

# **Foreign Language Curriculum Framework**

# FOREIGN LANGUAGE PHILOSOPHY/RATIONALE AND THE CURRICULUM GUIDE

## Philosophy/Rationale

Catholic schools believe that each person is created in God's image as unique and loveable. By learning a foreign language and about various cultures, we honor the diversity that God has created. Through communication with people from different cultures, students gain self-awareness, self-expression, and well being. The Foreign Language Curriculum fosters a cross-curricular approach that allows all students to reach their fullest potential in all areas of human development – spiritual, intellectual, physical, social, and emotional. 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 learning encourages collaboration, communication, inquiry, discovery, and wonder. By learning a new language, students are heading toward a future that will allow them to become more connected to the global society.

## Curriculum Guide

In 2005, the *Archdiocese of Louisville Foreign Language Curriculum Guide* was developed and introduced. It was revised in 2011. The guide is based upon the latest research and best practices, was written by experienced and successful foreign language teachers within the archdiocese, and is aligned with National Standards for Foreign Language Education from the American Council on the Teaching of Foreign Languages (ACTFL).

The guide contains five goal areas that encompass all reasons for foreign language education and are as follow:

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

The guide also includes assessment information, a variety of contacts and resources, and a glossary to support teachers at all levels of expertise with the implementation of the local foreign language curriculum.

Each elementary school received copies of the guide. If a school does not have a full time/part time foreign language teacher and the foreign language curriculum is taught in the regular classroom, teachers should have copies of the curriculum framework and access to the curriculum guide to assist them with implementation of the foreign language curriculum.

Copies of the Archdiocese of Louisville Foreign Language Curriculum Framework and Curriculum Guide can also be found on the Archdiocese of Louisville website, [www.archlou.org](http://www.archlou.org).

# 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 21<sup>st</sup> Century*, was first published in 1996. The new 3<sup>rd</sup> 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**

