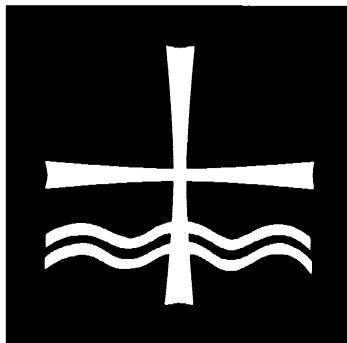


Archdiocese of Louisville

Foreign Language Curriculum Guide

August 2011



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Acknowledgements

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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 positive change and opportunities for growth 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 traditions of excellence in education and continuous progress for all learners will carry our students and schools proudly and securely into the future.

Thanks and recognition are extended to the following for giving their time and expertise to the success of this initiative. They are as follows:

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- Curriculum Coordinator – Karen O'Connell
- Office of Lifelong Formation and Education School Team – Judy Thomas, Donna Brown, and Terry Crawley
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Foundational Statements

Philosophy

The Foreign 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 foreign languages and cultures. This is accomplished through the study of communication, cultures, connections, comparisons, and communities.

The Foreign Language Curriculum Framework 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 Foreign Language Curriculum Framework encompasses listening, speaking, reading, and writing skills. It also engages students in interaction through meaningful cultural experiences. Foreign language education is comprehensive and applied.

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 foreign 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. Foreign 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. Foreign language encourages collaboration, communication, inquiry, discovery and wonder. By learning a new language, students are empowered to become active members of the global society.

Rationale

Introducing the study of a foreign language to students at an early age greatly increases the rate and accuracy of the natural acquisition of the language. The study of a foreign 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 that is constantly changing, it is imperative that students are linguistically and culturally educated.

A comprehensive and fully implemented foreign 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, e.g., development of cognitive skills, interpersonal skills, and multiple intelligences.
- enhances and extends Catholic Identity and values.
- establishes natural links to all other content areas and plays a vital role in enhancing student achievement.
- enhances basic literacy skills, including cultural literacy and literacy of non-verbal stimuli.
- enhances students' ability to interact in a foreign culture with poise and confidence.
- provides the foundation for further foreign 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.
- promotes appreciation and acceptance for diversity.

Purpose and Goals of the Foreign Language Curriculum Guide

The purpose of the *Archdiocese of Louisville Foreign Language Curriculum Guide* is to provide content guidelines to foreign 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 teaching techniques and 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. Professional development will be needed to assist teachers with the implementation of the Foreign Language Curriculum.

The goals of the *Archdiocese of Louisville Foreign 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 foreign language programs throughout the Archdiocese of Louisville
- to provide a connection with state and national standards
- to support the inclusion of a foreign language program
- to increase the awareness of language learning as an academic subject
- to promote formative and summative assessment of student learning
- to model effective communication, collaboration, and cooperation
- to promote a target language as it enhances the quality of human existence

Developing the Local School Program

Foreign language instruction is an integral component of a well-rounded education. An exemplary foreign language program should be comprehensive, inclusive, integrative, performance-based, and multicultural. It should also promote global awareness, employ technology, address diverse learning styles, and be socially relevant. Programs may vary based upon the availability of time and resources at the local level.

Foreign language teachers need to make choices and set priorities according to 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 foreign language projects to coordinate with specific classroom studies. The program can then be improved and supplemented in realistic increments. Any foreign language program, no matter how exemplary, should strive for ever greater excellence.

The Archdiocese of Louisville Foreign Language Curriculum Framework and Curriculum Guide will allow teachers to evaluate their programs and implement change as necessary to ensure academic consistency throughout the archdiocese.

Alignment with National Standards

The foreign language 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 foreign language learning demands that students be evaluated on their ability to achieve those standards. Foreign language teachers must know the standards, base their instruction on the standards, and assess the degree to which their students have demonstrated the standards.

Curriculum Framework

Foreign Language Curriculum Framework

Archdiocese of Louisville

The K-8 Foreign Language Curriculum in the Archdiocese of Louisville is standards and performance based. The curriculum is aligned with the *National Standards for Foreign Language Education*.

National Standards for Foreign Language Education

In 1993, an eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, was appointed to define content standards in foreign language education. The final document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, was first published in 1996. The new 3rd Edition *Standards for Foreign Language Learning* is now available.

