



World Language Curriculum Framework 2020

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Standards Foundations

As Archdiocese of Louisville Catholic schools strive to be “Catholic first, Catholic every place, and Catholic all the time,” the Office of Catholic Schools aims to provide direction, unity and consistency to education across the Archdiocese. This framework summarizes performance standards and indicators for pre-k, elementary, and middle school teachers in the Archdiocese of Louisville.

The revision of our standards began in the summer of 2019, with a meeting of world language teachers over our summer professional development sessions. This thought session, run by Terry Crawley at the Office of Catholic Schools, served to illuminate the issues our world language teachers faced and the opportunities our standards review team would have to address their concerns and improve the classroom experiences of teachers and students across the Archdiocese.

In the fall of 2019, we began the bulk of our work to reorganize our standards based on the revised guide from the American Council on the Teaching of Foreign Languages (ACTFL). More monumentally, we restructured our standards from a grade level-based model to a proficiency-based model. With our 2011 standards reorganized and restructured, we then began the task of ensuring that our standards were appropriate for our students, provided opportunities for enrichment and intervention, and reflected our Catholic faith and values, particularly those of empathy and acceptance.

Structure

The Summer 2019 World Languages Thought Session illuminated the fact that different schools in the Archdiocese of Louisville and different grades hold World Language classes with different frequencies. Therefore, it was determined that a consistent grade-level based system would not be beneficial or feasible, and so the decision was made to make our standards proficiency-based.

The standards are split up into three **ranges** (Novice, Intermediate, and Advanced) with the first two ranges being split up into three **levels** (Learning, Emerging, and Enhancing). This structure allows for more nuanced standards with subtle but meaningful changes as students advance. In order to better reflect the proficiency of graduating 8th graders who have experienced daily World Language instruction, the standards do not exceed the Learning level of Advanced.

Proficiency Ranges

Novice: This level is for students who have had little to no prior exposure to the target language in terms of its vocabulary, grammar, and/or culture. Students in this proficiency range memorize basic words, use standard phrases or common expressions, and use pictures, items from real life, or actions to demonstrate their understanding of what they hear. However, students in this proficiency range are **not** able to create new phrases and sentences on their own. Culturally, students in this proficiency range may not understand the practices, products, and perspectives unique to a target cultures and therefore struggle to make significant connections or comparisons to their own culture.

Intermediate: Students in this range create sentences and phrases based on new and previous vocabulary in the target language. Students have enough of an understanding of the language to be able to read and interpret connected sentences, such as those in short stories or dialogues from and in the target language. Culturally, they have an understanding of the products, practices, and perspectives that are unique to the target culture, which allows them to make connections to the ideas represented in those texts to those represented by the culture as a whole. Students can also make more meaningful connections to the cultures of the target language and demonstrate flexibility, cultural awareness, and respect when interacting with people or ideas from other cultures.

Advanced: Students in this range create sentences, connected sentences, and paragraphs based on new and previous vocabulary in the target language. Students will be able to make deep connections between their culture and the cultures of the target language, interpret and analyze stories from those cultures, and overall have a greater understanding and appreciation for the value of diversity that each culture's uniqueness adds to the world. Students in this proficiency range will not only know how their Catholic faith calls them to treat people of diverse cultures, but they will also be able to explain, demonstrate, and advocate for ways to demonstrate awareness and sensitivity towards those diverse cultures.

Proficiency Levels

Learning: Students at this level are just barely starting to be able to demonstrate the characteristics of their proficiency range

Emerging: Students at this level consistently demonstrate the characteristics of their proficiency range with high accuracy in a wide variety of applications.

Enhancing: Students at this level occasionally demonstrate characteristics of the proficiency range directly above their own. Comprehension, accuracy, and vocabulary are similar to that of the Emerging level, though students produce work at a higher rate and to a higher degree of accuracy.

Within the proficiency ranges and levels, the **five modules** addressed in the ACTFL standards are represented and have their own subcategories, represented by the anchor standards adapted from the *American Education Reaches Out (AERO) 2018 World Language Standards and Benchmarks*.