<b>Communication Kindergarten</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language is a gratifying experience.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to learn a foreign language?</li> <li>• What benefits are gained from learning a foreign language?</li> <li>• How can foreign language skills be used in daily life?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Manners</li> <li>• Colors</li> <li>• Numbers 1-10</li> <li>• Days of the week</li> <li>• Months</li> <li>• Opposites</li> <li>• Body parts</li> <li>• Animals (cognates)</li> <li>• Family members</li> <li>• Food items</li> <li>• Likes and dislikes</li> <li>• Sound/letter association</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• respond logically to oral directions and questions</li> <li>• identify colors and match color names</li> <li>• state numbers in sequence</li> <li>• state days of the week and months of the year</li> <li>• identify the opposite of given words</li> <li>• identify basic body parts</li> <li>• identify animals and match cognates</li> <li>• distinguish members of immediate family</li> <li>• recognize basic food items</li> <li>• express likes and dislikes utilizing vocabulary</li> <li>• apply pre-reading skills</li> <li>• match written letter to corresponding sound</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Kindergarten</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to learn about other cultures?</li> <li>• How does learning about other cultures help individuals become better people?</li> <li>• How are people from various cultures connected?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products in target culture</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and compare basic cultural traditions, holidays, religion, and food with those of their own</li> <li>• discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• investigate influences (e.g., agriculture, inventions, people)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• explore myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Kindergarten</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enhances learning in other content areas.</li> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How can learning a foreign language help in other content areas?</li> <li>• How is learning a foreign language the same as learning in other content areas?</li> <li>• How is knowledge shared through language?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.13</b> Students make sense of ideas and communicate ideas with visual arts.</p> <p><b>Academic Expectation 1.14</b> Students make sense of ideas and communicate with music.</p> <p><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p><b>Academic Expectation 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Music/Performing Arts</li> <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• relate the basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols)</li> <li>• language arts (e.g., vocabulary, speech patterns)</li> <li>• math (e.g., numbers, shapes)</li> <li>• science (e.g., body parts, animals, food, agriculture)</li> <li>• social studies (e.g., traditions, holidays, maps, currency)</li> <li>• visual arts (e.g., folk art, crafts, artifacts)</li> <li>• music/performing arts (e.g., songs, instruments, dance)</li> <li>• physical education (e.g., movement, health)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Kindergarten</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• How are we similar to and different from people throughout the world?</li> <li>• How are our experiences the same as, or different from, those of other cultures?</li> <li>• How is our language similar to other languages?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare target language (cognates) with English</li> <li>• demonstrate knowledge of vocabulary through actions</li> <li>• identify universal aspects of cultures</li> <li>• identify aspects that are unique to a culture</li> <li>• investigate geographical features of various countries</li> <li>• recognize similarities and differences in people</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Kindergarten</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools that will be used beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways can an individual show that others are valuable members of the community?</li> <li>• Where are examples of foreign languages and cultures found within the community?</li> <li>• How will learning a foreign language provide benefits in the future?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interact with heritage speakers using target language</li> <li>• recognize the presence of target culture throughout the community</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade One</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language is a gratifying experience.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to learn a foreign language?</li> <li>• What benefits are gained from learning a foreign language?</li> <li>• How can foreign language skills be used in daily life?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p>	<ul style="list-style-type: none"> <li>• Greetings, introductions, and polite expressions</li> <li>• Classroom directions and objects</li> <li>• Needs and wants</li> <li>• Colors</li> <li>• Numbers 1-20</li> <li>• Calendar vocabulary</li> <li>• Seasons/weather</li> <li>• Alphabet</li> <li>• Sound/letter association, including vowels</li> <li>• Body parts</li> <li>• Items of clothing</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recall vocabulary and respond logically to oral directions and questions</li> <li>• respond logically to oral directions</li> <li>• identify classroom objects</li> <li>• express needs and wants</li> <li>• read and write color words</li> <li>• count from 1-20</li> <li>• arrange numbers in sequence</li> <li>• identify calendar vocabulary</li> <li>• show understanding of various weather conditions</li> <li>• apply pre-reading skills</li> <li>• read and write simple words</li> <li>• label and identify body parts</li> <li>• name various items of clothing</li> <li>• recognize names for family members</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Animals</li> <li>• Likes and dislikes</li> <li>• Food items</li> <li>• Sports</li> <li>• Transportation</li> <li>• Feelings and emotions</li> <li>• Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• identify animals and match cognates</li> <li>• categorize likes and dislikes through vocabulary terms</li> <li>• identify names of various food items</li> <li>• show understanding of vocabulary</li> <li>• identify and categorize types of transportation</li> <li>• demonstrate understanding of various feelings and emotions</li> <li>• demonstrate understanding of opposites</li> </ul>
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade One</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to learn about other cultures?</li> <li>• How does learning about other cultures help individuals become better people?</li> <li>• How are people from various cultures connected?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products in target culture</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and compare basic cultural traditions, holidays, religion, and food with those of their own</li> <li>• discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• investigate influences (e.g., agriculture, inventions, people)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• explore myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade One</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enhances learning in other content areas.</li> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How can learning a foreign language help in other content areas?</li> <li>• How is learning a foreign language the same as learning in other content areas?</li> <li>• How is knowledge shared through language?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.13</b> Students make sense of ideas and communicate ideas with visual arts.</p> <p><b>Academic Expectation 1.14</b> Students make sense of ideas and communicate with music.</p> <p><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p><b>Academic Expectation 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Music/Performing Arts</li> <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• relate the basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols)</li> <li>• language arts (e.g., sound/letter association, vocabulary, speech patterns)</li> <li>• math (e.g., numbers, shapes)</li> <li>• science (e.g., weather, body parts, animals, food, agriculture)</li> <li>• social studies (e.g., traditions, holidays, maps, currency, transportation)</li> <li>• visual arts (e.g., folk art, crafts, artifacts)</li> <li>• music/performing arts (e.g., songs, instruments, dance)</li> <li>• physical education (e.g., movement, health)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade One</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• How are we similar to and different from people throughout the world?</li> <li>• How are our experiences the same as, or different from, those of other cultures?</li> <li>• How is our language similar to other languages?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare target language (cognates) with English</li> <li>• identify patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through actions</li> <li>• identify universal aspects of cultures</li> <li>• identify aspects that are unique to a culture</li> <li>• investigate geographical features of various countries</li> <li>• recognize similarities and differences in people</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade One</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools that will be used beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways can an individual show that others are valuable members of the community?</li> <li>• Where are examples of foreign languages and cultures found within the community?</li> <li>• How will learning a foreign language provide benefits in the future?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interact with heritage speakers using target language</li> <li>• recognize the presence of target culture throughout the community</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade Two</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language is a gratifying experience.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to learn a foreign language?</li> <li>• What benefits are gained from learning a foreign language?</li> <li>• How can foreign language skills be used in daily life?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p>	<ul style="list-style-type: none"> <li>• Greetings, introductions, and polite expressions</li> <li>• Classroom directions</li> <li>• Basic needs</li> <li>• Colors</li> <li>• Numbers 1-60</li> <li>• Calendar vocabulary</li> <li>• Seasons/weather</li> <li>• Alphabet</li> <li>• Sound/letter association, including vowels</li> <li>• Body parts</li> <li>• Items of clothing</li> <li>• Family members</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recall vocabulary and respond logically to oral directions and questions</li> <li>• respond logically to oral directions</li> <li>• express needs and wants</li> <li>• read and write color words</li> <li>• count from 1-60</li> <li>• arrange numbers in sequence</li> <li>• identify calendar vocabulary</li> <li>• recognize various weather conditions</li> <li>• apply phonetic skills</li> <li>• read and write simple words and common expressions</li> <li>• label and identify body parts</li> <li>• name and categorize various items of clothing</li> <li>• recognize names for immediate and extended family members</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Food items</li> <li>• Places in the community</li> <li>• Occupations</li> <li>• Feelings and emotions</li> <li>• Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• identify animals and their habitats</li> <li>• identify and categorize various food items</li> <li>• name types of buildings and places within a community</li> <li>• identify different occupations and the places of work within a community</li> <li>• demonstrate understanding of various feelings and emotions in particular situations</li> <li>• identify and use opposites</li> </ul>