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).

Adapted with permission from the American Council on the Teaching of Foreign Languages (ACTFL), Alexandria, VA.
Reprinted from: *Standards for Foreign Language Learning*.

National Standards for Foreign Language Learning

Communication – Communicate in Languages Other than English

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 1.3: 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.

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Communication Kindergarten		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • Why is it important to learn a foreign language? • What benefits are gained from learning a foreign language? • How can foreign language skills be used in daily life? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</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>	<ul style="list-style-type: none"> • Greetings and introductions • Manners • Colors • Numbers 1-10 • Days of the week • Months • Opposites • Body parts • Animals (cognates) • Family members • Food items • Likes and dislikes • Sound/letter association 	<p>Students will:</p> <ul style="list-style-type: none"> • respond logically to oral directions and questions • identify colors and match color names • state numbers in sequence • state days of the week and months of the year • identify the opposite of given words • identify basic body parts • identify animals and match cognates • distinguish members of immediate family • recognize basic food items • express likes and dislikes utilizing vocabulary • apply pre-reading skills • match written letter to corresponding sound

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Curriculum Framework
Foreign Language**

Cultures Kindergarten		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • Why is it important to learn about other cultures? • How does learning about other cultures help individuals become better people? • How are people from various cultures connected? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</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 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</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>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products in target culture • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<p>Students will:</p> <ul style="list-style-type: none"> • explore and compare basic cultural traditions, holidays, religion, and food with those of their own • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement)

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Curriculum Framework
Foreign Language**

Connections Kindergarten		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How can learning a foreign language help in other content areas? • How is learning a foreign language the same as learning in other content areas? • How is knowledge shared through language? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • relate the basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • 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)

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Comparisons Kindergarten		
Essential Understandings	Guided Questions	
<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 foreign 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? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<p>Students will:</p> <ul style="list-style-type: none"> • compare target language (cognates) with English • demonstrate knowledge of vocabulary through actions • identify universal aspects of cultures • identify aspects that are unique to a culture • investigate geographical features of various countries • recognize similarities and differences in people

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Communities Kindergarten		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • In what ways can an individual show that others are valuable members of the community? • Where are examples of foreign languages and cultures found within the community? • How will learning a foreign language provide benefits in the future? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 	<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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Communication Grade One		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • Why is it important to learn a foreign language? • What benefits are gained from learning a foreign language? • How can foreign language skills be used in daily life? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <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 1.12 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>	<ul style="list-style-type: none"> • Greetings, introductions, and polite expressions • Classroom directions and objects • Needs and wants • Colors • Numbers 1-20 • Calendar vocabulary • Seasons/weather • Alphabet • Sound/letter association, including vowels • Body parts • Items of clothing 	<p>Students will:</p> <ul style="list-style-type: none"> • recall vocabulary and respond logically to oral directions and questions • respond logically to oral directions • identify classroom objects • express needs and wants • read and write color words • count from 1-20 • arrange numbers in sequence • identify calendar vocabulary • show understanding of various weather conditions • apply pre-reading skills • read and write simple words • label and identify body parts • name various items of clothing

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<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>	<ul style="list-style-type: none"> • Family members • Animals • Likes and dislikes • Food items • Sports • Transportation • Feelings and emotions • Opposites 	<ul style="list-style-type: none"> • recognize names for family members • identify animals and match cognates • categorize likes and dislikes through vocabulary terms • identify names of various food items • show understanding of vocabulary • identify and categorize types of transportation • demonstrate understanding of various feelings and emotions • demonstrate understanding of opposites
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Cultures Grade One		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • Why is it important to learn about other cultures? • How does learning about other cultures help individuals become better people? • How are people from various cultures connected? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</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>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products in target culture • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<p>Students will:</p> <ul style="list-style-type: none"> • explore and compare basic cultural traditions, holidays, religion, and food with those of their own • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement)

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Connections Grade One		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How can learning a foreign language help in other content areas? • How is learning a foreign language the same as learning in other content areas? • How is knowledge shared through language? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • relate the basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • 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)

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Comparisons Grade One		
Essential Understandings	Guided Questions	
<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 foreign 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? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 	<p>Students will:</p> <ul style="list-style-type: none"> • compare target language (cognates) with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through actions • identify universal aspects of cultures • identify aspects that are unique to a culture • investigate geographical features of various countries • recognize similarities and differences in people

