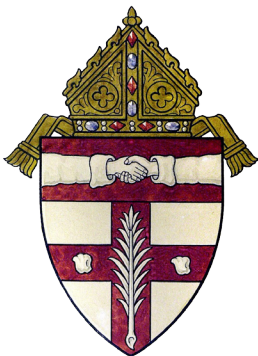


Foreign Language Academic Standards



Diocese of Owensboro, Kentucky
Revised May 2010

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DIOCESE OF OWENSBORO

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The curriculum in the Catholic School should reflect the four interrelated purposes of catechesis: "to proclaim the mysteries of the faith, to foster community, to encourage worship and prayer, and to motivate service to others. (NCD, #215) Indeed this IS the mission of the Catholic Schools in the Diocese of Owensboro.

The mission of the Catholic Schools of the Diocese of Owensboro is to share in the Church's mission, to proclaim the message of Jesus Christ as lived out in the Catholic Church which creates a worshipping community of believers whose service is a witness of their Christian love.

CURRICULUM PLAN FOR THE DIOCESE OF OWENSBORO

The Curriculum Committee for Schools of the Diocese of Owensboro, Kentucky was established in April 1994 to provide direction in developing the curricula for all subject areas. In order to provide direction, there was also a need for a long term, comprehensive curriculum plan. A time line was established for assessing and developing a curriculum that would be consistent with the teachings of the Catholic Church, would address educational reform, and would include the requirements for the Kentucky Non-Public School Certification Process.

Diocese of Owensboro Textbook Adoption Process

Subject Area	Curriculum Revision	Textbook Selection	Approval by Diocesan Curriculum Committee	Approval by PACESS	Approval by Committee for Total Catholic Education	Purchase Textbooks
Group I - Language Arts, Reading and Literature	2011 - 2012 Complete by 4/30/12	2012 - 2013 Complete by 4/30/13	May, 2012	May, 2012	May, 2012	July, 2013
Group II - Social Studies	2012 - 2013 Complete by 4/30/13	2013 - 2014 Complete by 4/30/14	May, 2013	May, 2013	May, 2013	July, 2014
Group III - Science	2013 - 2014 Complete by 4/30/14	2014 - 2015 Complete by 4/30/15	May, 2014	May, 2014	May, 2014	July, 2015
Group IV - Mathematics	2014 - 2015 Complete by 4/30/15	2015 - 2016 Complete by 4/30/16	May, 2015	May, 2015	May, 2015	July, 2016
Group V - Vocational Studies and Practical Living	2008 - 2009 Complete by 4/30/09	2009 - 2010 Complete by 4/30/11	May, 2009	May, 2009	May, 2009	July, 2011
Group VI - Arts & Humanities, Religion, Foreign Language	2009 - 2010 Complete by 4/30/10	2010 - 2011 Complete by 4/30/12	May, 2010	May, 2010	May, 2010	July, 2012

Subject area committee efforts will focus on student learning. It is recommended to teachers that planning, written curriculum guides, textbooks, assessments, etc. be seen as means for student learning. All processes should be developed to ensure continuous improvement of the curriculum.

The Diocesan Curriculum Committee consensually agreed that the curriculum for each subject area would be developed and completed according to the curriculum plan. Textbooks and/or materials would be chosen to support the Curriculum Guide.

It was also agreed that a Curriculum Committee would be established for each subject. Each committee needs to explore the present status, refer to all available resources, and develop content guidelines for Grades K-12.

ACTS 2:1-11

When the time for Pentecost was fulfilled, they were all in one place together. And suddenly there came from the sky a noise like a strong driving wind, and it filled the entire house in which they were.

Then there appeared to them tongues as of fire, which parted and came to rest on each one of them. And they were all filled with the holy Spirit and began to speak in different tongues, as the Spirit enabled them to proclaim.

Now there were devout Jews from every nation under heaven staying in Jerusalem. At this sound, they gathered in a large crowd, but they were confused because each one heard them speaking in his own language. They were astounded, and in amazement they asked, "Are not all these people who are speaking Galileans? Then how does each of us hear them in his own native language? We are Parthians, Medes, and Elamites, inhabitants of Mesopotamia, Judea and Cappadocia, Pontus and Asia, Phrygia and Pamphylia, Egypt and the districts of Libya near Cyrene, as well as travelers from Rome, both Jews and converts to Judaism, Cretans and Arabs, yet we hear them speaking in our own tongues of the mighty acts of God."

Communication is becoming increasingly important in our “shrinking” world. Competence in more than one language and culture enables people to communicate with people in other cultures, to look beyond their own experiences, and to participate more fully in the global community and marketplace. The following standards were developed to help students achieve these goals.

