5, 4.6</p> <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • People are unique, yet they share common experiences. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that they are all connected in some way. 	<ul style="list-style-type: none"> • Why should we learn about other cultures? • How are we connected to other cultures? • How does learning about other cultures help us to be better people?
<p>Connections – 6.1, 6.2, 6.3</p> <ul style="list-style-type: none"> • Learning a world language enhances learning in other content areas. • Learning a world language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How do we share knowledge through language? • How will learning a world language help us in other content areas? • How is learning a world language the same as learning in other content areas? • Which skills are we learning in other content areas that we are also learning in our world language?
<p>Comparisons – 2.19, 2.26, 2.27, 4.6</p> <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a world language. 	<ul style="list-style-type: none"> • How are we similar to, and different from, people throughout the world? • How are our experiences the same as, or different from, those of other cultures? • How is our language similar to other languages?
<p>Communities – 2.19, 2.33, 2.37, 4.4, 7.6</p> <ul style="list-style-type: none"> • Learning a world language promotes cooperation in a global society. • Knowledge of world language and culture can be applied in the community. • World language skills provide students with tools they will use beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • Where are world language skills used in the community? • Where do we see examples of the target language within the community? • In what ways do we show others that they are valuable members of the community?

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Essential Processes and Skills -- What Students Need to Do			
Thinking and Learning	Communicating	Collaborating	Applying and Producing
<ul style="list-style-type: none"> • Understand and apply the concepts of target language • Use reading, writing, speaking, listening, and observing to gather and interpret information • Construct meaning by interpreting, comparing and contrasting, and synthesizing information and ideas 	<ul style="list-style-type: none"> • Apply concepts and vocabulary to express ideas • Use reading, writing, speaking, listening, and observing to gather and communicate information • Listen and follow directions • Interact with a variety of audiences for different purposes 	<ul style="list-style-type: none"> • Work in small and large groups in a variety of roles • Interact effectively with others 	<ul style="list-style-type: none"> • Create quality products and presentations to communicate information • Develop and apply communication skills important to working and living • Engage in activities that promote Christian values, such as stewardship

Suggested Applications for Technology / Library Media
<ul style="list-style-type: none"> • Reinforce core content through the use of applicable software. • Use alternate technologies to enhance content curriculum (e.g. computer, digital camera, video equipment, public speaking equipment, multimedia projector, audio equipment, interactive whiteboard). • Incorporate a variety of print and reference materials (e.g. picture books, dictionaries, charts, magazines, print ads). • Include multimedia resources (e.g. Internet web sites, video/DVD, CD/cassette). • Use, retrieve and evaluate Internet information. • Introduce multimedia presentations (e.g. PowerPoint, slide shows, brochures). • Create word processing documents. • Create meaningful projects in collaboration with media specialists, technology specialists and classroom teachers.

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Academic Expectations	Grade Six	Grade Seven	Grade Eight
Content Guidelines: Communication			
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanac, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions and styles to communicate ideas and information to different audiences for different purposes.</p>	<ul style="list-style-type: none"> • Review previous skills • Ordinal numbers • Measurement • Sentences using conjunctions and prepositions • Gender/number agreement • Regular/irregular verbs • Present progressive tense • Adverbs • Interrogatives • Questions – asking and responding • Negatives • Likes/dislikes • Personal descriptions • Locations with prepositions • Where you are going/ what you are going to do • States of being • Pastimes/activities 	<ul style="list-style-type: none"> • Review previous skills • Paragraphs • Gender/number agreement • Regular/irregular verbs • Present progressive tense with irregular verbs • Reflexive verbs – personal care, daily routine • Introduction to past tense • Adverbs • Personal descriptions/comparatives • Interrogatives • Questions – asking and responding • Negatives • Real-life vocabulary (e.g. shopping, traveling, dining) • Illness and injuries • Where you are going/ what you are going to do 	<ul style="list-style-type: none"> • Review previous skills • Paragraphs • Regular/irregular verbs (present and past tense) • Present progressive tense with irregular verbs • Reflexive verbs • Storytelling using past tense • Introduction to imperfect tense • Adverbs • Demonstrative adjectives • Direct/indirect objects • Interrogatives • Questions – asking and responding • Negatives • Real-life vocabulary (e.g. shopping, traveling, dining, environment, nature) • Current events • Formal regular and irregular commands
Performance Standards			
<p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>National Standards 1.1,1.2, 1.3, 3.1, 3.2, 4.1, 5.1, 5.2.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read and write complex sentences • apply grammatical concepts • translate sentences and paragraphs • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • respond logically using target language • express ideas both orally and in writing 	<p>Students will:</p> <ul style="list-style-type: none"> • read and interpret print materials • apply grammatical concepts to express ideas in both written and oral form • translate sentences and paragraphs • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • respond logically using target language 	<p>Students will:</p> <ul style="list-style-type: none"> • read and interpret print materials • apply grammatical concepts to express ideas in both written and oral form • translate sentences and paragraphs • recall vocabulary • utilize newly acquired vocabulary words in various contexts • convey understanding of target language through various media (e.g. music/performing arts, visual arts, movement) • respond logically using target language