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Communities Grade One		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • In what ways can an individual show that others are valuable members of the community? • Where are examples of foreign languages and cultures found within the community? • How will learning a foreign language provide benefits in the future? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 	<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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Communication Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • Why is it important to learn a foreign language? • What benefits are gained from learning a foreign language? • How can foreign language skills be used in daily life? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <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 1.12 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>	<ul style="list-style-type: none"> • Greetings, introductions, and polite expressions • Classroom directions • Basic needs • Colors • Numbers 1-60 • Calendar vocabulary • Seasons/weather • Alphabet • Sound/letter association, including vowels • Body parts • Items of clothing 	<p>Students will:</p> <ul style="list-style-type: none"> • recall vocabulary and respond logically to oral directions and questions • respond logically to oral directions • express needs and wants • read and write color words • count from 1-60 • arrange numbers in sequence • identify calendar vocabulary • recognize various weather conditions • apply phonetic skills • read and write simple words and common expressions • label and identify body parts • name and categorize various items of clothing

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<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>	<ul style="list-style-type: none"> • Family members • Animals • Food items • Places in the community • Occupations • Feelings and emotions • Opposites 	<ul style="list-style-type: none"> • recognize names for immediate and extended family members • identify animals and their habitats • identify and categorize various food items • name types of buildings and places within a community • identify different occupations and the places of work within a community • demonstrate understanding of various feelings and emotions in particular situations • identify and use opposites
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Curriculum Framework
Foreign Language**

Cultures Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • Why is it important to learn about other cultures? • How does learning about other cultures help individuals to be better people? • How are people from various cultures connected? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.24 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 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</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>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products in target culture • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<p>Students will:</p> <ul style="list-style-type: none"> • explore and compare cultural traditions, holidays, religion, and food with those of their own • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement)

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Connections Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How can learning a foreign language help in other content areas? • How is learning a foreign language the same as learning in other content areas? • How is knowledge shared through language? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., sound/letter association, vocabulary, speech patterns) • math (e.g., numbers, equations) • 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, sports)

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Comparisons Grade Two		
Essential Understandings	Guided Questions	
<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 foreign 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? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 	<p>Students will:</p> <ul style="list-style-type: none"> • compare target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through actions • identify universal aspects of cultures • identify aspects that are unique to a culture • investigate geographical features of various countries • recognize similarities and differences in people

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Communities Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • In what ways can an individual show that others are valuable members of the community? • Where are examples of foreign languages and cultures found within the community? • How will learning a foreign language provide benefits in the future? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 	<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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Communication Grade Three		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • What is the value of learning a foreign language? • What advantages are acquired through learning a foreign language? • How are foreign language skills applied to daily life? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, 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 1.3 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 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<ul style="list-style-type: none"> • Greetings, introductions, and polite expressions • Numbers 1-100 • Telling time • Sound/letter association, including vowels • Simple sentence structure • Gender agreement • Number agreement • Definite and indefinite articles • Adjectives • Infinitives 	<p>Students will:</p> <ul style="list-style-type: none"> • recall vocabulary and respond logically to oral directions and questions • count from 1-100 • arrange numbers in sequence • tell time to the hour and half hour • apply phonetic skills • read and write simple words and common expressions • compose simple sentences • express simple ideas both orally and in writing • identify regular gender of nouns • identify and make plurals • show understanding of definite and indefinite articles • recognize proper placement of adjectives • recognize infinitives

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<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>	<ul style="list-style-type: none"> • Birthdays and holidays • Seasons and weather • Body parts • Items of clothing • Family members • Animals • Food items • Places in the community • Occupations • Feelings and emotions 	<ul style="list-style-type: none"> • recall vocabulary for specific dates • recognize various weather conditions • apply vocabulary of body parts in different contexts • describe various items of clothing (e.g., color, size, texture) • utilize terms for immediate and extended family members • describe family members (e.g., physical characteristics, age) • classify and describe animals and their habitats • classify and describe various food items • locate buildings and places within a community • identify different occupations and places of work within a community • demonstrate understanding of various feelings and emotions in particular situations
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Foreign Language**

Cultures Grade Three		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • What is the importance of learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • How does exposure to other cultures increase the understanding of connections between people? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.24 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 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</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>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<p>Students will:</p> <ul style="list-style-type: none"> • explore and understand cultural traditions, holidays, religion, and food • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in simple conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)

