



Diocese of Greensburg Curriculum World Language Grade 1

Unit	Standards	Content	Skills
<p>Alphabet, Numerals, Colors</p>	<p>ACTFL: Foreign Language Learning ACTFL: Grade 4</p> <hr/> <p>Communication Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.</p> <p>Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, electronic media, audio or videotapes, etc.</p> <p>Connections Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>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.</p> <p>Comparisons Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</p> <p>Report differences and similarities between the sound and writing systems of the native language and the language being studied.</p>	<p>The students will know:</p> <ul style="list-style-type: none"> • Alphabet • Numbers (0-31) • Colors 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize the differences/similarities of the alphabet • Repeat the song to memorize the alphabet • Recite the alphabet in the target language • Recognize the number words in the target language • Count in the target language • Recognize the color words in the target language • Respond appropriately to TPR activities • Identify objects by color

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	<p>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</p> <p>Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target culture and the students' own.</p> <p>Copyright 1999, National Standards in Foreign Language Education Project. All rights reserved</p>		
<p>Basic Expressions</p>	<p>ACTFL: Foreign Language Learning ACTFL: Grade 4</p> <hr/> <p>Communication</p> <p>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.</p> <p>Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, electronic media, audio or videotapes, etc.</p> <p>Share likes and dislikes.</p> <p>Exchange essential information such as greetings, leave-takings, and common classroom interactions using culturally appropriate gestures and oral expressions.</p> <p>Standard 1.2. Understand and interpret written and spoken language on a variety of topics.</p> <p>Comprehend main ideas in oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.</p>	<ul style="list-style-type: none"> • Greetings and Good-byes • How are you? and appropriate answers • What is your name? and appropriate answers • Manners (Please, Thank You, You're Welcome, Sorry, May I, Excuse Me, etc.) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Utilize appropriate phrases to greet someone and to tell them good-by. • Ask questions in the target language to learn about others (i.e. name, feelings) • Answer questions about themselves • Demonstrate the ability to use manners in the target language

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	<p>Interpret gestures, intonation, and other visual and auditory cues.</p> <p>Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another class.</p> <p>Cultures</p> <p>Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</p> <p>Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings, such as school, family, and community.</p> <p>Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.</p> <p>Connections</p> <p>Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>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.</p> <p>Comparisons</p> <p>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</p> <p>Demonstrate awareness of the existence of idiomatic expressions in both the native language and the language being studied, and</p>		

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	<p>talk about how idiomatic expressions work in general.</p> <p>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</p> <p>Compare simple patterns of behavior or interaction in various cultural settings.</p> <p>Demonstrate an awareness that gestures are an important part of communication and that gestures may differ among languages.</p> <p>Communities</p> <p>Standard 5.1 Use the language both within and beyond the school setting.</p> <p>Use the language to create imaginary situations.</p> <p>Standard 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>Exchange information about topics of personal interest.</p> <p>Copyright 1999, National Standards in Foreign Language Education Project. All rights reserved</p>		
<p>Nouns (People, Places, Things)</p>	<p>ACTFL: Foreign Language Learning ACTFL: Grade 4</p> <hr/> <p>Communication</p> <p>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.</p>	<ul style="list-style-type: none"> • Families (names) • House • Animals • Clothing • Food • Geography/culture • Classroom Items 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Mimic correct pronunciation of the target language through repetition • Respond during activities to identify pictures/items/etc. representing the target vocabulary • Use the correct word for items in the target language

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	<p>Share likes and dislikes.</p> <p>Exchange descriptions of people and tangible products of the target culture, such as toys, dress, types of dwellings, and foods.</p> <p>Standard 1.2. Understand and interpret written and spoken language on a variety of topics.</p> <p>Comprehend main ideas in oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.</p> <p>Comprehend main themes and ideas and identify principal characters of stories.</p> <p>Comprehend principal messages contained in various media such as illustrated texts, posters, and advertisements.</p> <p>Interpret gestures, intonation, and other visual and auditory cues.</p> <p>Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another class.</p> <p>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.</p> <p>Write or tell about products and/or practices of students' own culture to peers in the target culture.</p> <p>Cultures</p> <p>Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</p>		

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	<p>Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings, such as school, family, and community.</p> <p>Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.</p> <p>Participate in age-appropriate cultural activities, such as games, songs, celebrations, story telling and dramatizations.</p> <p>Standard 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p> <p>Identify and observe tangible products of the culture.</p> <p>Identify, experience, or read about expressive products of the culture, such as songs, selections from literature, and artwork.</p> <p>Identify, discuss, and produce artwork, crafts, or graphic representations.</p> <p>Recognize themes, ideas, or perspectives of the target culture.</p> <p>Connections</p> <p>Standard 3.1 Reinforce and further knowledge of other disciplines through the foreign language.</p> <p>Demonstrate an understanding of concepts learned in other subject areas in the target language, including weather, mathematics, measurements, animals, insects, and geographical concepts.</p> <p>Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>		