Archdiocese of Louisville World Language Curriculum

Module	Subcategory	Anchor Standard
Communication	Interpersonal Communication	Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language
	Interpretive Communication	Students will converse; provide and obtain information; express feelings, emotions, and ideas; and exchange opinions in spoken and written conversations in the target language
	Presentational Communication	Students will use the language to present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of topics orally
Culture	Cultural Practices	Students will use the language to investigate, explain, and reflect on the practices and perspectives of the cultures studied and the relationship between them
	Cultural Products	Students will use the language to investigate, explain, and reflect on the products and perspectives of the cultures studied and the relationship between them
Connections	Acquiring Information and Perspectives	Students will build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively
	Making Connections	Students will access and evaluate information and diverse perspectives that are uniquely available through the language and its cultures
Comparisons	Language Comparisons	Students will investigate, explain, and reflect on the nature of language through comparisons of the target language, their own language or dialect, and other languages they know
	Cultural Comparisons	Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the studied cultures to their own culture, the host culture, or other cultures they know
Community	School and Global Communities	Students will use the language both within and beyond the school setting to interact, collaborate, and continue learning in their community and in the globalized world
	Lifelong Learning	Students will show evidence of becoming lifelong language learners through multicultural awareness, global preparedness, and cognitive flexibility within all five modules

Purpose and Use of the Curriculum Framework

Our students have diverse backgrounds and diverse experiences in language, and so the standards writing team set out to create a document that reflects that diversity and allows for World Language teachers to more readily meet the needs of their students. Because of this fact, the most important item to note when viewing these standards is that the proficiency ranges and levels **are not tied to any grade**. This means that for new students with a different background in World Languages, it may be appropriate to work with a different set of standards for them than you would for their peers. Schools should also feel comfortable placing their students at the range and level they *need* to be in based on the frequency with which they are able to hold World Language courses, instead of trying to match the range and level of that same age group in other schools.

Similarly, the proficiency ranges and levels, even under the same module, **are not tied to any student**. Depending on the student and the target language, it is probable that a student will need standards from, for example, Novice Emerging in Communication and Intermediate in Culture. And especially for languages that have different alphabets than English, it is highly likely that a student will be at a higher proficiency range with *spoken* communication standards than with *written* communication standards.

As previously mentioned, this allows for more flexibility on the part of our teachers and students, and ensures ease of use when addressing the diverse needs of our students. It also provides a framework for immersing students in a language and culture in a way that fosters a love and appreciation for that language and culture.

Acknowledgements

The Archdiocese of Louisville would like to acknowledge the American Education Reaches Out (AERO) foundation, whose anchor standards were adapted into our own anchor standards. We would also like to acknowledge the ACTFL, whose *World Readiness Standards for Learning Languages* were the foundation for both the 2011 and 2020 Archdiocese of Louisville World Languages Framework. We would also like to acknowledge the Colorado Department of Education and their *2020 Colorado Academic Standards for World Languages*, as many of our new standards were adapted from their Indicators of Progress. And finally, we would like to acknowledge the California Department of Education, whose 2019 *World Languages Standards for California Public Schools* provided the foundation for the organization of our standards and the determination of our proficiency levels and ranges.



Novice

Learning, Emerging, Enhancing



Communication

Interpretive:

Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language

Learning	Emerging	Enhanced
<p>COM.1.A I can read, recognize, and interpret level-appropriate vocabulary of the target language</p> <p>NL.COM.1.B I can understand simple common expressions or memorized phrases of the target language</p> <p>NL.COM.1.C I can appropriately respond to simple oral directions to demonstrate understanding</p> <p>NL.COM.1.D I can infer the meaning of unfamiliar words by using context, pictures, or actions and recognize similarities or differences in the way words are written or pronounced</p>	<p>COM.1.A I can recognize and interpret level-appropriate vocabulary of the target language</p> <p>NM.COM.1.B I can read, hear/listen, and understand common expressions and memorized phrases of the target language</p> <p>NM.COM.1.C I can understand and appropriately respond to simple oral directions with one-word responses in the target language</p> <p>NM.COM.1.D I can infer and learn the meaning of unfamiliar words by using context, pictures, or actions and by recognizing similarities or differences in the way words are written or pronounced</p>	<p>COM.1.A I can recognize and interpret level-appropriate vocabulary of the target language</p> <p>NH.COM.1.B I can read, hear/listen, and understand common expressions and simple teacher-created phrases of the target language.</p> <p>NH.COM.1.C I can understand and appropriately respond to oral directions with simple phrases in the target language.</p> <p>NH.COM.1.D I can use a combination of pictures, gestures, actions, and context to infer and learn the meaning of repeated unknown words</p>