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Connections Grade Three		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How is learning in various content areas enhanced through understanding of a foreign language? • Which skills are learned in other content areas that are also learned in foreign language? • How does language enhance the sharing of knowledge? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and adequately.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., sound/letter association, parts of speech, vocabulary, speech patterns) • math (e.g., numbers, equations, 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, sports)

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Comparisons Grade Three		
Essential Understandings	Guided Questions	
<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 foreign language. 	<ul style="list-style-type: none"> • What can be discovered through the investigation of other cultures? • What common experiences do all people share? • How are languages similar? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<p>Students will:</p> <ul style="list-style-type: none"> • compare target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast universal and unique aspects of cultures • demonstrate knowledge of geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity

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Communities Grade Three		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools they will use beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • In what ways does learning a foreign language promote cultural acceptance? • How are languages used within the community? • What advantages are gained through the knowledge of foreign languages? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Possible career options that use a foreign language 	<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 • identify and determine benefits of the use of foreign languages in various occupations

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Communication Grade Four		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • What is the value of learning a foreign language? • What advantages are acquired through learning a foreign language? • How are foreign language skills applied to daily life? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, 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 1.3 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 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Seasons and weather • Items of clothing • Food items • Occupations • Feelings and emotions • Basic needs • Rooms in a house • Household items • Numbers, counting by hundreds • Telling time • Bilingual dictionary • Sound/letter association, including vowels 	<p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • identify various rooms in a house • locate household items by appropriate room • apply vocabulary in different contexts • recognize numbers in random order from 1-500 • arrange numbers in sequence • count by hundreds to 500 • tell time to the hour, half hour, minute, minutes before and after • understand the structure of a bilingual dictionary • apply phonetic skills

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<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 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> • Simple sentence structure • Gender and number agreement • Definite and indefinite articles • Adjectives • Subject pronouns • Infinitives • Regular, present tense verbs • Commonly used expressions with irregular verbs • Interrogatives 	<ul style="list-style-type: none"> • read, write, and orally express simple sentences and common expressions • identify regular gender of nouns • identify and make plurals • show understanding of definite and indefinite articles • recognize proper placement of adjectives • demonstrate understanding of subject pronouns • recognize infinitives • recognize regular, present tense verbs • apply concepts of irregular verbs and commonly used expressions • identify and use interrogatives
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Cultures Grade Four		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • What is the importance of learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • How does exposure to other cultures increase the understanding of connections between people? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</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 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<p>Students will:</p> <ul style="list-style-type: none"> • explore and understand cultural traditions, holidays, religion, and food • define differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in simple conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)

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Connections Grade Four		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How is learning in various content areas enhanced through understanding of a foreign language? • Which skills are learned in other content areas that are also learned in a foreign language? • How does language enhance the sharing of knowledge? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and adequately.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., sound/letter association, parts of speech, vocabulary, speech patterns, dictionary skills) • math (e.g., numbers, equations, 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, sports)

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Comparisons Grade Four		
Essential Understandings	Guided Questions	
<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 foreign language. 	<ul style="list-style-type: none"> • What can be discovered through the investigation of other cultures? • What common experiences do all people share? • How are languages similar? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast universal and unique aspects of cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity

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Communities Grade Four		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools they will use beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • In what ways does learning a foreign language promote cultural acceptance? • How are languages used within the community? • What advantages are gained through the knowledge of foreign languages? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Possible career options that use a foreign language 	<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 • demonstrate an appreciation for cultural diversity • identify and determine benefits of the use of foreign languages in various occupations

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Communication Grade Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • What is the value of learning a foreign language? • What advantages are acquired through learning a foreign language? • How can we apply foreign language skills to daily life? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, 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 1.3 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 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Class subjects • Numbers 1-1,000 • Tell time • Use of bilingual dictionary • Gender and number agreement • Definite and indefinite articles • Subject pronouns • Regular, present tense verbs • Irregular verbs 	<p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • translate single words, phrases, and sentences • recognize numbers in random order from 1-1,000 • arrange numbers in sequence • count by hundreds to 1,000 • tell time to the hour, half hour, minute, minutes before and after, time of day • utilize a bilingual dictionary • read, write, and orally express simple sentences and common expressions • apply concept of subject pronouns • show understanding of proper noun/verb agreement for regular, present tense verbs • apply concepts of irregular verbs and commonly used expressions