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	<p>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.</p> <p>Comparisons</p> <p>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</p> <p>Cite and use examples of words that are borrowed in the language students are learning and their own, and speculate about why languages in general might need to borrow words.</p> <p>Realize that cognates enhance comprehension of spoken and written language, and demonstrate that awareness by identifying commonly occurring cognates in the language being studied.</p> <p>Demonstrate an awareness of ways of expressing ideas both in their own language and the language being learned.</p> <p>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</p> <p>Demonstrate an awareness that gestures are an important part of communication and that gestures may differ among languages.</p> <p>Compare and contrast tangible products (e.g., toys, sports equipment, food) of the target culture and the students' own.</p> <p>Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target culture and the students' own.</p> <p>Communities</p>		

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	<p>Standard 5.1 Use the language both within and beyond the school setting.</p> <p>Use the language to create imaginary situations.</p> <p>Present information about the target language and culture to others.</p> <p>Perform for a school or community celebration.</p> <p>Standard 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>Play sports or games from the target culture.</p> <p>Exchange information about topics of personal interest.</p> <p>Plan real or imaginary travel.</p> <p>Listen to music, sing songs, or play musical instruments from the target culture.</p> <p>Copyright 1999, National Standards in Foreign Language Education Project. All rights reserved</p>		
<p>Routines</p>	<p>ACTFL: Foreign Language Learning ACTFL: Grade 4</p> <hr/> <p>Communication</p> <p>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.</p> <p>Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, electronic media, audio or videotapes, etc.</p>	<ul style="list-style-type: none"> • Calendar (Month, Day, Numbers) • Seasons and Weather • Holidays and Celebrations • Daily Classroom Routines • Prayer in the target language 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Participate in daily routines in the target language • Compare and contrast how holidays are celebrated in different countries • Describe the weather during different seasons

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	<p>Exchange descriptions of people and tangible products of the target culture, such as toys, dress, types of dwellings, and foods.</p> <p>Exchange essential information such as greetings, leave-takings, and common classroom interactions using culturally appropriate gestures and oral expressions.</p> <p>Standard 1.2. Understand and interpret written and spoken language on a variety of topics.</p> <p>Comprehend main ideas in oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.</p> <p>Identify people and objects in students' environment or from other school subjects, based on oral and written descriptions.</p> <p>Comprehend main themes and ideas and identify principal characters of stories.</p> <p>Comprehend principal messages contained in various media such as illustrated texts, posters, and advertisements.</p> <p>Interpret gestures, intonation, and other visual and auditory cues.</p> <p>Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.</p> <p>Dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another class.</p> <p>Give short oral notes and messages, or write reports, about people and things in their school environment and exchange the</p>		

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	<p>information with another language class either locally or via e-mail.</p> <p>Cultures</p> <p>Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</p> <p>Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings, such as school, family, and community.</p> <p>Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.</p> <p>Participate in age-appropriate cultural activities, such as games, songs, celebrations, story telling and dramatizations.</p> <p>Standard 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p> <p>Identify and observe tangible products of the culture.</p> <p>Identify, experience, or read about expressive products of the culture, such as songs, selections from literature, and artwork.</p> <p>Identify, discuss, and produce artwork, crafts, or graphic representations.</p> <p>Recognize themes, ideas, or perspectives of the target culture.</p> <p>Connections</p> <p>Standard 3.1 Reinforce and further knowledge of other disciplines through the foreign language.</p> <p>Demonstrate an understanding of concepts learned in other subject areas in the target</p>		

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	<p>language, including weather, mathematics, measurements, animals, insects, and geographical concepts.</p> <p>Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>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.</p> <p>Comparisons</p> <p>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</p> <p>Cite and use examples of words that are borrowed in the language students are learning and their own, and speculate about why languages in general might need to borrow words.</p> <p>Realize that cognates enhance comprehension of spoken and written language, and demonstrate that awareness by identifying commonly occurring cognates in the language being studied.</p> <p>Demonstrate awareness of the existence of idiomatic expressions in both the native language and the language being studied, and talk about how idiomatic expressions work in general.</p> <p>Demonstrate an awareness of formal and informal forms of language in greetings and leave-takings, and try out expressions of politeness in target and native languages.</p> <p>Report differences and similarities between the sound and writing systems of the native language and the language being studied.</p>		

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	<p>Demonstrate an awareness of ways of expressing ideas both in their own language and the language being learned.</p> <p>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</p> <p>Compare simple patterns of behavior or interaction in various cultural settings.</p> <p>Demonstrate an awareness that gestures are an important part of communication and that gestures may differ among languages.</p> <p>Compare and contrast tangible products (e.g., toys, sports equipment, food) of the target culture and the students' own.</p> <p>Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target culture and the students' own.</p> <p>Communities</p> <p>Standard 5.1 Use the language both within and beyond the school setting.</p> <p>Use the language to create imaginary situations.</p> <p>Present information about the target language and culture to others.</p> <p>Perform for a school or community celebration.</p> <p>Standard 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>Read materials and/or use media from the target language and culture for enjoyment and personal growth.</p> <p>Play sports or games from the target culture.</p>		

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	<p>Exchange information about topics of personal interest.</p> <p>Plan real or imaginary travel.</p> <p>Attend, or view via the media, cultural events and social activities in the target language and/or from the target culture.</p> <p>Listen to music, sing songs, or play musical instruments from the target culture.</p> <p>Copyright 1999, National Standards in Foreign Language Education Project. All rights reserved</p>		