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade Two</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to learn about other cultures?</li> <li>• How does learning about other cultures help individuals to be better people?</li> <li>• How are people from various cultures connected?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.16</b> 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><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products in target culture</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and compare cultural traditions, holidays, religion, and food with those of their own</li> <li>• discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• investigate influences (e.g., agriculture, inventions, people)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• explore myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade Two</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enhances learning in other content areas.</li> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How can learning a foreign language help in other content areas?</li> <li>• How is learning a foreign language the same as learning in other content areas?</li> <li>• How is knowledge shared through language?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.13</b> Students make sense of ideas and communicate ideas with visual arts.</p> <p><b>Academic Expectation 1.14</b> Students make sense of ideas and communicate with music.</p> <p><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p><b>Academic Expectation 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Music/Performing Arts</li> <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize the connections to basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols)</li> <li>• language arts (e.g., sound/letter association, vocabulary, speech patterns)</li> <li>• math (e.g., numbers, equations)</li> <li>• science (e.g., weather, body parts, animals, food, agriculture)</li> <li>• social studies (e.g., traditions, holidays, maps, currency, clothing)</li> <li>• visual arts (e.g., folk art, crafts, artifacts)</li> <li>• music/performing arts (e.g., songs, instruments, dance)</li> <li>• physical education (e.g., movement, health, sports)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade Two</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• How are we similar to and different from people throughout the world?</li> <li>• How are our experiences the same as, or different from, those of other cultures?</li> <li>• How is our language similar to other languages?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare target language with English</li> <li>• identify patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through actions</li> <li>• identify universal aspects of cultures</li> <li>• identify aspects that are unique to a culture</li> <li>• investigate geographical features of various countries</li> <li>• recognize similarities and differences in people</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade Two</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools that will be used beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways can an individual show that others are valuable members of the community?</li> <li>• Where are examples of foreign languages and cultures found within the community?</li> <li>• How will learning a foreign language provide benefits in the future?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interact with heritage speakers using target language</li> <li>• recognize the presence of target culture throughout the community</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade Three</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language is a gratifying experience.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the value of learning a foreign language?</li> <li>• What advantages are acquired through learning a foreign language?</li> <li>• How are foreign language skills applied to daily life?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.1</b> 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><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Academic Expectation 1.11</b> 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"> <li>• Greetings, introductions, and polite expressions</li> <li>• Numbers 1-100</li> <li>• Telling time</li> <li>• Sound/letter association, including vowels</li> <li>• Simple sentence structure</li> <li>• Gender agreement</li> <li>• Number agreement</li> <li>• Definite and indefinite articles</li> <li>• Adjectives</li> <li>• Infinitives</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recall vocabulary and respond logically to oral directions and questions</li> <li>• count from 1-100</li> <li>• arrange numbers in sequence</li> <li>• tell time to the hour and half hour</li> <li>• apply phonetic skills</li> <li>• read and write simple words and common expressions</li> <li>• compose simple sentences</li> <li>• express simple ideas both orally and in writing</li> <li>• identify regular gender of nouns</li> <li>• identify and make plurals</li> <li>• show understanding of definite and indefinite articles</li> <li>• recognize proper placement of adjectives</li> <li>• recognize infinitives</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Birthdays and holidays</li> <li>• Seasons and weather</li> <li>• Body parts</li> <li>• Items of clothing</li> <li>• Family members</li> <li>• Animals</li> <li>• Food items</li> <li>• Places in the community</li> <li>• Occupations</li> <li>• Feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• recall vocabulary for specific dates</li> <li>• recognize various weather conditions</li> <li>• apply vocabulary of body parts in different contexts</li> <li>• describe various items of clothing (e.g., color, size, texture)</li> <li>• utilize terms for immediate and extended family members</li> <li>• describe family members (e.g., physical characteristics, age)</li> <li>• classify and describe animals and their habitats</li> <li>• classify and describe various food items</li> <li>• locate buildings and places within a community</li> <li>• identify different occupations and places of work within a community</li> <li>• demonstrate understanding of various feelings and emotions in particular situations</li> </ul>
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade Three</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the importance of learning about other cultures?</li> <li>• How does learning about other cultures enhance the quality of interactions with others?</li> <li>• How does exposure to other cultures increase the understanding of connections between people?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.16</b> 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><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and understand cultural traditions, holidays, religion, and food</li> <li>• discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• investigate influences (e.g., agriculture, inventions, people)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• explore myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• engage in simple conversations</li> <li>• demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade Three</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enhances learning in other content areas.</li> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How is learning in various content areas enhanced through understanding of a foreign language?</li> <li>• Which skills are learned in other content areas that are also learned in foreign language?</li> <li>• How does language enhance the sharing of knowledge?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.13</b> Students make sense of ideas and communicate ideas with visual arts.</p> <p><b>Academic Expectation 1.14</b> Students make sense of ideas and communicate with music.</p> <p><b>Academic Expectation 2.8</b> Students understand various mathematical procedures and use them appropriately and adequately.</p> <p><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p><b>Academic Expectation 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Music/Performing Arts</li> <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize the connections to basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols)</li> <li>• language arts (e.g., sound/letter association, parts of speech, vocabulary, speech patterns)</li> <li>• math (e.g., numbers, equations, telling time, calendar)</li> <li>• science (e.g., weather, seasons, animals, food, agriculture)</li> <li>• social studies (e.g., traditions, holidays, maps, currency, clothing, occupations)</li> <li>• visual arts (e.g., folk art, crafts, artifacts)</li> <li>• music/performing arts (e.g., songs, instruments, dance)</li> <li>• physical education (e.g., movement, health, sports)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade Three</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• What can be discovered through the investigation of other cultures?</li> <li>• What common experiences do all people share?</li> <li>• How are languages similar?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Verbal and non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare target language with English</li> <li>• identify patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through speaking, actions, and writing</li> <li>• compare and contrast universal and unique aspects of cultures</li> <li>• demonstrate knowledge of geographical features of various countries</li> <li>• recognize similarities and differences in people</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade Three</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools they will use beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways does learning a foreign language promote cultural acceptance?</li> <li>• How are languages used within the community?</li> <li>• What advantages are gained through the knowledge of foreign languages?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> <li>• Possible career options that use a foreign language</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interact with heritage speakers using target language</li> <li>• recognize the presence of target culture throughout the community</li> <li>• develop an appreciation for cultural diversity</li> <li>• identify and determine benefits of the use of foreign languages in various occupations</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade Four</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language is a gratifying experience.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the value of learning a foreign language?</li> <li>• What advantages are acquired through learning a foreign language?</li> <li>• How are foreign language skills applied to daily life?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.1</b> 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><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Academic Expectation 1.11</b> 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"> <li>• Vocabulary               <ul style="list-style-type: none"> <li>• Seasons and weather</li> <li>• Items of clothing</li> <li>• Food items</li> <li>• Occupations</li> <li>• Feelings and emotions</li> <li>• Basic needs</li> </ul> </li> <li>• Rooms in a house</li> <li>• Household items</li> <li>• Numbers, counting by hundreds</li> <li>• Telling time</li> <li>• Bilingual dictionary</li> <li>• Sound/letter association, including vowels</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• utilize previous and newly acquired vocabulary words in various contexts</li> <li>• identify various rooms in a house</li> <li>• locate household items by appropriate room</li> <li>• apply vocabulary in different contexts</li> <li>• recognize numbers in random order from 1-500</li> <li>• arrange numbers in sequence</li> <li>• count by hundreds to 500</li> <li>• tell time to the hour, half hour, minute, minutes before and after</li> <li>• understand the structure of a bilingual dictionary</li> <li>• apply phonetic skills</li> </ul>