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Academic Expectations	Grade Six	Grade Seven	Grade Eight
Content Guidelines: Cultures			
<p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>National Standards 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture) 	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore <ul style="list-style-type: none"> • Visual representations (e.g. flags, Mayan calendar, maps, architecture) 	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture (e.g. holidays, traditions, religion, food) • Verbal and non-verbal forms of communication in target culture • Products (e.g. currency, artifacts, manufactured goods, traditional dress) • Visual and performing arts (e.g. music, instruments, dance, fine art) • Influences of the target culture (e.g. agriculture, inventions, people) • Myths and folklore • Visual representations (e.g. flags, Mayan calendar, maps, architecture)
	Performance Standards		
	<p>Students will:</p> <ul style="list-style-type: none"> • defend purposes for learning about different cultures • demonstrate cultural sensitivity by producing authentic cultural projects (e.g. arts and crafts, music, movement) • identify and interpret visual representations and products of target culture • analyze important cultural traditions and/or holidays • compare and contrast various aspects of target culture with those of their own • describe cultural value displayed in each work of art, music and dance 	<p>Students will:</p> <ul style="list-style-type: none"> • defend purposes for learning about different cultures • demonstrate cultural sensitivity by producing authentic cultural projects (e.g. arts and crafts, music, movement) • identify and interpret visual representations and products of target culture • analyze important cultural traditions and/or holidays • compare and contrast various aspects of target culture with those of their own • describe cultural value displayed in each work of art, music and dance 	<p>Students will:</p> <ul style="list-style-type: none"> • defend purposes for learning about different cultures • demonstrate cultural sensitivity by producing authentic cultural projects (e.g. arts and crafts, music, movement) • identify and interpret visual representations and products of target culture • analyze important cultural traditions and/or holidays • compare and contrast various aspects of target culture with those of their own • describe cultural value displayed in each work of art, music and dance

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Academic Expectations	Grade Six	Grade Seven	Grade Eight
Content Guidelines: Connections			
<p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: • Language Arts – e.g. listening, speaking, reading and writing skills • Math – e.g. ordinal numbers, measurement • Science – e.g. weather, seasons, food, agriculture • Social Studies – e.g. traditions, holidays, geography, clothing, nationalities, recipes • Visual Arts –e.g. folk art, crafts, artifacts, artists • Music/Performing Arts – e.g. songs, composers, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols, religious architecture 	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: • Language Arts – e.g. listening, speaking, reading and writing skills • Math – e.g. monetary value, conversions • Science – e.g. temperature, forecast, agriculture • Social Studies – e.g. traditions, holidays, geography, clothing, nationalities, recipes • Visual Arts –e.g. folk art, crafts, artifacts, artists • Music/Performing Arts – e.g. songs, composers, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols, religious architecture 	<ul style="list-style-type: none"> • Basic concepts and skills from other disciplines, such as: • Language Arts – e.g. listening, speaking, reading and writing skills, storytelling • Math – e.g. monetary value, conversions • Science – e.g. temperature, forecast, agriculture • Social Studies – e.g. traditions, holidays, geography, recipes, current events • Visual Arts –e.g. folk art, crafts, artifacts, artists • Music/Performing Arts – e.g. songs, composers, instruments, dance • Physical Education – e.g. movement, health • Religion – e.g. holidays, rites, prayers, symbols, religious architecture
Performance Standards			
<p>National Standards 1.2, 1.3, 2.1, 3.1, 3.2, 4.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • apply concepts from other disciplines using target language • recognize the connection between new and previously learned concepts 	<p>Students will:</p> <ul style="list-style-type: none"> • apply concepts from other disciplines using target language • recognize the connection between new and previously learned concepts 	<p>Students will:</p> <ul style="list-style-type: none"> • apply concepts from other disciplines using target language • recognize the connection between new and previously learned concepts

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Academic Expectations	Grade Six	Grade Seven	Grade Eight
Content Guidelines: Comparisons			
<p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples
	Performance Standards		
<p>National Standards 2.1, 2.2, 3.2, 4.1, 4.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • analyze similarities and differences in culture, language, geography, and people between target language and English • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • create a product that will integrate cultural values and other human experiences 	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate similarities and differences in culture, language, geography, and people between target language and English • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • create a product that will integrate cultural values and other human experiences 	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate similarities and differences in culture, language, geography, and people between target language and English • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • create a product that will integrate cultural values and other human experiences

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Academic Expectations	Grade Six	Grade Seven	Grade Eight
Content Guidelines: Communities			
<p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church and with all creation.</p> <p>National Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2</p>	<ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use target language • Role of language internationally 	<ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use target language • Role of language internationally 	<ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use target language • Role of language internationally
	Performance Standards		
	<p>Students will:</p> <ul style="list-style-type: none"> • initiate conversation with heritage speakers • embrace the presence of target culture throughout the community • demonstrate an appreciation for cultural diversity 	<p>Students will:</p> <ul style="list-style-type: none"> • initiate conversation with heritage speakers • embrace the presence of target culture throughout the community • demonstrate an appreciation for cultural diversity 	<p>Students will:</p> <ul style="list-style-type: none"> • initiate conversation with heritage speakers • embrace the presence of target culture throughout the community • demonstrate an appreciation for cultural diversity