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

<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 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> • Sentences using conjunctions • Interrogatives • Adjectives • Personal descriptions • Nationalities • Locations using prepositions • States of being 	<ul style="list-style-type: none"> • utilize conjunctions to construct sentences • identify and use interrogatives for asking and responding to questions • recognize and properly use adjectives • describe self and others using personal descriptions • identify nationality of self and others • describe location of various items using prepositions • express physical and emotional condition of individuals
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Cultures Grade Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • What is the importance of learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • How does exposure to other cultures increase the understanding of connections between people? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</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 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<p>Students will:</p> <ul style="list-style-type: none"> • explore and understand cultural traditions, holidays, religion, and food • define differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Connections Grade Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How is learning in various content areas enhanced through understanding of a foreign language? • Which skills are learned in other content areas that are also learned in a foreign language? • How does language enhance the sharing of knowledge? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and adequately.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills) • math (e.g., numbers, equations, 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, sports)

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Comparisons Grade Five		
Essential Understandings	Guided Questions	
<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 foreign language. 	<ul style="list-style-type: none"> • What can be discovered through the investigation of other cultures? • What common experiences do all people share? • How are languages similar? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast universal and unique aspects of cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Communities Grade Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • In what ways does learning a foreign language promote cultural acceptance? • How are languages and cultures used within the community? • What advantages are gained through the knowledge of foreign languages? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Possible career options that use a foreign language 	<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 • demonstrate an appreciation for cultural diversity • identify and determine benefits of the use of foreign languages in various occupations

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Communication Grade Six		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language impacts the individual's future success. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • What is the significance of learning a foreign language? • How does learning a language impact future success? • How are foreign language skills applied to real-life experiences? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, 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 1.3 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 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<ul style="list-style-type: none"> • Vocabulary • Ordinal numbers • Sentences using conjunctions and prepositions • Gender and number agreement • Regular and irregular verbs • Negatives • Adjectives • Adverbs • Interrogatives 	<p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • translate single words, phrases, sentences, and stories • recognize vocabulary and position of ordinal numbers • read, write, and orally express sentences and common expressions • utilize conjunctions to construct sentences • describe location of items using prepositions • show understanding of proper noun/verb agreement for regular and irregular, present tense verbs • identify irregular verbs and commonly used expressions • create sentences in negative form • recognize and properly use adjectives • recognize and use adverbs • apply interrogatives when asking and responding to questions

Archdiocese of Louisville Curriculum Framework Foreign Language

<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 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> • Likes and dislikes • Personal descriptions • States of being • Pastimes and activities • Future plans and destinations 	<ul style="list-style-type: none"> • express likes and dislikes • describe self and others using personal descriptions • express physical and emotional condition of individuals • describe pastimes and activities • express ideas in future tense
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Cultures Grade Six		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • What advantages are gained from learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • What insights are gained by studying other cultures? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</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 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<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) • demonstrate flexibility for multiple perspectives • identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people, societal structures) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • analyze myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Connections Grade Six		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How is knowledge in other content areas improved through learning a foreign language? • How does the acquisition of a foreign language deepen the sharing of knowledge? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</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 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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>	<ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • explore the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places) • language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills, research) • math (e.g., cardinal numbers, ordinal numbers, equations, telling time, calendar, temperature) • science (e.g., weather, seasons, food, agriculture, nutrition) • social studies (e.g., traditions, holidays, geography, currency, clothing, nationalities, recipes) • visual arts (e.g., folk art, crafts, artifacts, artists, architecture) • music/performing arts (e.g., songs, composers, instruments, dance, musical artists) • physical education (e.g., movement, health, sports)

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Comparisons Grade Six		
Essential Understandings	Guided Questions	
<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 foreign language. 	<ul style="list-style-type: none"> • What insights are gained through the exploration of multiple cultures? • What is unique and what is universal across all cultures? • How do language patterns simplify learning? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<p>Students will:</p> <ul style="list-style-type: none"> • analyze similarities and differences between target language and English • identify and apply patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Communities Grade Six		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of languages and culture can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • How can cultural diversity be embraced? • Why is cultural diversity important in every community? • How does learning a foreign language enhance future success? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Possible career options that use a foreign language • Role of languages in a global society 	<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 flexibility when interacting with people of different cultural backgrounds • understand unique career opportunities resulting from bilingual and bi-cultural knowledge and skills • identify and determine benefits of the use of foreign languages in a global society