**STANDARDS FOR
FOREIGN LANGUAGE LEARNING
IN THE 21ST CENTURY**

GOALS AND STANDARDS

Goal One: Communicate in Languages Other Than English

For American students, the ability to use and function in at least one other language in addition to English will become increasingly important in our rapidly shrinking world. Business and economic communities have been calling upon the education system to produce students with foreign language competence. Students must be able to speak, to read, and to comprehend both spoken and written language.

- 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.

Goal Two: Gain Knowledge and Understanding of Other Cultures

The study of another language enables the student to understand a different culture on its own terms. The connections between the culture that is lived and the language that is spoken can only be realized by those who possess knowledge of both. Students need to be aware of other peoples’ contributions to the world: their art of living, the solutions they have found to the common problems of human life and the patterns of behavior which order their world.

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Goal Three: Connect with Other Disciplines and Acquire Information

Foreign language learning can expand the educational experience of all students by combining with other disciplines either formally or informally. These connections will add unique experiences and insights in the rest of the curriculum. Using a foreign language to acquire information provides students with skills and interests that go beyond formal education.

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through the learning of foreign language.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Goal Four: Develop Insight into Own Language and Culture

The language learning experience helps the student discover different patterns among language systems and cultures. The acquisition of a second language draws attention to how the two languages and cultures interact. Thus, students gain insight into their own language and culture and are better able to form their own world view while investigating a new language.

- 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 concepts of culture through comparisons of the cultures studied and their own.

Goal Five: Participate in Multilingual Communities and Global Societies

As companies expand domestic and international markets, Americans need to be proficient in more than one language. Students find that their ability to communicate in other languages prepares them for school and community projects and enables them to expand employment opportunities. By communicating in other languages they realize the interdependence of people throughout 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.

Rationale for Selection of Languages

In developing this curriculum guide, it was decided to include all languages that are presently being taught in the Diocesan Schools. Spanish is being taught in some of the elementary schools with Levels 1-4 beginning at the middle school/high school level for high school credit. Levels 1-4 in French are available for high school credit. Since some of the high schools are now including one year of **Latin** in their Program of Studies, a Latin Curriculum for Level 1 has been included in this guide. **As educators in the Diocese determine that additional languages or additional levels need to be included, a curriculum will be developed and will be provided to all teachers of Foreign Languages.**

Elementary Foreign Language Programs

Many of the elementary schools are now using Foreign Language Programs. Elementary school programs should collaborate with the local middle/high school programs for continuity throughout the foreign language curriculum. **All schools should address the Progress Indicators for the National Standards for Foreign Language Learning in the 21st Century within other subject areas.**

The following concepts are suggested for programs in the elementary schools:

- Colors
- Numbers 0 - 1 million
- Money (Type of currency used in the countries where the foreign language is spoken)
- Weather and seasons
- Telling time
- Days of the week
- Dates and months of the year
- Greetings
- Basic vocabulary phrases (*My name is..., How are you?, Please!, Thank you!, etc.*)
- ABCs
- Holidays
- Geography
- Classroom objects
- Articles of clothing
- Body parts
- Family members

The STANDARDS FOR FOREIGN LANGUAGE LEARNING IN THE 21ST CENTURY, 3rd Edition has included Progress Indicators for Grades 4, 8, and 12. These indicators can be addressed in other subject areas to enhance understanding of the cultures of people who speak a non-English language.

PROGRESS INDICATORS, GRADE 4

Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

- Students give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.
- Students ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or video tapes.
- Students share likes and dislikes with each other and the class.
- Students exchange descriptions of people and tangible products of the culture such as toys, dress, types of dwellings, and foods with each other and members of the class.
- Students exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

- Students comprehend main ideas in developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.
- Students identify people and objects in their environment or from other school subjects, based on oral and written description.
- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Students comprehend the main themes and ideas and identify the principal characters of stories or children's literature.
- Students comprehend the principal message contained in various media such as illustrated texts, posters, or advertisements.
- Students interpret gestures, intonation, and other visual or auditory cues.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Students prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.
- Students dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another elementary class.
- Students give short oral notes and messages, or write reports, about people and things in their school environment and exchange the information with another language class either locally or via e-mail.
- Students tell or retell stories orally or in writing.
- Students write or tell about products and/or practices of their own culture to peers in the target culture.
-

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- Students observe, identify, and/or discuss simple patterns of behavior or interaction in various settings such as school, family, and the community.
- Students use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.
- Students participate in age-appropriate cultural activities such as games, songs, birthday

celebrations, story telling, and dramatizations.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- Students identify and observe tangible products of the culture such as toys, dress, types of dwellings, and foods.
- Students identify, experience, or read about expressive products of the culture such as children's songs, selections from children's literature, and types of artwork enjoyed or produced by their peer group in the cultures studied.
- Students identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the cultures studied.
- Students recognize themes, ideas, or perspectives of the culture.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

- Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through this foreign language and its cultures.