## Archdiocese of Louisville Curriculum Framework Foreign Language

<p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.3</b> Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Simple sentence structure</li> <li>• Gender and number agreement</li> <li>• Definite and indefinite articles</li> <li>• Adjectives</li> <li>• Subject pronouns</li> <li>• Infinitives</li> <li>• Regular, present tense verbs</li> <li>• Commonly used expressions with irregular verbs</li> <li>• Interrogatives</li> </ul>	<ul style="list-style-type: none"> <li>• read, write, and orally express simple sentences and common expressions</li> <li>• identify regular gender of nouns</li> <li>• identify and make plurals</li> <li>• show understanding of definite and indefinite articles</li> <li>• recognize proper placement of adjectives</li> <li>• demonstrate understanding of subject pronouns</li> <li>• recognize infinitives</li> <li>• recognize regular, present tense verbs</li> <li>• apply concepts of irregular verbs and commonly used expressions</li> <li>• identify and use interrogatives</li> </ul>
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade Four</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the importance of learning about other cultures?</li> <li>• How does learning about other cultures enhance the quality of interactions with others?</li> <li>• How does exposure to other cultures increase the understanding of connections between people?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.16</b> 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><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and understand cultural traditions, holidays, religion, and food</li> <li>• define differences between products (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• investigate influences (e.g., agriculture, inventions, people)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• describe cultural value displayed in works of art, music, and dance</li> <li>• explore myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• engage in simple conversations</li> <li>• demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade Four</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enhances learning in other content areas.</li> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How is learning in various content areas enhanced through understanding of a foreign language?</li> <li>• Which skills are learned in other content areas that are also learned in a foreign language?</li> <li>• How does language enhance the sharing of knowledge?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p><b>Academic Expectation 2.8</b> Students understand various mathematical procedures and use them appropriately and adequately.</p> <p><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p><b>Academic Expectation 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li>   <li>• Math</li> <li>• Science</li>   <li>• Social Studies</li>   <li>• Visual Arts</li> <li>• Music/Performing Arts</li>   <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize the connections to basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols)</li> <li>• language arts (e.g., sound/letter association, parts of speech, vocabulary, speech patterns, dictionary skills)</li> <li>• math (e.g., numbers, equations, telling time, calendar)</li> <li>• science (e.g., weather, seasons, animals, food, agriculture)</li> <li>• social studies (e.g., traditions, holidays, maps, currency, clothing, occupations)</li> <li>• visual arts (e.g., folk art, crafts, artifacts)</li> <li>• music/performing arts (e.g., songs, instruments, dance)</li> <li>• physical education (e.g., movement, health, sports)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade Four</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• What can be discovered through the investigation of other cultures?</li> <li>• What common experiences do all people share?</li> <li>• How are languages similar?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Verbal and non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare and contrast target language with English</li> <li>• identify patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through speaking, actions, and writing</li> <li>• compare and contrast universal and unique aspects of cultures</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• recognize similarities and differences in geographical features of various countries</li> <li>• recognize similarities and differences in people</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade Four</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools they will use beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways does learning a foreign language promote cultural acceptance?</li> <li>• How are languages used within the community?</li> <li>• What advantages are gained through the knowledge of foreign languages?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> <li>• Possible career options that use a foreign language</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interact with heritage speakers using target language</li> <li>• recognize the presence of target culture throughout the community</li> <li>• demonstrate an appreciation for cultural diversity</li> <li>• identify and determine benefits of the use of foreign languages in various occupations</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade Five</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language is a gratifying experience.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the value of learning a foreign language?</li> <li>• What advantages are acquired through learning a foreign language?</li> <li>• How can we apply foreign language skills to daily life?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.1</b> 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><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Academic Expectation 1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and</p>	<ul style="list-style-type: none"> <li>• Vocabulary               <ul style="list-style-type: none"> <li>• Class subjects</li> </ul> </li> <li>• Numbers 1-1,000</li> <li>• Tell time</li> <li>• Use of bilingual dictionary</li> <li>• Gender and number agreement</li> <li>• Definite and indefinite articles</li> <li>• Subject pronouns</li> <li>• Regular, present tense verbs</li> <li>• Irregular verbs</li> <li>• Sentences using conjunctions</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• utilize previous and newly acquired vocabulary words in various contexts</li> <li>• translate single words, phrases, and sentences</li> <li>• recognize numbers in random order from 1-1,000</li> <li>• arrange numbers in sequence</li> <li>• count by hundreds to 1,000</li> <li>• tell time to the hour, half hour, minute, minutes before and after, time of day</li> <li>• utilize a bilingual dictionary</li> <li>• read, write, and orally express simple sentences and common expressions</li> <li>• apply concept of subject pronouns</li> <li>• show understanding of proper noun/verb agreement for regular, present tense verbs</li> <li>• apply concepts of irregular verbs and commonly used expressions</li> <li>• utilize conjunctions to construct sentences</li> </ul>