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Communication Grade Seven		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language impacts the individual's future success. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • What is the significance of learning a foreign language? • How does learning a language impact future success? • How are foreign language skills applied to real-life experiences? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, 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 1.3 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 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Real-life vocabulary (e.g., shopping, traveling, dining) • Illness and injuries • Environment and nature • Paragraphs <ul style="list-style-type: none"> • Gender and number agreement • Adverbs • Negatives • Interrogatives • Comparatives and superlatives • Verbs <ul style="list-style-type: none"> • Regular and irregular verbs • Present progressive tense • Reflexive verbs • Past tense • Future tense (Ir) 	<p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • respond logically using target language • read, write, and orally express sentences and common expressions • translate written material • apply grammatical concepts to express ideas • show understanding of proper noun/verb agreement for regular and irregular, present, present progressive, reflexive, past, and future tense verbs

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

<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 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p>		
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Cultures Grade Seven		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • What advantages are gained from learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • What insights are gained by studying other cultures? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</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 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<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) • demonstrate flexibility for multiple perspectives • identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress) • analyze influences and contributions (e.g., agriculture, inventions, people, societal structures) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • analyze myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Connections Grade Seven		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How is knowledge in other content areas improved through learning a foreign language? • How does the acquisition of a foreign language deepen the sharing of knowledge? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</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 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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>	<ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • explore the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places) • language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills, research) • math (e.g., monetary values, conversions, cardinal numbers, ordinal numbers, equations) • science (e.g., weather, food, agriculture, nutrition, temperature, forecasts) • social studies (e.g., traditions, holidays, geography, currency, clothing, recipes, natural phenomenon) • visual arts (e.g., folk art, crafts, artifacts, artists, architecture) • music/performing arts (e.g., songs, composers, instruments, dance, musical artists) • physical education (e.g., movement, health, sports)

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Comparisons Grade Seven		
Essential Understandings	Guided Questions	
<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 foreign language. 	<ul style="list-style-type: none"> • What insights are gained through the exploration of multiple cultures? • What is unique and what is universal across all cultures? • How do language patterns simplify learning? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate similarities and differences between target language and English • identify and apply patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity

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Foreign Language**

Communities Grade Seven		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • How can cultural diversity be embraced? • Why is cultural diversity important in every community? • How does learning a foreign language enhance future success? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Possible career options that use a foreign language • Role of languages in a global society 	<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 flexibility when interacting with people of different cultural backgrounds • understand unique career opportunities resulting from bilingual and bi-cultural knowledge and skills • identify and determine benefits of the use of foreign languages in a global society

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Communication Grade Eight		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language impacts the individual's future success. • Learning a foreign language enables students to communicate with people of other cultures. 	<ul style="list-style-type: none"> • What is the significance of learning a foreign language? • How does learning a language impact future success? • How are foreign language skills applied to real-life experiences? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, 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 1.3 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 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Real-life vocabulary (e.g., shopping, traveling, dining, environment, nature) • Illness and injuries • Environment and nature • Current events • Paragraphs <ul style="list-style-type: none"> • Gender and number agreement • Adverbs • Negatives • Interrogatives • Comparatives and superlatives • Demonstrative adjectives • Direct and indirect objects • Verbs <ul style="list-style-type: none"> • Regular and irregular verbs • Present progressive tense, including irregular verbs • Reflexive verbs 	<p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • respond logically using target language • read, write, and orally express sentences and common expressions • translate and interpret written material • apply grammatical concepts to express ideas • show understanding of proper noun/verb agreement for regular and irregular, present, present progressive, reflexive, past, and future tense verbs • utilize various verb tenses in speaking and writing

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<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 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> • Past tense • Future tense (Ir) • Formal regular and irregular commands 	
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Cultures Grade Eight		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. 	<ul style="list-style-type: none"> • What advantages are gained from learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • What insights are gained by studying other cultures? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</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 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture 	<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) • demonstrate flexibility for multiple perspectives • identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress) • analyze influences and contributions (e.g., agriculture, inventions, people, societal structures) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • analyze myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)