- Students read, listen to, and talk about age-appropriate school content, folk tales, short stories, poems, and songs written for native speakers of the target language.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- Students cite and use examples of words that are borrowed in the language they are learning and their own, and they pose guesses about why languages in general might need to borrow words.
- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.
- Students are aware of the existence of idiomatic expressions in both their native language and the language being learned and discuss how idiomatic expressions work in general.
- Students demonstrate an awareness of formal and informal forms of language in greetings and leave-takings and try out expressions of politeness in other languages and their own.
- Students report differences and similarities between the sound and writing systems of their own language and the language being learned.
- Students demonstrate an awareness of the various ways of expressing ideas both in their own language and the language being learned.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- Students compare simple patterns of behavior or interaction in various cultural settings.
- Students demonstrate awareness that gestures are an important part of communication and that gestures may differ among languages.
- Students compare and contrast tangible products (e.g., toys, sports, equipment, food) of the target cultures and their own.
- Students compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target cultures and their own.

Standard 5.1 Students use the language both within and beyond the school setting.

- Students communicate on a personal level with speakers of the language via letters, e-mail, audio, and video tapes.
- Students identify professions which require proficiency in another language.
- Students use the language to create imaginary situations.
- Students present information about the language and culture to others.
- Students write and illustrate stories to present to others.
- Students perform for a school or community celebration.

Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- Students read materials and/or use media from the language and culture for enjoyment.
- Students play sports or games from the culture.
- Students exchange information about topics of personal interest.
- Students plan real or imaginary travel.
- Students attend or view via media cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

PROGRESS INDICATORS, GRADE 8

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Students follow and give directions for participating in age-appropriate cultural activities and for investigating the function of products of the foreign culture. They ask and respond to questions for clarification.
- Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.
- Students compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences and other school subjects.
- Students acquire goods, services, or information orally and/or in writing.
- Students develop and propose solutions to issues and problems related to the school or community through group work.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

- Students comprehend information and messages related to other school subjects.
- Students understand announcements and messages connected to daily activities in the target culture.
- Students understand the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
- Students understand the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.
- Students identify the principal characters and comprehend the main ideas and themes in selected literary texts.
- Students use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Students present short plays and skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting.
- Students prepare tape or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.
- Students prepare stories or brief written reports about personal experiences, brief personal events, or other school subjects to share with classmates and/or members of the target cultures.
- Students prepare an oral or written summary of the plot and characters in selected pieces of age-appropriate literature.

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- Students observe, analyze, and discuss patterns of behavior typical of their peer group.
- Students use appropriate verbal and nonverbal behavior for daily activities among peers and adults.
- Students learn about and participate in age-appropriate cultural practices such as games (role of leader, taking turns, etc.), sports, and entertainment (e.g., music, dance, and drama).

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- Students experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama) and then explore the effects of these products on the larger communities.
- Students search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities.
- Students identify, discuss, and analyze themes, ideas, and perspectives related to the products being studied.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

- Students discuss topics from other school subjects in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.
- Students comprehend articles or short videos in the target language on topics being studied in other classes.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- Students recognize the category of grammatical gender in languages, and their spoken and written language reflects that awareness.
- Students hypothesize about the relationship among languages based on their awareness of cognates and similarity of idioms.
- Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.
- Students demonstrate awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- Students contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
- Students demonstrate awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.
- Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.
- Students hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target cultures and their own.
- Students hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, and appropriate forms of literature) by analyzing selected products from the target cultures and their own.

Standard 5.1 Students use the language both within and beyond the school setting.

- Students discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.
- Students interact with members of the local community to hear how they use the language in their various fields of work.
- Students present information about the language and culture to others.
- Students participate in club activities which benefit the school or community.
- Students write and illustrate stories to present to others.
- Students perform for a school or community celebration.

Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- Students consult various sources in the language to obtain information on topics of personal interest.
- Students play sports or games from the culture.
- Students exchange information around topics of personal interest.
- Students use various media from the language and culture for entertainment.
- Students attend or view, via media, cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

HIGH SCHOOL

PROGRESS INDICATORS, GRADES 9 - 12

It is the challenge of each teacher of foreign languages to develop his/her program by utilizing textbooks, resource materials, and assessments that address the concepts and skills contained in this guideline. During the development of the curriculum, it was found to be most appropriate to label each year as a level: Level 1 = First Year, Level 2 = Second Year, Level 3 = Third Year, and Level 4 = Advanced Placement = Fourth Year. This is presuming that Level 1 is taught for high school credit.

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Students discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject.
- Students develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures through group work.
- Students share their analyses and personal reactions to expository and literary texts with peers and/or speakers of the target language.
- Students exchange, support and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

- Students demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- Students demonstrate an understanding of the principal elements of non-fiction articles in newspapers, magazines and e-mail on topics of current and historical importance to members of the culture.
- Students analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.
- Students demonstrate an increasing understanding of the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Students perform scenes and/or recite poems or excerpts from short stories connected to a topic from other disciplines such as world history, geography, the arts, or mathematics.
- Students perform scenes from plays and/or recite poems or excerpts from short stories commonly read by speakers of the target language.
- Students create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.

- Students select and analyze expressive products of the culture from literary genres or the fine arts.
- Students summarize the content of an article or documentary intended for native speakers in order to discuss the topics via e-mail with other users or speakers of the language.
- Students write a letter or an article describing and analyzing an issue for a student publication.
- Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target cultures.

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- Students interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using the appropriate verbal and nonverbal cues.
- Students learn about and participate in age-appropriate cultural practices, such as games, sports, and entertainment.
- Students identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied.
- Students identify, examine, and discuss connections between cultural perspectives and socially approved behavioral patterns.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- Students identify, discuss, and analyze such intangible products of the target culture as social, economic, and political institutions, and explore relationships among these institutions and the perspectives of the culture.
- Students experience, discuss, and analyze expressive products of the culture, including selections from various literary genres, and the fine arts.
- Students identify, analyze, and evaluate themes, ideas, and perspectives related to the products being studied.
- Students explore the relationships among the products, practices, and perspectives of the culture.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

- Students discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.
- Students acquire information from a variety of sources written in the target language about a topic being studied in other school subjects.
- Students combine information from other school subjects with information available in the foreign language in order to complete activities in the foreign language classroom.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- Students use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience, and compare these to information obtained on the same topics written in English.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- Students recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language.
- Students demonstrate awareness that there are phrases and idioms that do not translate directly from one language to another.
- Students analyze elements of the target language, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.
- Students report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
- Students compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems (e.g., logographic, syllabic, alphabetic).

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- Students hypothesize about the origins of idioms as reflections of culture, citing examples from the language and cultures being studied and their own.
- Students compare nuances of meanings of words, idioms, and vocal inflections in the target language and their own.
- Students analyze the relationship of perspectives and practices in the target culture and compare and contrast these with their own.
- Students analyze the relationship between the products and perspectives in the cultures studied and compare and contrast these with their own.
- Students identify and analyze cultural perspectives as reflected in a variety of literary genres.

Standard 5.1 Students use the language both within and beyond the school setting.

- Students communicate orally or in writing with members of the other culture regarding topics of personal interest, community, or world concern.
- Students participate in a career exploration or school-to-work project which requires proficiency in the language and culture.
- Students use community resources to research a topic related to culture and/or language study.
- Students present information about the language and culture to others.
- Students participate in club activities which benefit the school or community.
- Students write and illustrate stories to present to others.
- Students perform for a school or community celebration.

Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- Students consult various sources in the language to obtain information on topics of personal interest.
- Students play sports or games from the culture.
- Students read and/or use various media from the language and culture for entertainment or personal growth.
- Students establish and/or maintain interpersonal relations with speakers of the language.
- Students attend or view via media cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

LEVEL 1

	GRAMMAR - STRUCTURE	
	Spanish	French
<i>New material</i>		
<u>Nouns</u> - adjective agreements	X	X
<u>Pronouns</u> - subject - direct object	X X	X X
<u>Adjectives & Positions</u> - possessive - demonstrative - interrogative	X X X	X X X
<u>Verbs</u> - regular present tense (-ar, -er, -ir/-er, -ir, -re) - common irregular present (tener, ser, estar/avoir, etre) - imperative - present progressive - “to go” forms - “to go” infinitive - passe compose - preterit - faire + activity	X X X X X X X X	X X X X X X X X
<u>Prepositions</u> - articles - possession with “de” - personal “a”	X X X	X X X
<u>Sentences</u> - negative - statements - interrogative	X X X	X X X
	VOCABULARY	
	Spanish	French
greetings	X	X
date and weather conditions	X	X
time of day	X	X
food/drink	X	X
leisure time: sports, vacations, movies, weekends	X	X
professions	X	X