## Archdiocese of Louisville Curriculum Framework Foreign Language

<p>styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.3</b> Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Interrogatives</li> <li>• Adjectives</li> <li>• Personal descriptions</li> <li>• Nationalities</li> <li>• Locations using prepositions</li> <li>• States of being</li> </ul>	<ul style="list-style-type: none"> <li>• identify and use interrogatives for asking and responding to questions</li> <li>• recognize and properly use adjectives</li> <li>• describe self and others using personal descriptions</li> <li>• identify nationality of self and others</li> <li>• describe location of various items using prepositions</li> <li>• express physical and emotional condition of individuals</li> </ul>
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade Five</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the importance of learning about other cultures?</li> <li>• How does learning about other cultures enhance the quality of interactions with others?</li> <li>• How does exposure to other cultures increase the understanding of connections between people?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.16</b> 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><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and understand cultural traditions, holidays, religion, and food</li> <li>• define differences between products (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• investigate influences (e.g., agriculture, inventions, people)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• describe cultural value displayed in works of art, music, and dance</li> <li>• explore myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• engage in conversations</li> <li>• demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade Five</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enhances learning in other content areas.</li> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How is learning in various content areas enhanced through understanding of a foreign language?</li> <li>• Which skills are learned in other content areas that are also learned in a foreign language?</li> <li>• How does language enhance the sharing of knowledge?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p><b>Academic Expectation 2.8</b> Students understand various mathematical procedures and use them appropriately and adequately.</p> <p><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p><b>Academic Expectation 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li>   <li>• Math</li>   <li>• Science</li>   <li>• Social Studies</li>   <li>• Visual Arts</li>   <li>• Music/Performing Arts</li>   <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize the connections to basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols)</li> <li>• language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills)</li> <li>• math (e.g., numbers, equations, telling time, calendar)</li> <li>• science (e.g., weather, seasons, animals, food, agriculture)</li> <li>• social studies (e.g., traditions, holidays, maps, currency, clothing, occupations)</li> <li>• visual arts (e.g., folk art, crafts, artifacts)</li> <li>• music/performing arts (e.g., songs, instruments, dance)</li> <li>• physical education (e.g., movement, health, sports)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade Five</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• What can be discovered through the investigation of other cultures?</li> <li>• What common experiences do all people share?</li> <li>• How are languages similar?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Verbal and non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare and contrast target language with English</li> <li>• identify patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through speaking, actions, and writing</li> <li>• compare and contrast universal and unique aspects of cultures</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• recognize similarities and differences in geographical features of various countries</li> <li>• recognize similarities and differences in people</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade Five</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools that will be used beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways does learning a foreign language promote cultural acceptance?</li> <li>• How are languages and cultures used within the community?</li> <li>• What advantages are gained through the knowledge of foreign languages?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> <li>• Possible career options that use a foreign language</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interact with heritage speakers using target language</li> <li>• recognize the presence of target culture throughout the community</li> <li>• demonstrate an appreciation for cultural diversity</li> <li>• identify and determine benefits of the use of foreign languages in various occupations</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade Six</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language impacts the individual's future success.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the significance of learning a foreign language?</li> <li>• How does learning a language impact future success?</li> <li>• How are foreign language skills applied to real-life experiences?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.1</b> 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><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Academic Expectation 1.11</b> 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"> <li>• Vocabulary</li> <li>• Ordinal numbers</li> <li>• Sentences using conjunctions and prepositions</li> <li>• Gender and number agreement</li> <li>• Regular and irregular verbs</li> <li>• Negatives</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Interrogatives</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• utilize previous and newly acquired vocabulary words in various contexts</li> <li>• translate single words, phrases, sentences, and stories</li> <li>• recognize vocabulary and position of ordinal numbers</li> <li>• read, write, and orally express sentences and common expressions</li> <li>• utilize conjunctions to construct sentences</li> <li>• describe location of items using prepositions</li> <li>• show understanding of proper noun/verb agreement for regular and irregular, present tense verbs</li> <li>• identify irregular verbs and commonly used expressions</li> <li>• create sentences in negative form</li> <li>• recognize and properly use adjectives</li> <li>• recognize and use adverbs</li> <li>• apply interrogatives when asking and responding to questions</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.3</b> Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Personal descriptions</li> <li>• States of being</li> <li>• Pastimes and activities</li> <li>• Future plans and destinations</li> </ul>	<ul style="list-style-type: none"> <li>• express likes and dislikes</li> <li>• describe self and others using personal descriptions</li> <li>• express physical and emotional condition of individuals</li> <li>• describe pastimes and activities</li> <li>• express ideas in future tense</li> </ul>
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade Six</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• What advantages are gained from learning about other cultures?</li> <li>• How does learning about other cultures enhance the quality of interactions with others?</li> <li>• What insights are gained by studying other cultures?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.16</b> 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><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• defend purposes for learning about different cultures</li> <li>• demonstrate cultural sensitivity by producing authentic cultural projects (e.g., arts and crafts, music, movement)</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• investigate influences (e.g., agriculture, inventions, people, societal structures)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• describe cultural value displayed in works of art, music, and dance</li> <li>• analyze myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• engage in conversations</li> <li>• demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade Six</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How is knowledge in other content areas improved through learning a foreign language?</li> <li>• How does the acquisition of a foreign language deepen the sharing of knowledge?