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Connections Grade Eight		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. 	<ul style="list-style-type: none"> • How is knowledge in other content areas improved through learning a foreign language? • How does the acquisition of a foreign language deepen the sharing of knowledge? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</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 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <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>	<ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education 	<p>Students will:</p> <ul style="list-style-type: none"> • explore the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places) • language arts (e.g., listening, speaking, reading and writing skills, storytelling, parts of speech, vocabulary, speech patterns, dictionary skills, research) • math (e.g., monetary values, conversions, cardinal numbers, ordinal numbers, equations) • science (e.g., weather, food, agriculture, nutrition, temperature, forecasts) • social studies (e.g., traditions, holidays, geography, currency, clothing, recipes, natural phenomenon, current events) • visual arts (e.g., folk art, crafts, artifacts, artists, architecture) • music/performing arts (e.g., songs, composers, instruments, dance, musical artists) • physical education (e.g., movement, health, sports)

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Comparisons Grade Eight		
Essential Understandings	Guided Questions	
<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 foreign language. 	<ul style="list-style-type: none"> • What insights are gained through the exploration of multiple cultures? • What is unique and what is universal across all cultures? • How do language patterns simplify learning? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples 	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate similarities and differences between target language and English • identify and apply patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • demonstrate flexibility for multiple perspectives • describe similarities and differences in geographical features of various countries • examine similarities and differences in people • develop an appreciation for cultural diversity

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Communities Grade Eight		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. 	<ul style="list-style-type: none"> • How can cultural diversity be embraced? • Why is cultural diversity important in every community? • How does learning a foreign language enhance future success? 	
Academic Expectations	Content Guidelines	Performance Standards
<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 • Possible career options that use a foreign language • Role of languages in a global society 	<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 flexibility when interacting with people of different cultural backgrounds • evaluate personal talents and skills in light of career opportunities resulting from bilingual and bi-cultural knowledge and skills • internalize the use of foreign languages in a global society

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Suggested Applications for Technology and Library Media

Reinforce core content through the use of:

- Software
- Web pages
- Word processing documents
- Computer
- Digital camera and document camera
- Multimedia projects
- Interactive whiteboard
- Student response systems
- Video equipment
- Audio equipment
- Scanners
- Video conferencing equipment
- Skype
- Interactive Software
- Wikis
- Blogs

Include multimedia resources:

- Internet websites
- DVDs
- CDs

Incorporate a variety of print materials:

- Books (including picture books)
- Charts
- Magazines
- Dictionaries
- Maps
- Newsprint
- Encyclopedias
- Almanacs
- Reference tools

Include multimedia presentations:

- PowerPoint
- Slide shows
- Brochures
- Prezi

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Examples of Formative and Summative Assessment

Anchor activities
Anecdotal records
Art, dance, and music performances
Brochures
Collages and posters
Debates
Diagrams
Dramatizations
Entrance and exit slips
File folder games
Graphic organizers
Group projects and presentations
Interviews
K-W-L chart
Maps and drawings
Mobiles
Models

Multiple choice assessments
Observations
Oral presentations
Oral response
PowerPoint presentations
Pre- and post-assessments
Real-life task performances
Self-evaluation
Slide show presentations
Songs
Student created questions, tests, and quizzes
Student taught lessons
Summaries
Teacher created/book generated tests and quizzes
Video productions
Web pages
Writing

Adaptations

Adaptations

It is essential that all teachers are familiar with the 504 plans and school strategy plans (SSP) in order to help each student achieve personal goals. Appropriate accommodations/modifications should be made in the foreign language class.

Strategies, including but not limited to the following, can be used in a foreign language program to support a variety of learning styles and student needs:

- Provide orderly classroom design
- Provide preferential seating
- Use a variety of teaching methods
- Show examples
- Give demonstrations
- Use graphic organizers and visuals
- Provide rubrics or written objectives
- Inform students about time limits and provide students with extra time
- Make use of student helpers
- Introduce concepts and materials at an appropriate pace
- Break down more difficult projects into smaller sections
- Provide notes and study guides
- Differentiate instruction and expectations
- Incorporate the use of alternative assessment
- Utilize resources such as commercially-made materials

Assessment

Philosophy of Assessment

Assessment, by definition, is a process of gathering information about student achievement in a specified academic area. A multi-faceted system of assessment (formative and summative) is used for a variety of purposes. Assessment guides instruction, gauges movement toward learning goals, determines next steps, and allows for communication.

