

# Diocese of Richmond Consensus Curriculum for World Languages

## Diocese of Richmond Office of Catholic Schools Mission Statement

*The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.*

*The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.*

## Purpose

The World Language Curriculum is a guideline from which educators within the Diocese of Richmond can provide basic instruction within the context of our Catholic faith. This curriculum is intended to be applied to all modern languages to provide consistency of instruction throughout the Diocese.

## Framework

This curriculum is organized and informed by the **2015 World-Readiness Standards for Learning Languages**, a document set forth by the American Council on the Teaching of Foreign Languages (ACTFL) and the Virginia Department of Education Standards of Learning. The elementary curriculum is organized by grade level with separate curricula for Grades K-2, Grades 3-5 and Grades 6-8. The courses for high school credit are divided into Level I-IV. Each curriculum guide was designed as a continuation of the previous guide, in order to accommodate the growth and development of language learners. This curriculum was designed for World Language programs that meet regularly, in order to support the teacher in the enhancement of World Language learning. Teachers may need to modify the curriculum in order to meet the needs of their school's individual program.

## Acknowledgements

The Most Reverend Francis X. DiLorenzo  
Bishop of the Diocese of Richmond

Raymond Honeycutt  
Diocese of Richmond Catholic Schools, Assistant Superintendent

## Committee members

Julia Crowder, Saint Bridget School, Richmond  
Michelle Grau, Our Lady of Mt. Carmel School, Newport News  
Nancy Lamb, Peninsula Catholic High School, Newport News  
Vivian Lane, St. Matthew School, Virginia Beach  
Jeannie McGeorge, Saint Bridget School, Richmond  
Liliana Quiroga, Bishop Sullivan High School, Virginia Beach  
Robin Underwood, Roanoke Catholic School, Roanoke

# World Language Consensus Curriculum

## Diocese of Richmond

### Kindergarten-2<sup>nd</sup> Grade

All standards are [2015 World-Readiness Standards for Learning Languages](#). Mastery of these standards at this level will be achieved with gradual accuracy at the novice level.

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

Standard 1.1: **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard 1.2: **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard 1.3: **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- Recognize (visually and aurally) and use basic vocabulary (such as numbers 1-30, basic greetings, calendar vocabulary, alphabet, colors, parts of the body, clothing, animals, food, classroom objects, body parts and basic family members)
- Recite prayers (The Sign of the Cross)
- Recite simple poetry, songs, etc. commonly known in target culture
- Pronounce correct sound for each letter of the alphabet
- Respond to oral questions and classroom commands
- Demonstrate comprehension of the events of a story sequentially
- Interpret short conversations between familiar persons relating to familiar topics
- Recognize voice inflections in simple sentences
- Recognize and interpret main characters, main idea, and familiar vocabulary in a children's book read by teacher

**Cultures: Interact with cultural competence and understanding.**

Standard 2.1: **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

- Recite simple poetry, songs, etc. commonly known in target culture
- Recognize and understand cultural practices (ex. traditional practices & celebrations) and products associated with these practices (ie. la piñata)

# World Language Consensus Curriculum

## Diocese of Richmond

### Kindergarten-2<sup>nd</sup> Grade, Continued

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations.**

Standard 3.1: **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standard 3.2: **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- Recognize target language cultural practices (ex. holiday celebrations) and products (costume, masks, etc.) (History, Art, Music)
- Use cognates and context clues to guess the meanings of words in the target language (Language Arts)
- Recognize and use weather vocabulary (Science)
- Use numbers 0-10 to count and categorize (Math)
- Recite prayers (The Sign of the Cross) (Religion)
- Sing simple rhymes and songs common to the target culture (Language Arts, Music)

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.**

Standard 4.1: **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

- Compare and contrast target language and American cultural practices (ex. holiday celebrations) and products
- Guess the meaning of some target language words by comparing them to the native language

**Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

Standard 5.1: **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Standard 5.2: **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- Recite prayers (The Sign of the Cross)

# World Language Consensus Curriculum

## Diocese of Richmond

### Grades 3-5

*This curriculum is a continuation of the K-2 Consensus Curriculum.*

All standards are [2015 World-Readiness Standards for Learning Languages](#). Mastery of these standards at this level will be achieved with gradual accuracy at the novice level.