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.25</b> 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><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Music/Performing Arts</li> <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore the connections to basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places)</li> <li>• language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills, research)</li> <li>• math (e.g., cardinal numbers, ordinal numbers, equations, telling time, calendar, temperature)</li> <li>• science (e.g., weather, seasons, food, agriculture, nutrition)</li> <li>• social studies (e.g., traditions, holidays, geography, currency, clothing, nationalities, recipes)</li> <li>• visual arts (e.g., folk art, crafts, artifacts, artists, architecture)</li> <li>• music/performing arts (e.g., songs, composers, instruments, dance, musical artists)</li> <li>• physical education (e.g., movement, health, sports)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade Six</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• What insights are gained through the exploration of multiple cultures?</li> <li>• What is unique and what is universal across all cultures?</li> <li>• How do language patterns simplify learning?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Verbal and non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyze similarities and differences between target language and English</li> <li>• identify and apply patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through speaking, actions, and writing</li> <li>• compare and contrast aspects that are unique to a culture and aspects that are universal to cultures</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• recognize similarities and differences in geographical features of various countries</li> <li>• recognize similarities and differences in people</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade Six</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of languages and culture can be applied in the community.</li> <li>• Foreign language skills provide students with tools that will be used beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• How can cultural diversity be embraced?</li> <li>• Why is cultural diversity important in every community?</li> <li>• How does learning a foreign language enhance future success?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> <li>• Possible career options that use a foreign language</li> <li>• Role of languages in a global society</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• initiate conversation with heritage speakers</li> <li>• embrace the presence of target culture throughout the community</li> <li>• demonstrate flexibility when interacting with people of different cultural backgrounds</li> <li>• understand unique career opportunities resulting from bilingual and bi-cultural knowledge and skills</li> <li>• identify and determine benefits of the use of foreign languages in a global society</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade Seven</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language impacts the individual's future success.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the significance of learning a foreign language?</li> <li>• How does learning a language impact future success?</li> <li>• How are foreign language skills applied to real-life experiences?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.1</b> 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><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Academic Expectation 1.11</b> 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"> <li>• Vocabulary               <ul style="list-style-type: none"> <li>• Real-life vocabulary (e.g., shopping, traveling, dining)</li> <li>• Illness and injuries</li> <li>• Environment and nature</li> </ul> </li> <li>• Paragraphs               <ul style="list-style-type: none"> <li>• Gender and number agreement</li> <li>• Adverbs</li> <li>• Negatives</li> <li>• Interrogatives</li> <li>• Comparatives and superlatives</li> </ul> </li> <li>• Verbs               <ul style="list-style-type: none"> <li>• Regular and irregular verbs</li> <li>• Present progressive tense</li> <li>• Reflexive verbs</li> <li>• Past tense</li> <li>• Future tense (Ir)</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• utilize previous and newly acquired vocabulary words in various contexts</li> <li>• respond logically using target language</li> <li>• read, write, and orally express sentences and common expressions</li> <li>• translate written material</li> <li>• apply grammatical concepts to express ideas</li> <li>• show understanding of proper noun/verb agreement for regular and irregular, present, present progressive, reflexive, past, and future tense verbs</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.3</b> Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>		
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade Seven</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• What advantages are gained from learning about other cultures?</li> <li>• How does learning about other cultures enhance the quality of interactions with others?</li> <li>• What insights are gained by studying other cultures?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.16</b> 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><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• defend purposes for learning about different cultures</li> <li>• demonstrate cultural sensitivity by producing authentic cultural projects (e.g., arts and crafts, music, movement)</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• analyze influences and contributions (e.g., agriculture, inventions, people, societal structures)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• describe cultural value displayed in works of art, music, and dance</li> <li>• analyze myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• engage in conversations</li> <li>• demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade Seven</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How is knowledge in other content areas improved through learning a foreign language?</li> <li>• How does the acquisition of a foreign language deepen the sharing of knowledge?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.25</b> 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><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Music/Performing Arts</li> <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore the connections to basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places)</li> <li>• language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills, research)</li> <li>• math (e.g., monetary values, conversions, cardinal numbers, ordinal numbers, equations)</li> <li>• science (e.g., weather, food, agriculture, nutrition, temperature, forecasts)</li> <li>• social studies (e.g., traditions, holidays, geography, currency, clothing, recipes, natural phenomenon)</li> <li>• visual arts (e.g., folk art, crafts, artifacts, artists, architecture)</li> <li>• music/performing arts (e.g., songs, composers, instruments, dance, musical artists)</li> <li>• physical education (e.g., movement, health, sports)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade Seven</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• What insights are gained through the exploration of multiple cultures?</li> <li>• What is unique and what is universal across all cultures?</li> <li>• How do language patterns simplify learning?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Verbal and non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate similarities and differences between target language and English</li> <li>• identify and apply patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through speaking, actions, and writing</li> <li>• compare and contrast aspects that are unique to a culture and aspects that are universal to cultures</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• recognize similarities and differences in geographical features of various countries</li> <li>• recognize similarities and differences in people</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade Seven</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools that will be used beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• How can cultural diversity be embraced?</li> <li>• Why is cultural diversity important in every community?</li> <li>• How does learning a foreign language enhance future success?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> <li>• Possible career options that use a foreign language</li> <li>• Role of languages in a global society</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• initiate conversation with heritage speakers</li> <li>• embrace the presence of target culture throughout the community</li> <li>• demonstrate flexibility when interacting with people of different cultural backgrounds</li> <li>• understand unique career opportunities resulting from bilingual and bi-cultural knowledge and skills</li> <li>• identify and determine benefits of the use of foreign languages in a global society</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communication Grade Eight</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language is relevant and useful in a global society.