Interpersonal:		
Students will converse; provide and obtain information; express feelings, emotions, and ideas; and exchange opinions in spoken and written conversations in the target language		
Learning	Emerging	Enhanced
<p>NL.COM.2.A I can learn and utilize newly acquired vocabulary of the target language</p> <p>NL.COM.2.B I can write or say simple, common expressions and memorized phrases in the target language</p> <p>NL.COM.2.C I can use pictures, actions, gestures, or objects to show understanding of simple phrases and common expressions in the target language</p>	<p>NCM.2.A I can learn and utilize previous and newly acquired vocabulary of the target language in simple contexts</p> <p>NM.COM.2.B I can write and say simple words, common expressions, and memorized phrases in the target language</p> <p>NM.COM.2.C I can use words, actions, and gestures to respond logically to phrases and common expressions using multiple words in the target language</p>	<p>NH.COM.2.A I can synthesize and utilize knowledge of previous and newly acquired vocabulary in simple contexts</p> <p>NH.COM.2.B I can write and say polite expressions and create simple phrases in the target language by combining words and other common expressions</p> <p>NH.COM.2.C I can respond logically to teacher-created phrases and sentences with phrases and sentences of my own</p>
Presentational:		
Students will use the language to present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of topics orally		
Learning	Emerging	Enhanced
<p>NL.COM.3.A I can recite memorized words and phrases to demonstrate mastery of learned vocabulary</p>	<p>NM.COM.3.A I can recite memorized words and phrases on a variety of topics in different situations to demonstrate mastery of new and previously learned vocabulary</p>	<p>NH.COM.3.A I can participate in simple, scripted conversations consisting of basic sentences and expressions to demonstrate mastery of new and previously learned vocabulary</p>

Potential Level-Appropriate Vocabulary and Grammatical Concepts for Students

Learning	Emerging	Enhanced
<ul style="list-style-type: none"> • Basic Colors • Numbers 0-10 • Basic greetings • Polite expressions • Classroom directions • Singular articles • Introductions • Yes and no 	<ul style="list-style-type: none"> • Days, months, seasons • Animals (basic or cognates) • Sports (basic or cognates) • Opposites • Nuclear Family • Numbers 0-20 • Likes and dislikes • Genders of single nouns 	<ul style="list-style-type: none"> • Foods • Numbers 0-100 • Places • Rooms • Negatives • Basic Clothing • Expressing needs and wants • Expressing feelings and emotions

Cultures

(Learning, Emerging, and Enhanced all utilize the same standards in this section)

Practices:

Students will use the language to investigate, explain, and reflect on the practices and perspectives of the cultures studied and the relationship between them

N.CUL.1.A I can understand and explain why I am learning about different cultures

N.CUL.1.B I can understand that people of other cultures interact with the world around them in a different way and explain why those differences perspectives are valuable

N.CUL.1.C I can understand and explain different ways I can show empathy and appreciation for people of other cultures by the ways I interact with them

Products:

Students will use the language to investigate, explain, and reflect on the products and perspectives of the cultures studied and the relationship between them

N.CUL.2.A I can read, hear/listen to, and understand the meanings of myths and folklore about the target culture

N.CUL.2.B I can demonstrate appreciation for the products of other cultures by experiencing works of art, music, and dance

N.CUL.2.C I can demonstrate cultural sensitivity by participating in or creating simple cultural projects (such as arts & crafts, music, movements)