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

Standard 1.1: **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard 1.2: **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard 1.3: **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- Recognize (visually and aurally) and use vocabulary such as basic greetings, names, prayers, numbers 1-100, alphabet, colors, days, months, dates, parts of the body, clothing, animals, classroom objects, family, and food
- Use simple prayers (Sign of the Cross/Glory Be/Hail Mary)
- Demonstrate ability to understand and use simple questions and responses
- Recognize proper voice inflection and pronunciation of simple sentences
- Interpret and participate in simple conversations
- Participate in simple role playing
- Recite poetry, songs, etc. commonly known in target culture
- Write simple phrases and/or sentences, using familiar vocabulary and grammar
- Write, count and solve simple math problems with numbers 0- 50
- Recognize and uses cognates to interpret and understand simple authentic texts
- Follow simple instructions
- Recognize vocabulary with picture cues
- Demonstrate ability to follow oral directions
- Demonstrate comprehension of the events of a story sequentially
- Recognize main characters, main idea and familiar vocabulary and predicts outcomes in a children's book read by teacher
- Ask for and express personal preferences

# World Language Consensus Curriculum

## Diocese of Richmond

### Grades 3-5, Continued

*This curriculum is a continuation of the K-2 Consensus Curriculum.*

#### **Cultures: Interact with cultural competence and understanding.**

Standard 2.1: **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

- Compare and contrast holidays and cultural practices in the target cultures with those in the United States
- Recognize common cultural practices in the target culture such as greetings, mealtimes, social expectations, daily routine, etc. and the cultural perspectives that lead to these practices
- Recognize key products of the target culture, such as major works of art, architecture, food, exports, clothing, etc. and the cultural perspectives represented by these products

#### **Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations.**

Standard 3.1: **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standard 3.2: **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- Recognize word origins common to English and target language (Language Arts)
- Demonstrate comprehension of the events of a story sequentially (Language Arts)
- Recognize key products of the target culture, such as major works of art, architecture, food, exports, clothing, etc. and the cultural perspectives represented by these products (Social Studies, Art, Music)
- Write, count and solve simple math problems with numbers 0- 50 (Math)
- Identify target language countries on a map, including lesser known target language speaking countries (Social Studies)
- Recite prayers (Sign of the Cross...) (Religion)

# **World Language Consensus Curriculum Diocese of Richmond Grades 3-5, Continued**

*This curriculum is a continuation of the K-2 Consensus Curriculum.*

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.**

Standard 4.1: **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

- Recognize word origins common to English and target language
- Recognize that an idea may be expressed in multiple ways in the target language similarly to the native language
- Compare and contrast common cultural practices in the target culture such as greetings, mealtimes, social expectations, daily routine, etc. with those practices in the United States

**Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

Standard 5.1: **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Standard 5.2: **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- Incorporate computer-related activities that reinforce language skills
- Ask for and express personal preferences

# World Language Consensus Curriculum

## Diocese of Richmond

### Grades 6-8 (not for High School Credit)

*This curriculum is a continuation of the 3-5 Consensus Curriculum.*

All standards are [2015 World-Readiness Standards for Learning Languages](#). Students in these grades will meet these learning targets while demonstrating language proficiency at the novice level.

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

Standard 1.1: **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard 1.2: **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard 1.3: **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- Recognize and use target vocabulary in context
- Demonstrate increased comprehension of a variety of target language speakers
- Formulate and respond to simple questions in target language
- Use simple verbal exchanges to interpret and share basic information
- Recognize and imitate proper voice inflection and pronunciation
- Recite prayers (Sign of the Cross/Hail Mary/Our Father/Glory Be)
- Participate in simple role playing
- Demonstrate ability to follow oral directions
- Demonstrate comprehension of the events of a story sequentially
- Recognize main characters, main ideas, and familiar vocabulary in context (multiple genres)
- Use written exchanges (with correct spelling) to share information using familiar vocabulary and grammar

**Cultures: Interact with cultural competence and understanding.**

Standard 2.1: **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

- Demonstrate knowledge of contemporary society of target cultures
- Compare and contrast target language cultural practices with those of the United States (such as greetings, mealtimes, social customs, celebrations, etc.)
- Demonstrate understanding of how concepts such as family, time, and faith inform target culture practices