</li> <li>• Learning a foreign language impacts the individual's future success.</li> <li>• Learning a foreign language enables students to communicate with people of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the significance of learning a foreign language?</li> <li>• How does learning a language impact future success?</li> <li>• How are foreign language skills applied to real-life experiences?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 1.1</b> 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><b>Academic Expectation 1.2</b> Students make sense of the variety of materials they read.</p> <p><b>Academic Expectation 1.3</b> Students make sense of the various things they observe.</p> <p><b>Academic Expectation 1.4</b> Students make sense of the various messages to which they listen.</p> <p><b>Academic Expectation 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Academic Expectation 1.11</b> 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"> <li>• Vocabulary               <ul style="list-style-type: none"> <li>• Real-life vocabulary (e.g., shopping, traveling, dining, environment, nature)</li> <li>• Illness and injuries</li> <li>• Environment and nature</li> <li>• Current events</li> </ul> </li> <li>• Paragraphs               <ul style="list-style-type: none"> <li>• Gender and number agreement</li> <li>• Adverbs</li> <li>• Negatives</li> <li>• Interrogatives</li> <li>• Comparatives and superlatives</li> <li>• Demonstrative adjectives</li> <li>• Direct and indirect objects</li> </ul> </li> <li>• Verbs               <ul style="list-style-type: none"> <li>• Regular and irregular verbs</li> <li>• Present progressive tense, including irregular verbs</li> <li>• Reflexive verbs</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• utilize previous and newly acquired vocabulary words in various contexts</li> <li>• respond logically using target language</li> <li>• read, write, and orally express sentences and common expressions</li> <li>• translate and interpret written material</li> <li>• apply grammatical concepts to express ideas</li> <li>• show understanding of proper noun/verb agreement for regular and irregular, present, present progressive, reflexive, past, and future tense verbs</li> <li>• utilize various verb tenses in speaking and writing</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<p><b>Academic Expectation 1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Academic Expectation 1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>Academic Expectation 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 2.28</b> Students understand and communicate in a second language.</p> <p><b>Academic Expectation 3.3</b> Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p><b>Academic Expectation 3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Future tense (Ir)</li> <li>• Formal regular and irregular commands</li> </ul>	
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**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Cultures Grade Eight</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning about other cultures promotes understanding and acceptance of others.</li> <li>• Culture impacts the way people interact with others.</li> <li>• Exposure to other cultures helps students to understand that all people are connected in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• What advantages are gained from learning about other cultures?</li> <li>• How does learning about other cultures enhance the quality of interactions with others?</li> <li>• What insights are gained by studying other cultures?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.16</b> 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><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.65</b> Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives and practices in target culture</li> <li>• Products</li> <li>• Influences of the target culture</li> <li>• Visual and performing arts</li> <li>• Myths and folklore</li> <li>• Visual representations</li> <li>• Verbal and non-verbal forms of communication in target culture</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• defend purposes for learning about different cultures</li> <li>• demonstrate cultural sensitivity by producing authentic cultural projects (e.g., arts and crafts, music, movement)</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress)</li> <li>• analyze influences and contributions (e.g., agriculture, inventions, people, societal structures)</li> <li>• demonstrate appreciation (e.g., music, instruments, dance, fine art)</li> <li>• describe cultural value displayed in works of art, music, and dance</li> <li>• analyze myths and folklore of the target culture</li> <li>• critique visual representations (e.g., flags, Mayan calendar, maps, architecture)</li> <li>• engage in conversations</li> <li>• demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Connections Grade Eight</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language enables students to link knowledge in all content areas.</li> <li>• Language is the way people share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How is knowledge in other content areas improved through learning a foreign language?</li> <li>• How does the acquisition of a foreign language deepen the sharing of knowledge?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>Academic Expectation 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>Academic Expectation 2.25</b> 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><b>Academic Expectation 2.68</b> Students acknowledge the diverse cultural expressions of Catholicism.</p> <p><b>Academic Expectation 6.1</b> Students connect knowledge and experiences from different subject areas.</p> <p><b>Academic Expectation 6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Music/Performing Arts</li> <li>• Physical Education</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore the connections to basic concepts and skills from other disciplines:               <ul style="list-style-type: none"> <li>• religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places)</li> <li>• language arts (e.g., listening, speaking, reading and writing skills, storytelling, parts of speech, vocabulary, speech patterns, dictionary skills, research)</li> <li>• math (e.g., monetary values, conversions, cardinal numbers, ordinal numbers, equations)</li> <li>• science (e.g., weather, food, agriculture, nutrition, temperature, forecasts)</li> <li>• social studies (e.g., traditions, holidays, geography, currency, clothing, recipes, natural phenomenon, current events)</li> <li>• visual arts (e.g., folk art, crafts, artifacts, artists, architecture)</li> <li>• music/performing arts (e.g., songs, composers, instruments, dance, musical artists)</li> <li>• physical education (e.g., movement, health, sports)</li> </ul> </li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Comparisons Grade Eight</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• There are similarities and differences in languages and cultures.</li> <li>• People are unique, yet they share common experiences.</li> <li>• Discovering linguistic similarities simplifies learning a foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• What insights are gained through the exploration of multiple cultures?</li> <li>• What is unique and what is universal across all cultures?</li> <li>• How do language patterns simplify learning?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>Academic Expectation 2.27</b> Students recognize and understand the similarities and differences among languages.</p> <p><b>Academic Expectation 4.6</b> Students demonstrate an open mind to alternative perspectives.</p>	<ul style="list-style-type: none"> <li>• Linguistic patterns</li> <li>• Grammatical and structural patterns</li> <li>• Verbal and non-verbal forms of communication</li> <li>• Cultural aspects and traditions</li> <li>• Geographical features</li> <li>• Traits of peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate similarities and differences between target language and English</li> <li>• identify and apply patterns in sentence construction</li> <li>• demonstrate knowledge of vocabulary through speaking, actions, and writing</li> <li>• compare and contrast aspects that are unique to a culture and aspects that are universal to cultures</li> <li>• demonstrate flexibility for multiple perspectives</li> <li>• describe similarities and differences in geographical features of various countries</li> <li>• examine similarities and differences in people</li> <li>• develop an appreciation for cultural diversity</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