N.CUL.2.D I can identify multiple representations and products of target culture (currency, artifacts, manufactured goods, traditional dress, flags, maps, architecture, food)

Connections

Learning, Emerging, and Enhanced all utilize the same standards in this section

Acquiring Information and Perspectives:

Students will build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively

N.CON.1.A I can identify and understand the various geographical features of various countries

N.CON.1.B I can identify and understand the influences and contributions of agriculture, inventions, people, and societal structures in a culture

N.CON.1.C I can identify and apply information, skills, and concepts from other content areas in experiences related to the target language

Making Connections:

Students will access and evaluate information and diverse perspectives that are uniquely available through the language and its cultures

N.CON.2.A I can use authentic target language sources to gain insight about the distinctive perspectives of the target culture when using the target language at the appropriate level range

N.CON.2.B I can experience and identify words that can only be understood through original language sources and by making personal connections with the target language and culture through songs, rhymes and games from the specific culture

CON.2.C I can understand ways Catholicism has influenced the target culture and the target culture has influence Catholicism

Comparisons

Learning, Emerging, and Enhanced all utilize the same standards in this section

Language:

Students will investigate, explain, and reflect on the nature of language through comparisons of the target language, their own language or dialect, and other languages they know

N.COP.1.A I can understand that most words in our language have a direct equivalent in the target language and vice versa

N.COP.1.B I can identify the differences between how my language and the target language use formal and informal language to express needs and wants

N.COP.1.C I can identify and compare the sound and writing systems of the target language with the student's own language, including stress, intonation, and punctuation

N.COP.1.D I can identify idioms and other expressions that cannot be directly translated to or from the target language

Cultural:

Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the studied cultures to their own culture, the host culture, or other cultures they know

N.COP.2.A I can identify and understand aspects of a culture that are unique to that culture

N.COP.2.B I can recognize the similarities and differences in people from different cultures

N.COP.2.C I can understand how our faith calls us to value each other's' differences and seek common ground with all God's peoples

Community

Learning, Emerging, and Enhanced all utilize the same standards in this section

School and Global Communities:

Students will use the language both within and beyond the school setting to interact, collaborate, and continue learning in their community and in the globalized world

N.CMU.1.A I can explore the language connections to basic concepts and skills from other disciplines

N.CMU.1.B I understand that we must all help ensure the fair treatment of all people of all cultures

N.CMU.1.C I can recognize a variety of places in my community where the target language is used

Lifelong Learning:

Students will show evidence of becoming lifelong language learners through multicultural awareness, global preparedness, and cognitive flexibility within all five domains

N.CMU.2.A I can identify career opportunities resulting from the use of world languages in a global society

N.CMU.2.B I can understand that my culture has influenced other cultures and vice versa

N.CMU.2.C I can see examples of God's love throughout all cultures



Intermediate

Learning, Emerging, Enhancing



Communication

Interpretive:

Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language

Learning	Emerging	Enhanced
<p>COM.1.A I can read, recognize, and interpret level-appropriate vocabulary of the target language</p> <p>IL.COM.1.B I can read, hear/listen and understand teacher-created simple sentences and phrases of the target language</p> <p>IL.COM.1.C I can understand and appropriately respond to oral or written messages with simple words, phrases, or short sentences in the target language</p> <p>IL.COM.1.D I can use context, gestures, and pictures, to define, learn, and utilize unknown words in the target language</p>	<p>COM.1.A I can recognize and interpret level-appropriate vocabulary of the target language</p> <p>IM.COM.1.B I can read, hear/listen, understand, and evaluate teacher and student-created sentences and phrases of the target language</p> <p>IM.COM.1.C I can understand and appropriately respond to oral or written messages with simple sentences in the target language</p> <p>IM.COM.1.D I can understand and use context (with support from pictures and gestures) to define, learn, and utilize repeated unknown words in the target language</p>	<p>COM.1.A I can recognize and interpret level-appropriate vocabulary of the target language</p> <p>IH.COM.1.B I can read, hear/listen, understand, and analyze complex sentences and paragraphs in the target language</p> <p>IH.COM.1.C I can understand, analyze, and respond to oral or written messages with more complex sentences in the target language</p> <p>IH.COM.1.D I can understand and use context (with minimal support from pictures and gestures) to define, learn, and utilize repeated unknown words in the target language</p>