- Recognize key products of the target culture, such as major works of art, architecture, food, exports, clothing, etc. and the cultural perspectives represented by these products

## **World Language Consensus Curriculum**

### **Diocese of Richmond**

#### **Grades 6-8 (not for High School Credit), continued**

*This curriculum is a continuation of the 3-5 Consensus Curriculum.*

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations.**

Standard 3.1: **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standard 3.2: **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- Use known word roots in the target language to infer meaning (Language Arts)
- Recognize word origins common to English and target language (Language Arts)
- Recognize target language syntax, such as parts of speech and verb forms (Language Arts)
- Demonstrate comprehension of the events of a story sequentially (Language Arts)
- Solve simple math problems and calculate prices using numbers 0- 1.000.000 (Math)
- Locate target language speaking countries on a map (Social Studies)
- Identify some key people and events that have shaped the history and culture of the target language countries and the United States (Social Studies)
- Recognize concepts of family, time, etc. that shape target culture behaviors and attitudes
- Recite prayers and identify cultural practices regarding religious holidays (Religion)

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.**

Standard 4.1: **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

- Compare and contrast target language and cultural practices of the United States, such as greetings, mealtimes, housing, leisure activities, social expectations, etc.
- Compare and contrast syntax / language conventions, such as capitalization, punctuation, and word order between the target and native languages



**World Language Consensus Curriculum**  
**Diocese of Richmond**  
**Grades 6-8 (not for High School Credit), continued**  
*This curriculum is a continuation of the 3-5 Consensus Curriculum.*

**Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

Standard 5.1: **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Standard 5.2: **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- Interpret the main ideas of videos or television programs
- Use various media from the target language for information and entertainment
- Use various media and technology resources to review and enrich use of target language
- Use target language in real world context, such as on field trips or after-school events and with guest speakers
- Reflect on language learning progress periodically (using portfolios, [ACTFL Can-Do Statement Checklists](#), journaling, etc)

**World Language Consensus Curriculum**  
**Diocese of Richmond**  
**Level I for High School Credit**

*This curriculum is a continuation of the K-8 Consensus Curriculum.*

All standards are [2015 World-Readiness Standards for Learning Languages](#). Students in these grades will meet these learning targets while demonstrating language proficiency at the novice level.

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

Standard 1.1: **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard 1.2: **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard 1.3: **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- Recognize and use target vocabulary in context
- Demonstrate increased comprehension of a variety of target language speakers
- Formulate and respond to simple questions in target language
- Use simple verbal exchanges to interpret and share basic information using familiar vocabulary and grammar
- Recognize and imitate proper voice inflection and pronunciation
- Recite prayers (Sign of the Cross/Hail Mary/Our Father/Glory Be)
- Participate in simple role playing
- Demonstrate ability to follow oral directions
- Demonstrate comprehension of the events of a story sequentially
- Recognize main characters, main ideas, and familiar vocabulary in context (multiple genres)
- Use written exchanges (with correct spelling) to share information using familiar vocabulary and grammar
- Describe events in the past using regular preterit tense verbs and the future using simple future tense

**World Language Consensus Curriculum**  
**Diocese of Richmond**  
**Level I for High School Credit, continued**

*This curriculum is a continuation of the K-8 Consensus Curriculum.*

**Cultures: Interact with cultural competence and understanding.**

Standard 2.1: **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

- Demonstrate knowledge of contemporary society of target cultures
- Compare and contrast target language cultural practices with those of the United States (such as greetings, mealtimes, social customs, celebrations, etc.)
- Demonstrate understanding of how concepts such as family, time, and faith inform target culture practices
- Recognize key products of the target culture, such as major works of art, architecture, food, exports, clothing, etc. and the cultural perspectives represented by these products

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations.**

Standard 3.1: **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standard 3.2: **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- Use known word roots in the target language to infer meaning (Language Arts)
- Recognize word origins common to English and target language (Language Arts)
- Recognize target language syntax, such as parts of speech and verb forms (Language Arts)
- Demonstrate comprehension of the events of a story sequentially (Language Arts)
- Solve simple math problems and calculate prices using numbers 0- 1.000.000 (Math)
- Locate target language speaking countries on a map (Social Studies)
- Identify some key people and events that have shaped the history and culture of the target language countries and the United States (Social Studies)
- Recognize concepts of family, time, etc. that shape target culture behaviors and attitudes
- Recite prayers and identify cultural practices regarding religious holidays (Religion)