	VOCABULARY	
	Spanish	French
weekend activities	X	X
personal items/everyday objects	X	X
parts of the body	X	X
names of places	X	X
daily activities	X	X
adjectives of nationalities	X	X
family/people	X	X
clothing	X	X
shops	X	X
numbers 1 - 100	X	X
	CULTURE	
	Spanish	French
greetings	X	X
cafe/restaurant (a meeting place; monetary system)	X	X
a day in the life of a city	X	X
shops and shopkeepers	X	X
geographical variety of France and Spain	X	X
types of stores; clothes and clothing shops	X	X
cooking	X	X
French and Spanish schools	X	X
young people at a party	X	X
summer vacation	X	X
a French/Spanish city and its buildings	X	X
a French/Spanish family	X	X
professional life	X	X
at the doctor's office	X	X

	CULTURE	
	Spanish	French
French/Spanish restaurants and eating etiquette	X	X
weekend activities; sports	X	X
	ORAL/WRITTEN ACTIVITIES	
	Spanish	French
<u>Order and pay</u> - in cafe/restaurant	X	X
<u>Talk/write about</u> - introduce oneself	X	X
- telling time	X	X
- weather and write a weather report	X	X
- school activities	X	X
- leisure activities	X	X
- personal possessions	X	X
- relating to other people	X	X
-future plans/paragraphs on weekend activities	X	X
- home and family life	X	X
- shopping (for clothes, etc.)	X	X
- ordering and paying in a restaurant; list of foods eaten that week	X	X
- sports activities	X	X
<u>Describe</u> - professional activities	X	X
- past activities	X	X
- physical ailments	X	X
- people	X	X
- one's daily routines	X	X

LEVEL II

	GRAMMAR - STRUCTURE	
	Spanish	French
<i>Review material</i>		
<u>Nouns</u> - gender, number	X	X
<u>Pronouns</u> - subject - direct object - stress	X X	X X X
<u>Adjectives & Positions</u> - possessive - demonstrative - interrogative	X X X	X X X
<u>Verbs</u> - regular present tense (-ar, -er, -ir/-er, -ir, -re) - common irregular present (tener, ser, estar/avoir, être) - imperative - present progressive - “to go” forms - “to go” infinitive	X X X X X X X	X X X X X X X
<u>Prepositions</u> - “a, de” articles - possession with “de” - personal “a”	X X X	X X
<u>Sentences</u> - negative - statements - interrogative	X X X	X X X
<i>New material</i>		
<u>Verbs</u> - past tense (regular and irregular) (<i>Preterit/passé composé</i>) - imperfect (regular and irregular) - near past (<i>acabar de + <u>inf</u>/venir de + <u>inf</u></i>) - imperative (formal and informal) - future - more common irregular verbs (i.e., <i>haber, decir/faire, boire, dire, prendre</i>) - contrast meanings of “to know” (<i>saber/conaceca, savoir/connaître</i>) - stem changing verbs - “gustar” construction	X X X X X X X X X X X X X	X X X X X X X X X X X

	GRAMMAR - STRUCTURE	
	Spanish	French
<u>Verbs</u> (continued)		
- “ago”, “since” construction (<i>hacer</i> + present preterit/ <i>il y a, depuis</i>)	X	X
-contrast past tenses (<i>preterit</i> vs imperfect/ <i>passé composé</i> vs imperfect)	X X	X X
<u>Pronouns</u>		
- direct object	X	X
- indirect object (<i>y, en</i>)	X	X
- reflexive	X	X
- relative	X	X
<u>Adverb</u>		
- regular formation	X	X
<u>Adjective</u>		
- irregular	X	X
- comparative	X	X
<u>Negative Expressions</u>	X	X
	VOCABULARY	
	Spanish	French
time expressions/weather	X	X
food/drink	X	X
leisure time: sports, vacations, movies, weekends	X	X
professions	X	X
house: rooms and furniture	X	X
personal items/everyday objects	X	X
car	X	X
parts of the body	X	X
names of place	X	X
emotions	X	X
daily activities	X	X
nationalities	X	X
family/people	X	X
expressions with verbs (i.e., <i>hacer/avoir faire, estar, tener</i>)	X	X