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Essential Understandings	Guided Questions -- What Students Need to Know
<p>Communication – 1.1, 1.2, 1.4, 1.10, 1.12, 1.15, 2.7, 2.27, 2.28, 3.4</p> <ul style="list-style-type: none"> Learning a world language is relevant and useful in a global society. Learning a world language is a gratifying experience. Learning a world language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> What is the significance of learning a world language? How can we apply our world language skills to our daily lives? How does learning a language impact my future success?
<p>Cultures - 2.16, 2.22, 2.24, 2.26, 4.5, 4.6</p> <ul style="list-style-type: none"> Learning about other cultures promotes understanding and acceptance of others. People are unique, yet they share common experiences. Culture impacts the way people interact with others. Exposure to other cultures helps students to understand that they are all connected in some way. 	<ul style="list-style-type: none"> Why do we need to learn about other cultures? How are we connected to other cultures? What insights do we gain by studying other cultures?
<p>Connections – 6.1, 6.2, 6.3</p> <ul style="list-style-type: none"> Learning a world language enhances learning in other content areas. Learning a world language enables students to link knowledge in all content areas. Language is the way people share knowledge. 	<ul style="list-style-type: none"> How do we share knowledge through language? How does learning a world language benefit us in other content areas? How is learning a world language the same as learning in other content areas? Which skills are we learning in other content areas that we are also learning in our world language?
<p>Comparisons – 2.19, 2.26, 2.27, 4.6</p> <ul style="list-style-type: none"> There are similarities and differences in languages and cultures. People are unique, yet they share common experiences. Discovering linguistic similarities simplifies learning a world language. 	<ul style="list-style-type: none"> What similarities and differences exist among people of various cultures? How can we internalize various aspects of the language and culture? How are our experiences the same as, or different from, those of other cultures? Why are there similarities and differences in languages and cultures?
<p>Communities – 2.19, 2.33, 2.37, 4.4, 7.6</p> <ul style="list-style-type: none"> Learning a world language promotes cooperation in a global society. Knowledge of world language and culture can be applied in the community. World language skills provide students with tools they will use beyond the school setting now and in the future. 	<ul style="list-style-type: none"> Where are world language skills used in the community? Where do we see examples of the target language within the community? Why is cultural diversity important in every community? What careers would enable us to use our bilingual and bicultural skills? In what ways do we embrace diversity in our community? How do we engage in our local and global community?

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Essential Processes and Skills -- What Students Need to Do			
Thinking and Learning	Communicating	Collaborating	Applying and Producing
<ul style="list-style-type: none"> • Use reading, writing, speaking, listening, and observing to gather and interpret information • Construct meaning by interpreting information and developing ideas 	<ul style="list-style-type: none"> • Communicate clearly to a variety of audiences for different purposes 	<ul style="list-style-type: none"> • Work in teams in a variety of roles • Interact effectively with others 	<ul style="list-style-type: none"> • Create quality products and presentations to communicate information • Develop and apply communication skills important to working and living

Suggested Applications for Technology / Library Media
<ul style="list-style-type: none"> • Reinforce core content through the use of applicable software. • Use alternate technologies to enhance content curriculum (e.g. computer, digital camera, video equipment, public speaking equipment, multimedia projector, audio equipment, interactive whiteboard). • Incorporate a variety of print and reference materials (e.g. picture books, dictionaries, charts, magazines, print ads). • Include multimedia resources (e.g. Internet web sites, video/DVD, CD/cassette). • Use, retrieve and evaluate Internet information. • Introduce multimedia presentations (e.g. PowerPoint, slide shows, brochures). • Create word processing documents. • Create meaningful projects in collaboration with media specialists, technology specialists and classroom teachers.

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Textbooks and Instructional Materials – Recommended List**

The World Language Textbook Selection Committee reviewed and evaluated textbooks and instructional materials in the fall of 2004. The items below were included on the Recommended List. Please refer to the *Instructional Materials Selection Packet and Recommended List* for complete details.

Foreign Language

Grade level	Publisher	I. Title	Copyright
5-6	Amsco	<i>Spanish Is Fun – Book 1</i>	2000
6-8 (4-5)	EMC/Paradigm	<i>Exploring Spanish</i>	2002
6-8	Glencoe/McGraw-Hill	<i>Como te va?</i>	2004
7-8	Holt, Rinehart, Winston	<i>Expresate!</i>	2006
6-8	McDougal Littell / Houghton Mifflin	<i>En Espanol!</i>	2004
6-8	Pearson/Prentice-Hall	<i>Realidades</i>	2004
3-8 (4-5)	Pearson/Prentice-Hall	<i>Buen Viaje</i>	1994