Interpersonal:		
Students will converse; provide and obtain information; express feelings, emotions, and ideas; and exchange opinions in spoken and written conversations in the target language		
Learning	Emerging	Enhanced
<p>I.COM.2.A I can synthesize and utilize knowledge of previous and newly acquired vocabulary in a variety of familiar contexts</p> <p>IL.COM.2.B I can write and orally express phrases and simple sentences of my creation in the target language</p> <p>IL.COM.2.C I can respond logically to teacher and student-created sentences with sentences of my own</p>	<p>I.COM.2.A I can synthesize and utilize knowledge of previous and newly acquired vocabulary in a variety of familiar contexts</p> <p>IM.COM.2.B I can apply basic grammatical concepts to express my own ideas through writing or saying phrases and sentences in the target language,</p> <p>IM.COM.2.C I can improvise logical, full-sentence responses to teacher and student-created situations in the target language</p>	<p>I.COM.2.A I can synthesize and utilize knowledge of previous and newly acquired vocabulary in a variety of familiar contexts</p> <p>IH.COM.2.B I can apply basic grammatical concepts to express my own ideas through sentences and simple paragraphs in the target language</p> <p>IH.COM.2.C I can improvise logical, multi-sentence responses to a variety of situations in the target language</p>
Presentational:		
Students will use the language to present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of topics orally		
Learning	Emerging	Enhanced
<p>IL.COM.3.A I can participate in the construction of simple improvised messages and conversations consisting of basic sentences and expressions to demonstrate mastery of new and previously learned vocabulary</p>	<p>IM.COM.3.A I can engage in improvised messages and conversations using basic sentences, phrases, and expressions to express ideas and explain a simple topic</p>	<p>IH.COM.3.A I can initiate and engage in improvised conversations to explain a variety of topics through complex sentences, phrases, and expressions</p>

Potential Level-Appropriate Vocabulary and Grammatical Concepts for Students

Learning	Emerging	Enhanced
<ul style="list-style-type: none"> • Occupations • Complex states of being in sentences • Numbers 0-1000 • Genders of plural nouns • Plural articles • Present tense • Likes and dislikes • Answering questions • Simple descriptions 	<ul style="list-style-type: none"> • Date and time • Basic conjugations • Preferences • Meals • Subject pronouns • Adjectives and adverbs 	<ul style="list-style-type: none"> • Extended family • Shades of colors • Descriptions of people, animals, locations, food, geography, etc. • Prepositions • Interrogatives and adverbs • Irregular/regular conjugations • Gerunds • Ordering food

Cultures

(Learning, Emerging, and Enhanced all utilize the same standards in this section)

Practices:

Students will use the language to investigate, explain, and reflect on the practices and perspectives of the cultures studied and the relationship between them

I.CUL.1.A I can understand and defend different purposes of learning about different cultures

I.CUL.1.B I can understand why people of other cultures have different perspectives on a variety of topics and explain why understanding those perspectives helps us to be global, Catholic citizens

I.CUL.1.C I can demonstrate my appreciation for other cultures by interacting with the language and with members of other cultures with respect and flexibility

Products:

Students will use the language to investigate, explain, and reflect on the products and perspectives of the cultures studied and the relationship between them

I.CUL.2.A I can understand and analyze myths and folklore from the target culture

I.CUL.2.B I can demonstrate appreciation for the products of other cultures by describing the cultural value displayed in works of art, music, and dance

I.CUL.2.C I can demonstrate cultural sensitivity by participating in and producing authentic cultural projects (arts & crafts, music, movements)

I.CUL.2.D I can identify, interpret, and describe representations and products of the target culture (currency, artifacts, manufactured goods, traditional dress, flags, maps, architecture, food)

Connections

Learning, Emerging, and Enhanced all utilize the same standards in this section

Acquiring Information and Perspectives:

Students will build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively

I.CON.1.A I can identify similarities and differences in geographical features of various countries and explain their importance

I.CON.1.B I can analyze influences and contributions of agriculture, inventions, people, and societal structures in a culture

I.CON.1.C I can create a product or an idea by integrating knowledge and skills from other content areas with experiences in the target language and vice versa

Making Connections:

Students will access and evaluate information and diverse perspectives that are uniquely available through the language and its cultures

I.CON.2.A I can research authentic target language sources, analyze the content, and acquire unique information that is available only through the target language and its culture to explore their distinctive perspectives

I.CON.2.B I can understand and use some simple words and ideas that can only be grasped through original language sources and cultural activities

CON.2.C I can understand ways Catholicism has influenced the target culture and the target culture has influenced Catholicism

Comparisons

Learning, Emerging, and Enhanced all utilize the same standards in this section

Language:

Students will investigate, explain, and reflect on the nature of language through comparisons of the target language, their own language or dialect, and other languages they know

I.COP.1.A I can evaluate similarities and differences between the target language and English in terms of both vocabulary and grammatical elements

I.COP.1.B I can identify and explain the similarities and differences between formal and informal requirements for language between the target language and English

I.COP.1.C I can identify and compare the sound and writing systems of the target language with English, including stress, intonation, sentence construction, and punctuation

I.COP.1.D I can recognize and utilize identified idioms and other expressions that cannot be directly translated to or from the target language

Cultural:

Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the studied cultures to their own culture, the host culture, or other cultures they know

I.COP.2.A I can compare and contrast aspects that are unique to a culture and aspects that are universal to all cultures

I.COP.2.B I can recognize, examine, compare, and contrast the similarities and differences in people from different cultures

I.COP.2.C I can explain how we are called by our faith to value differences and seek common ground with people of various cultures and backgrounds

Community

Learning, Emerging, and Enhanced all utilize the same standards in this section

School and Global Communities:

Students will use the language both within and beyond the school setting to interact, collaborate, and continue learning in their community and in the globalized world

I.CMU.1.A I can explore the lingual and cultural connections to a variety of concepts and skills from other disciplines

I.CMU.1.B I can identify ways that understanding of another language and culture can help ensure the fair treatment of all people so that their needs can be met

I.CMU.1.C I can recognize places and opportunities in the community where I can use the target language

I.CMU.1.D I can understand and explain how people are connected through common experiences in the past and present

Lifelong Learning:

Students will show evidence of becoming lifelong language learners through multicultural awareness, global preparedness, and cognitive flexibility within all five domains

I.CMU.2.A I can identify career opportunities resulting from the use of world languages in a global society and understand the value of world languages outside those career opportunities

I.CMU.2.B I can identify examples of important contributions from other cultures in my own life

I.CMU.2.C I can identify elements of other cultures that demonstrate values similar to the ones demonstrated by our Catholic faith



Advanced

Learning



Communication

Interpretive:

Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language

Learning

COM.1.A I can read, recognize, and interpret level-appropriate vocabulary of the target language

AL.COM.1.B I can read, understand, and analyze complex paragraphs and simple passages in the target language

AL.COM.1.C I can understand, analyze, and appropriately respond to oral or written communication with multiple complex sentences in the target language

AL.COM.1.D I can use context and knowledge of previous vocabulary to define, learn, and utilize unknown words in the target language

AL.COM.1.E I can translate written material by identifying and applying patterns in sentence construction and using a bilingual dictionary

Interpersonal:

Students will converse; provide and obtain information; express feelings, emotions, and ideas; and exchange opinions in spoken and written conversations in the target language

Learning

A.COM.2.A I can synthesize and utilize knowledge of previous and newly acquired vocabulary in a wide variety of familiar and unfamiliar contexts

AL.COM.2.B I can use advanced grammatical concepts to enhance the expressed ideas in written and spoken sentences and paragraphs in the target language

AL.COM.2.C I can improvise logical, multi-sentence responses to a variety of familiar and unfamiliar situations in the target language