	VOCABULARY	
	Spanish	French
clothing	X	X
shops	X	X
numbers 1000 to 1,000,000	X	X
reflexive verbs	X	X
	CULTURE	
	Spanish	French
greetings	X	X
cafe/restaurant (ordering, eating, etiquette, paying)	X	X
daily life (home, in major cities, family life)	X	X
shopping (food, clothing)	X	X
geography of target language countries/geographical variety and diversity	X	X
stores, shops, shopkeepers, monetary system	X	X
cooking	X	X
schools/school day	X	X
friends	X	X
teen life (i.e., driving, phone)	X	X
professional life/work	X	X
major sites in cities/countries	X	X
leisure time activities (i.e., sports, vacations, weekends, monies, celebrations)	X	X
	ORAL/WITTEN ACTIVITIES	
	Spanish	French
<u>Listen and practice</u> - taped exercises - culture notes	X X	X X
<u>Review</u> - introducing self - telling time - talk about weather	X X X	X X X
<u>Order and pay</u> - in café/restaurant	X	X

	ORAL/WRITTEN ACTIVITIES	
	Spanish	French
<u>Talk/write about</u> - self - school - sports - other leisure activities - personal possessions - the future - home, family life - shopping (clothes, food, other items) - friends (i.e., best, favorite) - family members	X X X X X X X X X X	X X X X X X X X X X
<u>Describe</u> - professional activities - past activities - physical ailments - people - one's daily routines	X X X X X	X X X X X
<u>Be able</u> to tell facts of story/incident - explaining (i.e., embarrassing, amusing)	X	X

Level III

	GRAMMAR - STRUCTURE	
	Spanish	French
<i>Review material</i>		
<u>Nouns and Articles</u>	X	X
<u>Pronouns</u> - stress - subject - object - reflexive	X X X X	X X X X
<u>Adjectives</u> - possessive - demonstrative	X X	X X
<u>Verbs</u> - present - imperative - present tenses - future	X X X X	X X X X
<i>New material</i>		
<u>Verbs</u> - conditional (present & past) - passive construction - past perfect - future perfect - passé simple - subjunctive - uses of <i>tener que/devoir</i>	X X X X X X X	X X X X X X X
<u>Object Pronouns</u>	X	X
<u>Prepositions</u> - (<i>para vs por</i>)	X	X
	GRAMMAR - STRUCTURE	
	Spanish	French
VOCABULARY will be selected from chosen readings and culture activities, for example: * “Poursuite Inattendue” mystery novelette * Variety of selected famous short stories * Famous authors’ writings * Variety of fairy tales * Drama (“Le Petit Prince”)	X	X
	CULTURE	
	Spanish	French
- important people, places	X	X

	ORAL/WRITTEN ACTIVITIES	
	Spanish	French
<u>Writing</u> (continued)	X	X
- narrative: cartoons, stories	X	X
- expressive: diaries, greeting cards (i.e., subjunctive use)		

Level IV
Curriculum for AP French and Spanish

CULTURE
The College Board sets the curriculum for AP classes and does not list culture, per se, as it is not included on the AP exam. However, a country's culture may be taught during the 4th year through conversation (current topics such as the Tour de France), by discussing the people and politics that are included in the readings which span the 13th through the 20th centuries, and through writing (a comparison of school systems, for example).
ORAL/WRITTEN ACTIVITIES
200 Listening rejoinders 40 Dialogues with questions on tape 40 Readings from native sources: selections from novels, journals and diaries, poetry, magazine and newspaper articles 40 Paragraphs containing 600 blanks to be filled in with function words 40 Paragraphs with 600 verbs to be supplied 225 Examples of directed responses to be used for speaking practice 16 Series of pictures to be used as taping practice 66 Suggested topics for compositions Each composition should contain the following: 1 present participle, 1 past infinitive, 2 uses of subjunctive, 2 uses of the conditional, and 1 use of the future perfect. Compositions/conversations about French/Spanish movies, TV shows, etc.
VOCABULARY
The College Board provides lists of vocabulary divided by themes, lists of idioms, and a list of transition words that should be used in the essay on the exam.
GRAMMAR
Interrogative pronouns such as <i>dont, où, and lequel</i> Relative pronouns Multiple negatives Independent negatives Restrictive expressions Non-restrictive expressions Infinitive clauses Gerunds Indirect speech

Latin - Level 1

COMMUNICATION

Standard 1.1 Students read words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases and simple sentences.

- Students demonstrate reading comprehension by answering simple questions in Latin or English about short passages of Latin.
- Students demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

Standard 1.2 Students use Latin orally and listen to and write Latin as part of the language learning process.