**World Language Consensus Curriculum**  
**Diocese of Richmond**  
**Level I for High School Credit, continued**

*This curriculum is a continuation of the K-8 Consensus Curriculum*

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.**

Standard 4.1: **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

- Compare and contrast target language and cultural practices of the United States, such as greetings, mealtimes, housing, leisure activities, social expectations, etc.
- Compare and contrast syntax / language conventions, such as capitalization, punctuation, and word order between the target and native languages

**Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

Standard 5.1: **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Standard 5.2: **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- Interpret the main ideas of videos or television programs
- Use various media from the target language for information and entertainment
- Use various media and technology resources to review and enrich use of target language
- Use target language in real world context, such as on field trips or after-school events and with guest speakers
- Reflect on language learning progress periodically (using portfolios, [ACTFL Can-Do Statement Checklists](#), journaling, etc)

# World Language Consensus Curriculum

## Diocese of Richmond

### Level II for High School Credit

*This curriculum is a continuation of the Level I Consensus Curriculum.*

All standards are [2016 World-Readiness Standards for Learning Languages](#). Students in these grades will meet these learning targets while demonstrating language proficiency at the novice level or higher.

**Communication: Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes**

Standard 1.1: **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard 1.2: **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard 1.3: **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- The student will exchange spoken and written information and ideas in the target language.
- Give and follow basic instructions.
- Ask and answer questions about oneself, others, and the immediate environment, such as exchanges concerning people, things, plans, events, feelings, emotions, and geographic direction and location.
- The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.
- Participate in brief oral and written exchanges that reflect present, past, and future time frames.
- Use nonverbal communication and paraphrasing to convey and comprehend messages.
- The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- Identify some details and key words when listening to and reading in target language .
- Demonstrate understanding of culturally authentic materials, such as announcements, messages, and advertisements in familiar contexts.
- Demonstrate understanding of and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.
- Use verbal and nonverbal cues to interpret spoken and written texts in the target language.
- Differentiate among increasingly complex types of statements, questions, and exclamations.
- Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

# World Language Consensus Curriculum

## Diocese of Richmond

### Level II for High School Credit

*This curriculum is a continuation of the Level I Consensus Curriculum.*

#### **Cultures: Interact with cultural competence and understanding.**

Standard 2.1: **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

- The student will demonstrate understanding of the perspectives, practices, and products of target language cultures and the ways these cultural aspects are interrelated.
- Participate in authentic or simulated cultural activities, such as family gatherings, holiday celebrations, and community events.
- Identify and discuss patterns of behavior typically associated with the target language cultures, such as those relating to business practices, customs, and family dynamics.
- Explore the influence of the geography and history of target language countries or regions, such as food, clothing, dwellings, transportation, language, music, and art.

#### **Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations.**

Standard 3.1: **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standard 3.2: **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- Give examples of the influence of target language and target language cultures on other subject areas, such as the use of target language words in English or the contributions of important individuals from target language countries or regions.
- Compare information acquired in other subject areas to topics discussed in class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economics and geography of target language countries or regions.
- Make connections with other disciplines via content-based lessons. (art, history, geography, etc.)

# **World Language Consensus Curriculum**

## **Diocese of Richmond**

### **Level II for High School Credit**

*This curriculum is a continuation of the Level I Consensus Curriculum.*

#### **Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.**

Standard 4.1: **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

- The student will develop a deeper understanding of English and other languages through study of the target language.
- Recognize critical sound distinctions and intonation patterns in the target language and English and their effects on the communication of meaning.
- Compare the diverse and unique aspects of vocabulary and structural patterns of the target language and English.
- Compare the use of idiomatic expressions in target language and English.
- The student will demonstrate understanding of cultural similarities and differences between the target language-speaking cultures studied and the United States.
- Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
- Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, music, and art.