<b>Communities Grade Eight</b>		
<b>Essential Understandings</b>	<b>Guided Questions</b>	
<ul style="list-style-type: none"> <li>• Learning a foreign language promotes cooperation in a global society.</li> <li>• Knowledge of foreign languages and cultures can be applied in the community.</li> <li>• Foreign language skills provide students with tools that will be used beyond the school setting now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• How can cultural diversity be embraced?</li> <li>• Why is cultural diversity important in every community?</li> <li>• How does learning a foreign language enhance future success?</li> </ul>	
<b>Academic Expectations</b>	<b>Content Guidelines</b>	<b>Performance Standards</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.33</b> Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p><b>Academic Expectation 2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>Academic Expectation 4.4</b> Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>Academic Expectation 7.6</b> 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"> <li>• Awareness of culture and language in local community</li> <li>• Possible career options that use a foreign language</li> <li>• Role of languages in a global society</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• initiate conversation with heritage speakers</li> <li>• embrace the presence of target culture throughout the community</li> <li>• demonstrate flexibility when interacting with people of different cultural backgrounds</li> <li>• evaluate personal talents and skills in light of career opportunities resulting from bilingual and bi-cultural knowledge and skills</li> <li>• internalize the use of foreign languages in a global society</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

**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

**Archdiocese of Louisville  
Curriculum Framework  
Foreign Language**

**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