- Students recognize and reproduce the sounds of Latin.
- Students respond appropriately to simple questions, statements, commands, or non-verbal stimuli.
- Students sing songs in Latin.
- Students write simple phrases and sentences in Latin.

CULTURE

Standard 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.

- Students demonstrate a basic knowledge of the daily life of the Romans.
- Students demonstrate knowledge of some famous Romans and of selected facts of history and geography of the ancient world.

Standard 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

- Students identify the principal Roman deities and heroes by their names, deeds, and spheres of influence.
- Students recognize basic architectural features and art forms of the Romans.

CONNECTIONS

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of Latin.

- Students use their knowledge of Latin in understanding a specialized vocabulary in such fields as government and politics.
- Students recognize and use Roman numerals and the vocabulary associated with counting.

Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

- Students acquire information about the Roman world by reading passages of Latin within a culturally authentic setting.
- Students recognize plots and themes of Roman myths in the literature of other cultures.
- Students demonstrate knowledge of the geography of the ancient world and connect it to the modern world.

COMPARISONS

Standard 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

- Students demonstrate a basic knowledge of Latin roots, prefixes and suffixes by recognizing them in English words of Latin origin.
- Students understand some Latin phrases, mottos, and abbreviations used in English

- Students demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin.

Standard 4.2 Students compare and contrast their own culture with that of the Roman World.

- Students look at the architectural features of the building around them and recognize the Roman elements in them.
- Students compare and contrast aspects of their own public and private lives to those of the Romans.
- Students compare the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.

COMMUNITIES

Standard 5.1 Students use their knowledge of Latin in a multilingual world.

- Students present and exchange information about their language experience to others in the school and in the community.
- Students recognize the influence of Latin on the specialized language of various professional fields and recognize its use in the media.

Standard 5.2 Students use their knowledge of Roman culture in a world of diverse cultures.

- Students recognize from their study of Roman culture that cultural diversity has been an integral feature of society from antiquity.
- Students share with others in schools and communities their understanding of cultural differences in the Roman world.

Latin Level II

COMMUNICATION

Standard 1.1 Students read, understand, and interpret Latin.

- Students read and understand passages of Latin composed for acquisition of content and language skills.
- Students read and understand, with appropriate assistance, passages of Latin adapted from the original authors.
- Students read and understand short unadapted passages of Latin when provided with appropriate assistance.
- Students demonstrate reading comprehension by interpreting the meaning of passages they read.
- Students recognize some figures of speech and features of style of the authors they read.
- Students demonstrate knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level.

Standard 1.2 Students use Latin orally, listen to, and write Latin as part of the language learning process.

- Students read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.
- Students respond appropriately to questions, statements, commands, or other stimuli.
- Students write phrases and sentences in Latin.

CULTURE

Standard 2.1 Students demonstrate an understanding of the perspectives of Roman Culture as revealed in the practices of the Romans.

- Students demonstrate knowledge of the daily life and thought of the ancient Romans, gained in part from the Latin texts they read, and apply that knowledge to an understanding of Roman culture.
- Students demonstrate knowledge of the people and facts of Roman history and political life, gained in part from the Latin texts they read, and relate that knowledge to an understanding of Roman perspectives.

Standard 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

- Students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Roman culture.
- Students demonstrate a knowledge of architectural styles, art forms, and artifacts of the Romans and use them in analyzing Roman culture.

CONNECTIONS

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

- Students recognize and make connections with Latin terminology in the sciences and technology.
- Students recognize and make connections with Latin or Greek terminology in the social sciences and history.

Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

- Students acquire information about the Roman world by reading adapted or selected Latin sources.

- Students connect their knowledge of ancient history and social and political systems to events and systems in the modern world.
- Students connect their knowledge of the Latin language to their knowledge of literature and artistic achievement.

COMPARISONS

Standard 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

- Students demonstrate the relationship of Latin words to their derivatives and cognates in English.
- Students demonstrate an increased use of English words from or related to Latin.

Standard 4.2 Students compare and contrast their own culture with that of the Roman world.

- Students identify elements in their own art and literature that have their basis in the Roman world.
- Students reflect on classical influence on the political institutions, law, and history of their own culture.
- Students recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

COMMUNITIES

Standard 5.1 Students use their knowledge of Latin in a multilingual world.

- Students combine the tools of technology with their classical language skills to communicate with other students in a global community.
- Students interact with community members who are involved in a variety of careers to understand how they have used their study of classical languages.

Standard 5.2 Students use their knowledge of Roman culture in a world of diverse cultures.

- Students compare the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.
- Students combine the tools of technology with their knowledge of Roman culture to share cultural experiences.