#### **Communities: Communicate and interact with cultural awareness in order to participate in multilingual communities at home and around the world.**

Standard 5.1: **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Standard 5.2: **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- The student will apply target language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
- Explain aspects of target language cultures discovered through interaction with target language speakers, authentic media and technology.
- Reinforce cultural knowledge through the use of target -language resources, such as individuals and organizations accessible in the community or through technology.

# World Language Consensus Curriculum

## Diocese of Richmond

### Level III for High School Credit

*This curriculum is a continuation of the Level II Consensus Curriculum.*

All standards are [2016 World-Readiness Standards for Learning Languages](#). Students in these grades will meet these learning targets while demonstrating language proficiency at the novice high to intermediate levels.

#### **Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

Standard 1.1: **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard 1.2: **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard 1.3: **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- The student will engage in original and spontaneous oral and written communications in the target language.
  - Express opinions, preferences, and desires, and elicit those of others.
  - Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic target language sources.
- The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.
  - Participate in sustained exchanges that reflect major time frames, based on new topics in context.
  - Identify main ideas and pertinent details when listening to or reading materials in a familiar context; such as live and recorded conversations, short lectures.
  - Exchange detailed information on familiar topics in a variety of interpersonal contexts.
  - Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate target language.
- The student will understand spoken and written target language presented through podcasts, videos, reports, graphics, and literary selections.
  - Understand culturally authentic, level-appropriate materials that present new information in context.
  - Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for public transportation or using technology.



**World Language Consensus Curriculum**  
**Diocese of Richmond**  
**Level III for High School Credit, continued**

*This curriculum is a continuation of the Level II Consensus Curriculum.*

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

- The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.
  - Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  - Use major time frames, word order, and other level-appropriate language structures with increasing accuracy.
- The student will present in the target language student-created and culturally authentic products, such as stories, poems, songs, and skits.
  - Produce well-organized spoken and written presentations to suit the type of audience and the purpose of the presentation.
  - Use various verbal and nonverbal presentational techniques such as voice inflection, visual aids, and technological support.
- The student will interpret (listening and/or reading), share, and present (orally or in writing) about a single topic in the target language through integrated performance assessments (IPAs include the Interpretive, Interpersonal and Presentational modes of communication.)

**Cultures: Interact with cultural competence and understanding.**

Standard 2.1: **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

- The student will examine in the target language the interrelationships among the perspectives, practices, and products of target language-speaking cultures.
  - Compare and contrast the viewpoints of target language speakers and the ways these perspectives are reflected in their practices, such as political systems, customs, daily routine, and religious traditions.
  - Compare and contrast the viewpoints of target language speakers and the ways these perspectives are reflected in their products, such as art, architecture, music, and literature.
  - Examine how and why products such as natural and manufactured items, inventions, the arts, forms of recreation, pastimes, regionally-specific language, and symbols reflect practices and perspectives of target language-speaking cultures.

- Investigate the interrelationship of geography and history in the development of target language-speaking cultures.

## **World Language Consensus Curriculum**

### **Diocese of Richmond**

#### **Level III for High School Credit, continued**

*This curriculum is a continuation of the Level II Consensus Curriculum.*

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations.**

Standard 3.1: **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standard 3.2: **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- The student will use the target language to reinforce and broaden understanding of connections between the target language and other subject areas.
  - Discuss aspects of the target language and target language cultures found in other subject areas.
  - Make connections with other disciplines via content-based lessons. (art, history, geography, etc.)
  - Compare information acquired in other subject areas to topics discussed in class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economics and geography of target language countries or regions.
  - Use authentic resources to expand knowledge acquired in other subject areas.

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.**

Standard 4.1: **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

- The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.
  - Demonstrate that language and meaning do not transfer directly from one language to another.
  - Demonstrate that vocabulary, linguistic structures, and tense usage in English may differ from those of target language.
- The student will investigate and discuss similarities and differences amongst cultures.
  - Discuss the influences of historical and contemporary events and issues on target language countries or regions and the United States.

- Compare and contrast aspects of target language cultures, such as language, religion, art, architecture, music, and literature.

**World Language Consensus Curriculum**  
**Diocese of Richmond**  
**Level III for High School Credit, continued**

*This curriculum is a continuation of the Level II Consensus Curriculum.*

**Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

Standard 5.1: **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Standard 5.2: **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- The student will apply target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
  - Compare aspects of the target language cultures obtained from interaction with target language speakers, authentic media and technology.
  - Use target language resources (individuals or organizations, local or global) to reinforce cultural understanding.