Presentational:	
Students will use the language to present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of topics orally	
Learning	
<p>AL.COM.3.A I can initiate and engage in improvised conversations consisting of complex sentences, phrases, and expressions,</p> <p>AL.COM.3.B I can present and defend information on a variety of topics to a diverse audience utilizing complex vocabulary and grammatical concepts to enhance the expressed ideas</p>	
Potential Level-Appropriate Vocabulary and Grammatical Concepts for Students	
Learning	
<ul style="list-style-type: none"> • Commands • Complex adjectives and adverbs • Conjugation and use of past, present, future tenses • Specialized vocabulary 	<ul style="list-style-type: none"> • Object pronouns • Comparatives/superlatives • Real-world issues, situations, and events

Cultures

Learning

Practices:

Students will use the language to investigate, explain, and reflect on the practices and perspectives of the cultures studied and the relationship between them

A.CUL.1.A I can use personal and real-world examples to defend the value of learning different languages and cultures

A.CUL.1.B I can understand the origins of and defend the value of the different perspectives that people of different cultures have

A.CUL.1.C I can use my understanding of a language and a culture to demonstrate flexibility and respect when interacting with members of another culture

Products:

Students will use the language to investigate, explain, and reflect on the products and perspectives of the cultures studied and the relationship between them

A.CUL.2.A I can analyze and interpret the perspectives of myths and folklore from the target culture, comparing and contrasting them with similar stories in other cultures and drawing connections between them and Catholic teaching

A.CUL.2.B I can interpret and defend the value displayed in works of art, music, and dance from other cultures

A.CUL.2.C I can produce significant and authentic cultural projects that demonstrate cultural sensitivity and appreciation

A.CUL.2.D I can identify, interpret, and analyze the value of representations of products of the target culture (currency, artifacts, manufactured goods, traditional dress, flags, maps, architecture)

Connections

Learning

Acquiring Information and Perspectives:

Students will build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively

A.CON.1.A I can analyze the similarities and differences in geographical features of various countries and explain how geography would have played a role in shaping the culture of those countries

A.CON.1.B I can analyze influences and contributions of agriculture, inventions, people, and societal structures in a culture and explain how the culture shaped and was shaped by those contributions

A.CON.1.C I can analyze and demonstrate information, skills, and concepts from other content areas in experiences related to the target language

A.CON.1.D I can explain how the elements of other content areas enhance my understanding of experiences related to the target language and vice versa

Making Connections:

Students will access and evaluate information and diverse perspectives that are uniquely available through the language and its cultures

A.CON.2.A I can research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its culture to understand and analyze their distinctive perspectives

A.CON.2.B I can appropriately use a variety of untranslatable words and phrases in conversation

CON.2.C I can understand ways Catholicism has influenced the target culture and the target culture has influence Catholicism

Comparisons

Learning

Language:

Students will investigate, explain, and reflect on the nature of language through comparisons of the target language, their own language or dialect, and other languages they know

A.COP.1.A I can analyze similarities and differences in grammar and vocabulary between the target language and English in order to explain the function of each element in both languages

A.COP.1.B I can analyze the similarities and differences between formal and informal requirements for language between the target language and my own language in order to enhance my communication in the target language

A.COP.1.C I can analyze similarities and differences in the sound and writing systems of the target language with my own language, including stress, intonation, sentence construction, and punctuation, in order to enhance my communication in the target language

A.COP.1.D I can recognize, utilize, and identify expressions that cannot be directly translated to or from the target language and investigate why a direct translation cannot exist

Cultural:

Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the studied cultures to their own culture, the host culture, or other cultures they know

A.COP.2.A I can demonstrate my appreciation for and understanding of a culture by explaining the aspects that make it unique and relating to the aspects of it that are similar to my own culture

A.COP.2.B I can recognize and examine the similarities and differences in people from different cultures and analyze the reasons why those similarities and differences exist

A.COP.2.C I can demonstrate and defend the ways we are called by our faith to value differences and seek common ground with people of various cultures and backgrounds

Community

Learning

School and Global Communities:

Students will use the language both within and beyond the school setting to interact, collaborate, and continue learning in their community and in the globalized world

A.CMU.1.A I can explore the lingual and cultural connections to a variety of complex concepts and skills from other disciplines

A.CMU.1.B I can practice cultural awareness and values of my Catholic faith by treating people who are different from me with respect, inclusion, and empathy

A.CMU.1.C I can take advantage of opportunities in my community to appropriately use the target language

A.CMU.1.D I can explore and adopt cultural practices that lead to the wellbeing and dignity of all God's creation

Lifelong Learning:

Students will show evidence of becoming lifelong language learners through multicultural awareness, global preparedness, and cognitive flexibility within all five domains

A.CMU.2.A I can identify career opportunities resulting from the use of world languages, understand the value of world languages outside those career opportunities, and explain how my own world language education will help me to participate in a globalized society

A.CMU.2.B I can identify positive examples of other cultures' influences on my own culture and how society has benefited from those influences

A.CMU.2.C I can demonstrate cultural awareness and flexibility by identifying and explaining how the practices and spirituality of other cultures and our Catholic faith intersect



Appendix



Guided Questions

Communication	Interpersonal Communication	<ul style="list-style-type: none"> • How can world languages and world language skills be applied in daily life and real-life experiences?
	Interpretive Communication	<ul style="list-style-type: none"> • What are the advantages of reading, writing, and understanding another language?
	Presentational Communication	<ul style="list-style-type: none"> • How does understanding a language enhance my ability to present ideas and information?
Culture	Cultural Practices	<ul style="list-style-type: none"> • How does my exposure to other cultures enhance the quality of my interactions with others and my understanding of my own culture?
	Cultural Products	<ul style="list-style-type: none"> • How do individuals of one culture contribute to creating a global, multi-cultural marketplace of ideas?
Connections	Acquiring Information and Perspectives	<ul style="list-style-type: none"> • What common experiences do all people share, regardless of culture, race, background, or perspective?
	Making Connections	<ul style="list-style-type: none"> • How does understanding unique perspectives affect my ability to grow, learn, and understand my own unique Catholic Identity?
Comparisons	Language Comparisons	<ul style="list-style-type: none"> • What makes a language unique, where do those differences stem from, and what can another language teach me about my own?
	Cultural Comparisons	<ul style="list-style-type: none"> • How does a culture develop, and what can be discovered by investigating a culture and its origins?
Community	School and Global Communities	<ul style="list-style-type: none"> • How does my understanding of another language and culture impact what I do beyond the walls of this classroom?
	Lifelong Learning	<ul style="list-style-type: none"> • What attitudes exist towards members of other cultures and speakers of other languages? • How can I exhibit compassion towards people whose language, race, culture, religion, or perspectives are different from my own?

References and Sources

Proficiency Range and Level Descriptions were adapted from the *World Languages Standards for California Public Schools: Kindergarten Through Grade Twelve*.

Five modules and domains were taken from The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.

Our eleven anchor standards were adapted from the *2018 AERO World Language Standards and Benchmarks*.

Several of our standards were adapted from the *2020 Colorado Academic Standards for World Languages*.

Technology-based Resources

The following are resources that at least one teacher in our district has implemented and recommended. However, they do not have any recommendation from the Archdiocese of Louisville.

[YouTube](#): Online video hosting site; contains videos about grammar and current events

[123TeachMe](#): Free Spanish lessons and resources

PowerPoint/[Google Slides](#): Create slideshows for presentations

[Duolingo](#): Free language learning web/mobile app featuring 30+ languages

[Google Classroom](#): Create “classes” to easily distribute assignments to your students

[Quizlet](#): Make and share printable or online quizzes

[Kahoot](#): Similar to Quizlet, but more game-focused

[Quizizz](#): Similar to Quizlet and Kahoot

[Edpuzzle](#): Take videos and embed questions into the video for students to answer at certain points throughout

[Señor Wooley](#): Fun/funny videos with songs and activities. Costs \$75 annually

[Grant Boulanger](#): Free rubrics for grading different types of projects. Also has purchasable products