LEVEL I & II

Grammar and Structure	
Nouns and Adjectives	<ul style="list-style-type: none"> -singular and plural -direct objects -complements -vocative case -gender -declensions (1st, 2nd, 3rd, 4th) -noun/adjective agreement -possession (genitive case) -interrogative
Cases	<ul style="list-style-type: none"> -nominative -genitive -dative -accusative -ablative -imperative -vocative
Verbs	<ul style="list-style-type: none"> -transitive -intransitive -infinitive -persons -conjunction -present tense (_re, _re, ere, _re) -imperative -imperfect tense -irregular (to be, to be able)
Prepositions	<ul style="list-style-type: none"> -Accusative case -Ablative case
Sentences	<ul style="list-style-type: none"> -negative -statements -interrogative
Word Study	<ul style="list-style-type: none"> -English derivatives of Latin words -vocabulary cards -Latin pronunciation
Vocabulary	<ul style="list-style-type: none"> -greetings -time of day -weather conditions -food/drink -leisure time: playing, reading, chariot races -professions -everyday objects -personal items -family/people -clothing

<p>Culture</p>	<ul style="list-style-type: none"> -Roman Empire in the 1st Century A.D. -Pompeii - eruption of Mt. Vesuvius -geography of Roman Empire -Roman mythology -daily life in Roman Empire -Roman emperors -family hierarchy -Roman games - gladiators/chariot races -Roman Forum
<p>Oral and Written Activities</p>	<ul style="list-style-type: none"> -Roman Forum oral presentation -Roman coin project -famous Romans

SUGGESTED ACTIVITIES

	LEVEL I	LEVEL 2	LEVEL 3	LEVEL 4
<i>Oral/Written activities coordinated with the vocabulary and cultural topics continuum</i>				
Introducing oneself	X	X	X	X
Meeting friends in a cafe: ordering food and paying	X	X	X	X
Telling time	X	X	X	X
Writing a weather report	X	X	X	X
Talking about school activities	X	X	X	X
Making a list of school supplies	X	X	X	X
Talking about leisure activities	X	X	X	X
Writing postcards from “summer vacation”	X	X	X	X
Role-playing involving students shopping in different types of stores	X	X	X	X
Making out a typical daily schedule	X	X	X	X
Using future tense to talk/write about plans for upcoming weekend		X	X	X
Sketching a family tree	X	X	X	X
Describing family and home life	X	X	X	X
Designing a menu and writing a skit involving a restaurant meal with family	X	X	X	X
Describing interests in sports	X	X	X	X
Role-playing involving a doctor’s office - making an appointment and describing ailment	X	X	X	X
Taking the composition about future weekend plans and changing it to past tense		X	X	X
Role-playing involving talking to school counselor about career choices	X	X	X	X
Comparing and contrasting personalities/talents of two friends	X	X	X	X
Listening to tapes that accompany the text	X	X	X	X
Talking about oneself		X	X	X

	LEVEL I	LEVEL 2	LEVEL 3	LEVEL 4
Writing about favorite/least favorite relative		X	X	X
Writing/talking about the facts concerning a particular event/incident		X	X	X
Getting around town			X	X
Explaining care of the home			X	X
Preparing a meal in the home ec lab			X	X
Clothing and fashion - having a fashion show			X	X
Maintaining journals			X	X
Discussing readings			X	X
Writing a composition based on readings			X	X
Writing a composition connected to grammar structures such as the conditional			X	X
Discussing/writing about current topics in the news			X	X
Discussing and writing compositions on videos viewed			X	X
Listening to literary selections			X	X
Writing newspaper ads			X	X
Writing critiques			X	X
Participating in interviews			X	X
Giving a "how-to-do" speech			X	X
Writing cartoons and stories			X	X
Designing greeting cards			X	X
Writing poetry (haiku or cinquain)				X
Writing an editorial				X
Making a two minute tape each week describing an assigned series of pictures				X

Assessment

- Prepared oral presentations, including cultural topics
- Spontaneous question/answer sessions
- Written grammar tests
- Compositions
- Journals
- Oral readings
- Listening exercises

Resources

The College Board, Suite 340, 100 Crescent Centre Parkway, Tucker, Georgia 30084-7039

The Kentucky Framework for World Language Learning (can be downloaded from www.kentuckyschools.edu)

Standards for Foreign Language Learning in the 21st Century, American Council of Teachers of Foreign Language (ACTFL), 2006. 6 Executive Plaza, Yonkers, New York 10701-6801 ISBN 0-935868-85-2.