



**World Languages  
Curriculum  
Grades Preschool to Eight  
Archdiocese of Philadelphia  
2010**



## **General Guidelines for Implementing the World Languages Curriculum**

The guidelines for instruction in World Languages give a minimal outline of target objectives and presuppose that each school program will:

1. Recognize that progress will be attained by all children through a given level per one school year.
2. Adapt the progression realistically according to the school's time allotment for World Languages instruction and consider ways to increase the time allotment especially in the upper grades, using the curriculum outline as a pacing guide and determinant for time allotment adjustments.
3. Focus attention on the benchmarks of the core topics and allow teacher choice of enrichment topics as classroom learning units and children's interests dictate.
4. Incorporate the use of World Languages into the school day as much as possible thus achieving an interdisciplinary approach with immediate application.
5. Encourage opportunities both within and outside the school for conversational practice apart from the formal World Languages instruction time.
6. Take great care to assure and assess correct pronunciation of sounds and words.
7. Provide support for parental involvement and encourage at-home practice, while informing parents at the beginning of the year and throughout the year of the scope and purpose of the language instruction, reminding them that complete fluency is not the established goal.
8. Welcome the assistance of World Languages representatives from the school, parish and neighborhood community to share with the children an expanded perspective and experience of World Languages and culture.
9. Seek feedback from local high schools as to their expectations and, as this curriculum is utilized, its effect on their incoming students' ability to handle their freshman World Languages curriculum.

## Desired Outcomes

A student progressing through this curriculum from the Emergent Level I through Proficient Level III will have:

- a. the mental attitude of acceptance and respect for other cultures;
- b. the self confidence to seek to communicate with others in settings within and beyond the school;
- c. a familiarity with the theory and tools of language learning;
- d. the elementary skills of listening, speaking, reading and writing in a limited manner in World Languages;
- e. a foundation for success and mastery of the language in high school classes.

## Skills According to Strands in Levels I, II, III

### Level I

- A. **Communication** is the functional strand and comprises the twin objectives of *receptive* language (that is, the ability to listen to and read in the target language on a variety of topics) and *expressive* language (that is, the ability to speak and write in the target language on a similar variety of topics.)

Within this strand, students in the **first four years of instruction (generally preschool, kindergarten and grades 1 and 2)** will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Singing, reciting, identifying letters and sounds in the World Languages alphabet
2. Reciting and responding to/with various greetings and farewells
3. Reciting and using selected phrases of politeness, praise, apology and classroom requests
4. Introducing oneself with name, age and origin
5. Introducing family members to others
6. Counting and using numerals 1 – 31
7. Stating day, month and date for today, yesterday and tomorrow as well as naming the seasons of the year
8. Describing an object by its color

**B. Culture is the societal strand and comprises study of the received ideas and attitudes of the target culture as well as how those ideas and attitudes express themselves in the overt practices and products of that culture.**

Within this strand, students in the **first four years of instruction (generally preschool, kindergarten and grades 1 and 2)** will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Understanding and using the appropriate setting for various greetings and farewells as well as phrases of polite interaction with adults and peers
2. Knowing and using vocabulary for family members and others in close social contact
3. Experiencing the World Languages family unit and customs through literature, art, music and games of the World Languages culture
4. Knowing and participating in World Languages religious traditions and cultural celebrations

**C. Comparisons/Connections is the interdisciplinary strand and involves connections with other content areas; the expansion of student knowledge of cultures and languages through study of the target language, specifically the continual discovery of perspectives, practices, products and linguistic structures similar to and different from their own; and the development of the ability to hypothesize about cultural and linguistic systems in general.**

Within this strand, students in the **first four years of instruction (generally preschool, kindergarten and grades 1 and 2)** will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Knowing and using alphabet symbols to determine sounds and spell vocabulary in both native and acquired language
2. Using phrases of polite interaction and classroom requests in both native and acquired language
3. Reciting and recognizing numerals 1 – 31 and writing numerals 1 – 20 in both native and acquired language
4. Echoing the correct form to indicate the current year
5. Correlating and using eight basic color words as descriptors in both native and acquired language and beginning to note the adjectival changes required in the World Languages
6. Reciting and identifying time concepts such as days, months, dates and phrases: yesterday, today and tomorrow
7. Relating to appropriate persons' personal information such as names, ages and origins in both native and acquired language
8. Identifying family members and their own place in that family unit in both native and acquired language