# World Language Consensus Curriculum Diocese of Richmond Level IV for High School Credit

*This curriculum is a continuation of the Level III Consensus Curriculum.*

All standards are [2016 World-Readiness Standards for Learning Languages](#). Students in these grades will meet these learning targets while demonstrating language proficiency at the intermediate or higher levels.

## **Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

Standard 1.1: **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard 1.2: **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard 1.3: **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- The student will engage in original and spontaneous oral and written communications in the target language.
  - Express opinions, preferences, and desires, and elicit those of others.
  - Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic target language resources across significant literary and historical time periods.
- The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.
  - Participate in sustained exchanges that reflect major time frames, based on new topics in context.
  - Identify main ideas and pertinent details when listening to or reading materials in a familiar context; such as live and recorded conversations, short lectures.
  - Exchange detailed information on familiar topics in a variety of interpersonal contexts.
  - Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate target language.
- The student will understand spoken and written target language presented through podcasts, videos, reports, graphics, and literary selections.
  - Understand culturally authentic, level-appropriate materials that present new information in context.
  - Understand and respond appropriately to authentic instructions presented in more complex informational materials.
- The student will present information orally and in writing, synthesizing familiar elements in order to create original ideas that are increasingly complex.
  - Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  - Express ideas using major time frames, word order, and other level-appropriate language structures with increasing accuracy.

## **World Language Consensus Curriculum Diocese of Richmond Level IV for High School Credit, continued**

### **Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

- The student will present in the target language student-created and culturally authentic products, such as stories, poems, songs, and skits.
  - Produce well-organized spoken and written presentations to suit the type of audience and the purpose of the presentation.
  - Use various verbal and nonverbal presentational techniques such as voice inflection, visual aids, and technological support.
- The student will interpret (listening and/or reading), share, and present (orally or in writing) a single topic in the target language through integrated performance assessments (IPAs include the Interpretive, Interpersonal and Presentational modes of communication.)

### **Cultures: Interact with cultural competence and understanding.**

Standard 2.1: **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

- The student will examine in the target language the interrelationships among the perspectives, practices, and products of target language-speaking cultures.
  - Compare and contrast the viewpoints of target language speakers and the ways these perspectives are reflected in their practices, such as political systems, customs, education, and religious traditions.
  - Compare and contrast the viewpoints of target language speakers and the ways these perspectives are reflected in their products, such as art, architecture, music, and literature.
  - Examine how and why products such as natural and manufactured items, inventions, the arts, forms of recreation, pastimes, regionally-specific language, and symbols reflect practices and perspectives of target language-speaking cultures.
  - Investigate the interrelationship of geography and history in the development of target language-speaking cultures.

## **World Language Consensus Curriculum Diocese of Richmond Level IV for High School Credit, continued**

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations.**

Standard 3.1: **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standard 3.2: **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- The student will use the target language to reinforce and broaden understanding of connections between the target language and other subject areas.
  - Discuss aspects of the target language and target language cultures found in other subject areas.
  - Make connections with other disciplines via content-based lessons. (art, history, geography, etc.)
  - Compare information acquired in other subject areas to topics discussed in class, such as current events
  - Use authentic resources to expand knowledge acquired in other subject areas.

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.**

Standard 4.1: **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

- The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.
  - Demonstrate that language and meaning do not transfer directly from one language to another.
  - Demonstrate that vocabulary, linguistic structures, and tense usage in English may differ from those of target language.
- The student will investigate and discuss similarities and differences amongst cultures.
  - Discuss the influences of historical and contemporary events and issues on target language countries or regions and the United States.
  - Compare and contrast aspects of target language cultures, such as language, religion, art, architecture, music, and literature.

## **World Language Consensus Curriculum Diocese of Richmond Level IV for High School Credit, continued**

**Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

**Standard 5.1: School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Standard 5.2: Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- The student will apply target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
  - Compare aspects of the target language cultures obtained from interaction with target language speakers, authentic media and technology.
  - Use target language resources (individuals or organizations, local or global) to reinforce cultural understanding.