In-depth involvement of student and teacher in the learning process is imperative. Most behaviors associated with foreign language instruction can be measured, sometimes using a numerical scale, sometimes using observational analysis, and always with the informed and critical professional judgment of the teacher who is at the heart of the formal learning process.

Assessment:

- reflects the learning goals of the Foreign Language Curriculum
- guides instruction and choice of teaching strategies
- focuses student learning
- provides feedback regarding knowledge and skills
- provides evidence of student growth and progress
- communicates learning to a variety of audiences – students, parents, other teachers, and administrators
- validates the program

Scoring Guides and Rubrics

Rubrics are effective assessment tools in the foreign language classroom. Rubrics are scoring guides that state the criteria used to measure student performance. They address all important criteria.

When writing a rubric, start by identifying and writing the components for the desired level of performance. Most rubrics contain four to six levels of performance. The levels of the rubric should be graduated between the upper and lower levels to the degree that a distinct difference between levels could be determined.

Scoring rubrics are very effective in communicating and evaluating important components that are emphasized in the curriculum and during instruction. The rubrics provide information to students about how to improve understanding and performance, rather than just reporting errors.

Many alternative assessments require elements of critical thinking, problem solving, and writing competencies, so it is important to be aware of inclusion issues and to provide opportunities for **all** students to learn. In addition, alternative assessments are, many times, used for long term or group projects in which the teacher is placed in the role of facilitator rather than deliverer of knowledge.

A balanced assessment approach that includes alternative assessments should support instructional objectives, determine how the assessment results will be utilized, and create a motivational learning environment for **all** students.

A rubric should be:

- shared with students in advance
- clearly communicated and understood by the students
- used by students as they work
- used by students to self-assess

Glossary of Assessment Terms

Holistic Assessment System – a multi-faceted system of assessment based upon the needs of the learner in regard to readiness, learning styles, and interests. It is essential that students are given multiple avenues for demonstrating proficiency.

Formative Assessment – an evaluation of progress conducted throughout the learning and creating process. Formative assessment helps students see their own strengths and weaknesses and enables them to determine their paths to success. It provides students with timely feedback so that they can improve the quality of their work. It allows students to gauge progress toward personal and academic goals. It also provides teachers and parents with valuable information regarding student progress. It informs instructional decisions.

Summative Assessment – assessment that takes place after instruction to determine if the anticipated learning has occurred. It is evaluative in nature. Summative assessment encourages students to meet academic standards and validates their readiness to proceed. It enables teachers to evaluate the effectiveness of their instruction. It provides information to appropriate individuals and supports grading.

Performance (or Authentic) Assessments – a process or product that allows the student to demonstrate knowledge or skills and is assessed through observation and judgment. Rubrics with clearly defined learning criteria should accompany performance assessments when appropriate and should be shared with students prior to the actual learning.

For the Archdiocese of Louisville philosophy of assessment and more complete information regarding the various facets of assessment, refer to the Archdiocese of Louisville Curriculum Handbook, Section III.

Appendix

Copyright Issues

As the world becomes more visual and technology more available, copyright issues are of increasing concern in the foreign language classroom. Due to the fact that some reproductions are controlled by the copyright owner, the following guidelines will help the teacher navigate through these issues, therefore leading the students by example.

Fair Use

In the classroom, one of the most relevant issues facing teachers and students is the area of copyright and Fair Use. The law sets four criteria for determining whether unauthorized use of copyrighted materials can be considered “fair”:

1. Is the material being used for commercial or for nonprofit educational purposes?
2. Is the material merely factual or a work of talent and imagination? Is the material outdated or still available?
3. What proportion of the material is being copied?
4. What is the effect on the potential market value of the material?

All four of these criteria must be considered before unauthorized use of a copyrighted work can be considered “fair.”

Public Domain

Public domain is intellectual property that is not under the control of anyone and is freely available for use. It includes materials created before 1923, some works created between 1923 and 1978 that lack a valid copyright notice or a formal copyright renewal and are considered the public domain, and the works of the U.S. government.

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