9. Praying selected prayers in chorus and beginning memorization in both native and acquired language
10. Recognizing similarities and differences between the World Languages religious and cultural celebrations and children's own life experience
11. Appreciating the many locations of the World Languages country/ies as seen on a world map and/or globe

**D. Communities is the enrichment, extra-curricular and post-instructional strand and involves students showing evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment both within and beyond the school setting.**

Within this strand, students in the **first four years of instruction (generally preschool, kindergarten and grades 1 and 2)** will be introduced to, move through developmental learning and proceed to a comfortable proficiency in:

1. Practicing vocabulary at home
2. Utilizing cultural games at recess play
3. Participating in the spoken and sung parts of the acquired language in school and Sunday liturgies
4. Learning from field trips which reinforce and expand the experience of the World Languages culture
5. Learning additional vocabulary and cultural aspects from invited World Languages guests
6. Appreciating the expanse of God's world and the many different people in it
7. Experiencing the World Languages family unit and customs through literature and art

## Level II

- A. Communication is the functional strand and comprises the twin objectives of *receptive* language (that is, the ability to listen to and read in the target language on a variety of topics) and *expressive* language (that is, the ability to speak and write in the target language on a similar variety of topics.)**

Within this strand, students in the **second three years of instruction (generally grades 3, 4 and 5)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Spelling orally and writing both isolated vocabulary and a sentence from dictation
2. Using greetings fluently on a daily basis with adults and peers and begin to note distinctions between formal and informal expressions
3. Learning, using and responding fluently to phrases of classroom management
4. Learning and using fluently the social skill of personal introduction to include birthday, phone number and statement of like/dislike
5. Introducing friends and family members
6. Learning and using 1 – 100 orally in mathematical operations, writing the matching numeral words and counting by 5s
7. Correctly describing an object by its color; using nouns and color descriptions with attention to changes needed in spelling and article to designate gender and number
8. Using vocabulary to describe weather as well as clocked time to narrate a personal schedule to the hour, half-hour and quarter hour
9. Learning and using vocabulary to name community workers and places and enact an original dialogue indicating understanding of the position in society

- B. Culture is the societal strand and comprises study of the received ideas and attitudes of the target culture as well as how those ideas and attitudes express themselves in the overt practices and products of that culture.**

Within this strand, students in the **second three years of instruction (generally grades 3, 4 and 5)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. courteously and fluently using appropriate greetings with adults and peers and identifying when formal and informal expression is required

2. Learning and using vocabulary for community workers and places, giving special attention to any that are examples of the World Languages experience
3. Praying in the acquired language and understanding and participating in religious traditions and cultural celebrations
4. Appreciating that there are many native countries of the World Languages people and beginning to note some differences within the cultures
5. Increasing World Languages cultural appreciation and knowledge through songs, games literature and art

**C. Comparisons/Connections is the interdisciplinary strand and involves connections with other content areas; the expansion of student knowledge of cultures and languages through study of the target language, specifically the continual discovery of perspectives, practices, products and linguistic structures similar to and different from their own; and the development of the ability to hypothesize about cultural and linguistic systems in general.**

Within this strand, students in the **second three years of instruction (generally grades 3, 4 and 5)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Reinforcing, that as in English, vocabulary is learned and used for the purpose of oral and written communication
2. Courteously and fluently using appropriate World Languages phrases of classroom management, such as "May I please be excused, sharpen my pencil..." "Please be seated, stand, line up..."
3. Being comfortable introducing self and others with various elements of information appropriate to the circumstance
4. Recognizing and using in math operations the numerals 1 to 100, writing the words for such and counting by 5s
5. Understanding the likenesses and differences between English and the World Languages grammar as affects nouns, articles, gender and number
6. Knowing and using the World Languages vocabulary to describe a personal schedule in clocked time to hour, half-hour and quarter-hour and compare selected elements to a schedule in a specific World Languages culture, e.g. start and close of school day
7. Recognizing and using vocabulary to describe community workers and places, comparing and contrasting to World Languages culture
8. Praying selected prayers more independently in acquired language
9. Using map skills to identify locations of native countries of World Languages people
10. Using resources to research and present information on selected countries of World Languages culture

**D. Communities is the enrichment, extra-curricular and post-instructional strand and involves students showing evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment both within and beyond the school setting.**

Within this strand, students in the **second three years of instruction (generally grades 3, 4 and 5)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Continuing to practice the use of World Languages vocabulary in conversation at home and with friends
2. Utilizing cultural games at recess play
3. Participating in World Languages liturgy on Sunday and/or in specific World Languages elements at any liturgy or prayer time
4. Learning from field trips which reinforce and expand the experience of World Languages and culture
5. Learning additional vocabulary and cultural aspects from invited World Languages guests
6. Recognizing the role of community workers in every society and comparing and contrasting those roles to known experience
7. Recognizing how geography, climate and religion help to shape a culture and the community life-style
8. Becoming more aware of the World Languages community in their own locale and ways to welcome, assist and be enriched by their presence.



