

WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Standard A: Understand oral communication in the target language.

CATHOLIC IDENTITY

Standard A: Understand communication about religion and the Catholic Church in the target language.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2 ~ STAGE 1)	LATE ELEMENTARY (3-5 ~ STAGE 2)	MIDDLE/JUNIOR HIGH SCHOOL (6-8 ~ STAGE 3)
<ol style="list-style-type: none"> 1. Show an awareness of differences between formal and informal forms of address. 2. Hear differences between singular and plural. 3. Recognize gender and number. 4. Respond to simple commands (e.g., stand up, sit down). 5. <u>Understand and recite simple prayers.</u> 	<ol style="list-style-type: none"> 1. Distinguish between questions and statements. 2. Recognize the sound differences in words that indicate number, gender, person, and case. 3. Distinguish commands directed to self, others, and a group. 4. Follow simple directions. 5. Demonstrate comprehension (e.g., sequence events, illustrate, dramatize) of simple stories, dialogues, and other presentations containing significant visual cues. 6. <u>Understand and recite simple prayers.</u> 7. <u>Recite all- school prayer in target language.</u> 8. <u>Compose a simple prayer in target language.</u> 	<ol style="list-style-type: none"> 1. Demonstrate understanding (e.g., retell, summarize, dramatize, illustrate) of simple statements, narratives, conversations, and/or aural presentations using available resources. 2. Use resources and previously learned material to summarize a story in target language. 3. Follow multi-step instructions in a variety of contexts. 4. <u>Understand and recite prayers.</u> 5. <u>Listen to understand what an invited guest (Priest, Religious or Lay Catholic) tells about a Catholic topic.</u>

Why this goal is important:

At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.

WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Standard B: Interact in the target language in various settings.

CATHOLIC IDENTITY

Standard B: Interact in the target language in Liturgy or school prayer setting.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2 ~ STAGE 1)	LATE ELEMENTARY (3-5 ~ STAGE 2)	MIDDLE/JUNIOR HIGH SCHOOL (6-8 ~ STAGE 3)
<ol style="list-style-type: none"> 1. Ask basic questions. 2. Respond to a number of questions and prompts that use familiar language. 3. Use routine courtesy expressions appropriately (e.g., Mr., Mrs., Miss, please, thank you). 4. Use formal and informal words of address. 5. Imitate sounds, words, and phrases with age- and stage-appropriate pronunciation, intonation, and inflection. 6. <u>Respond to petitions using target language.</u> 	<ol style="list-style-type: none"> 1. Ask and respond to a variety of questions using learned material. 2. Respond spontaneously with simple answers to questions. 3. Respond to a number of questions in the form appropriate to one's relationship with another person (e.g., adult, peer, parent). 4. Use common forms of courtesy, greetings, and leave-takings using culturally appropriate gestures. 5. Demonstrate improved pronunciation, intonation, and inflection. 6. Demonstrate comprehension of gestures and body language often used in everyday interaction in the target language culture. 7. <u>Compose a petition in target language.</u> 8. <u>Respond to prayer and petitions using target language.</u> 	<ol style="list-style-type: none"> 1. Formulate questions and produce original responses to questions. 2. Read aloud in the target language using correct pronunciation, intonation, and inflection. 3. Dramatize non-verbal cues, including gestures, common to the culture of the target language. 4. Initiate and sustain a conversation about familiar topics. 5. Sustain conversation using familiar language patterns. 6. Interact using appropriate non-verbal cues (including gestures) common to the culture of the target language. 7. <u>Compose and read a petition in target language at school Liturgy. Lead appropriate response.</u>

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WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Standard C: Understand written passages in the target language.

CATHOLIC IDENTITY

Standard C: *Understand written religious materials (songs, prayers, stories of saints, Bible verses or stories) in target language.*

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2 ~ STAGE 1)	LATE ELEMENTARY (3-5 ~ STAGE 2)	MIDDLE/JUNIOR HIGH SCHOOL (6-8 ~ STAGE 3)
<ol style="list-style-type: none"> 1. Identify the written form of familiar spoken language (e.g., simple greetings, basic vocabulary). 2. Identify and relate to the written form of the familiar language (e.g., simple greetings, basic vocabulary, numbers, dates, time, <u>prayers and religious songs</u>). 3. Demonstrate understanding of cognates. 	<ol style="list-style-type: none"> 1. Read aloud the written form of familiar language (e.g., simple greetings, basic vocabulary, numbers, dates, time) for understanding. 2. Recognize repeating patterns in the target language. 3. Read a simple passage for understanding/comprehension, e.g., activities, stories, poetry, songs, <u>prayers, and liturgical songs</u>. 4. Demonstrate understanding of simple stories, poems, or songs. 5. Follow written classroom instructions. 6. Use cognates and loan words to infer meaning of unfamiliar material. 	<ol style="list-style-type: none"> 1. Explain the main message of a variety of written materials with the help of available resources. 2. Compare word use, phrasing, and sentence structure of the target language (e.g., idioms, false cognates, word order) with those of one or more other languages. 3. Demonstrate understanding of how word use, phrasing, and sentence structure of the target language convey meaning. 4. <u>Read prayers and sing songs in target language.</u>

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WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Standard D: Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

CATHOLIC IDENTITY

Standard D: Use the target language to present religious or Catholic information to different audiences (e.g., parents, other students, religious leaders) in the parish.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2 ~ STAGE 1)	LATE ELEMENTARY (3-5 ~ STAGE 2)	MIDDLE/JUNIOR HIGH SCHOOL (6-8 ~ STAGE 3)
<ol style="list-style-type: none"> 1. Copy words, phrases, and <u>simple prayers</u> in the target language. 2. Categorize words based on meaning. 3. Label or identify familiar items (e.g., family members, classroom objects, pets). 4. <u>Learn and present a simple prayer, religious song, dance and/or story in the target language.</u> 	<ol style="list-style-type: none"> 1. Write simple sentences. 2. Describe people, activities, or objects from school or home. 3. Dramatize sentences containing new vocabulary (e.g., charades). 4. Give a short presentation supported by visuals regarding family members, friends, objects, or common school and home activities. 5. Use learned material to write and/or present original dialogues, e.g., skits, commercials, ads, songs. 6. <u>Use learned material to write and/or present simple skits that incorporate Church holidays and celebrations; use known songs and prayers.</u> 	<ol style="list-style-type: none"> 1. Write a developmentally appropriate paper (e.g., paragraph, composition, letter, journal) about a familiar topic using specific guidelines. 2. Prepare a written or audio-visual presentation (e.g., information exchange with peers using available resources) on a topic of interest. 3. Create a short, simple original story or poem based upon a model (e.g., fable, fairy tale, haiku, graphic poem, anagram). 4. Write, edit, and revise using reference materials (e.g., dictionaries, grammar references). 5. Create and present an original story or poem. 6. <u>Use learned material to write and/or present skits that incorporate Church holidays and celebrations; use known songs and prayers.</u>

Why this goal is important:

At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.