## Level III

- A. Communication is the functional strand and comprises the twin objectives of *receptive* language (that is, the ability to listen to and read in the target language on a variety of topics) and *expressive* language (that is, the ability to speak and write in the target language on a similar variety of topics.)**

Within this strand, students in the **last three years of elementary instruction (generally grades 6, 7 and 8)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Writing from dictation and expressing original ideas and thoughts
2. Developing phonetic skills to facilitate oral reading, giving careful attention to pronunciation
3. Using and responding to all greetings, applying rules for formal and informal, masculine and feminine, singular and plural as needed
4. Increasing vocabulary as communication topics are developed by teacher and students
5. Participating comfortably as all classroom management is conducted in World Languages
6. Using numbers 1 – 1,000 I mathematical operations, writing numeral words for such and knowing and using the ordinal numbers
7. Expressing official time and being able to state current year and year of birth
8. Participating confidently in appropriate times of oral prayer
9. Progressively learning and applying basic grammar rules so as to communicate correctly in both oral and written modes

- B. Culture is the societal strand and comprises study of the received ideas and attitudes of the target culture as well as how those ideas and attitudes express themselves in the overt practices and products of that culture.**

Within this strand, students in the **last three years of elementary instruction (generally grades 6, 7 and 8)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Using the correct form of greeting as demanded by the World Languages cultural tradition
2. Becoming increasingly familiar with classroom management directives and the correct response as would a native speaker in a World Languages classroom
3. Investigating and celebrating World Languages religious traditions and their cultural importance

4. Exploring basic geography by continent as it relates to World Languages cultures
5. Exploring art and customs of World Languages cultures
6. Examining current events that relate to World Languages culture
7. Exploring current events as they relate to the World Languages people and effect their life experience

**C. Comparisons/Connections is the interdisciplinary strand and involves connections with other content areas; the expansion of student knowledge of cultures and languages through study of the target language, specifically the continual discovery of perspectives, practices, products and linguistic structures similar to and different from their own; and the development of the ability to hypothesize about cultural and linguistic systems in general.**

Within this strand, students in the **last three years of elementary instruction (generally grades 6, 7 and 8)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Connecting the ability to read well orally in English as well as in the World Languages
2. Using and responding correctly, courteously and fluently, to all greetings and developing vocabulary needed for conversation about topics of interest and concern
3. Applying knowledge of World Languages numerals to basic mathematical operations and use of ordinal numbers
4. Using the correct form to express official time as used in World Languages countries and being able to state the current year and year of birth in correct World Languages form
5. Praying with the community in the World Languages and noting how words of familiar prayers are/are not literally translated from one language to the other
6. Understanding the effect of geographic location on the life=styles of World Languages communities
7. Being aware of the art and music of the World Languages culture, appreciating and recognizing the effect on American art and music
8. Considering ways, as Christians, to welcome and enrich the World Languages people with the application of social justice
9. Seeing the likenesses and differences between English and World Languages grammar rules and applying both
10. Keeping informed about current events as they affect the World Languages people in the United States as well as in countries of World Languages culture

**D. Communities is the enrichment, extra-curricular and post-instructional strand and involves students showing evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment both within and beyond the school setting.**

Within this strand, students in the **last three years of elementary instruction (generally grades 6, 7 and 8)** will review and continue to use skills previously acquired, be introduced to new areas of World Languages learning, move through the developmental process and proceed to a comfortable proficiency in:

1. Coming to more fully appreciate the universality of the church as God's world-wide family by participating in the World Languages liturgies and other community gatherings
2. Learning from field trips which reinforce and expand the experience of the World Languages culture
3. Learning additional vocabulary and cultural aspects from invited World Languages guests
4. Reading for information and enjoyment in the world Languages
5. Communicating more easily in World Languages in both verbal and written expression
6. Recognizing how geography, climate and religion help to shape a culture which includes art, music and family traditions
7. Studying current world events so as to understand the inter-connectedness of all peoples and respond as Christians and citizens committed to peace and justice