



# Diocese of Greensburg Curriculum World Language Grade 5

Unit	Standards	Content	Skills
<p><b>Alphabet and Numerals</b></p>	<p><b>ACTFL: Foreign Language Learning</b> <b>ACTFL: Grade 4</b></p> <hr/> <p><b>Communication</b> <b>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></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><b>Connections</b> <b>Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></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><b>Comparisons</b> <b>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</b></p> <p>Report differences and similarities between the sound and writing systems of the native language and the language being studied.</p>	<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Numbers</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the differences/similarities of the alphabet</li> <li>• Repeat the song to memorize the alphabet</li> <li>• Recite the alphabet in the target language</li> <li>• Recognize the number words in the target language</li> <li>• Counting in the target language</li> <li>• Identify the written numeral</li> <li>• Use numbers in real-life situations (phone numbers, out-of-sequence, page numbers, prices)</li> <li>• Introduce basic spelling</li> </ul>

Unit	Standards	Content	Skills
	<p><b>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</b></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><b>Basic Expressions</b></p>	<p><b>ACTFL: Foreign Language Learning</b> <b>ACTFL: Grade 4</b></p> <hr/> <p><b>Communication</b></p> <p><b>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></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><b>Standard 1.2. Understand and interpret written and spoken language on a variety of topics.</b></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"> <li>• Greetings and Good-byes</li> <li>• How are you? and appropriate answers</li> <li>• What is your name? and appropriate answers</li> <li>• How old are you? and appropriate answers</li> <li>• Manners (Please, Thank You, You're Welcome, Sorry, May I, Excuse Me, etc.)</li> <li>• Where are you from? and appropriate answers</li> <li>• When is your birthday? and appropriate answers</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Utilize appropriate phrases to greet someone and to tell them good-by.</li> <li>• Ask questions in the target language to learn about others (i.e. name, age, feelings)</li> <li>• Answer questions about themselves</li> <li>• Demonstrate the ability to use manners in the target language</li> <li>• Match written word with pictures</li> </ul>

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	<p>Interpret gestures, intonation, and other visual and auditory cues.</p> <p><b>Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p>Dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another class.</p> <p><b>Cultures</b></p> <p><b>Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</b></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><b>Connections</b></p> <p><b>Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></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><b>Comparisons</b></p> <p><b>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</b></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>		

Unit	Standards	Content	Skills
	<p><b>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</b></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><b>Communities</b></p> <p><b>Standard 5.1 Use the language both within and beyond the school setting.</b></p> <p>Use the language to create imaginary situations.</p> <p><b>Standard 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></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><b>Nouns (People, Places, Things)</b></p>	<p><b>ACTFL: Foreign Language Learning</b> <b>ACTFL: Grade 4</b></p> <hr/> <p><b>Communication</b></p> <p><b>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p>Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.</p> <p>Share likes and dislikes.</p>	<ul style="list-style-type: none"> <li>• Families (names)</li> <li>• Neighborhood</li> <li>• House</li> <li>• Animals</li> <li>• Clothing</li> <li>• Food</li> <li>• Geography/culture</li> <li>• Classroom Items</li> <li>• School Subjects</li> <li>• Activities and Games</li> <li>• Transportation</li> <li>• Body Parts</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Mimic correct pronunciation of the target language through repetition</li> <li>• Respond during activities to identify pictures/items/etc. representing the target vocabulary</li> <li>• Use the correct word for items in the target language</li> <li>• Match written words with pictures</li> <li>• Label vocabulary</li> <li>• Demonstrate understanding through games and participation</li> <li>• Begin to be able to describe nouns using the correct forms of adjectives</li> </ul>

Unit	Standards	Content	Skills
	<p>Exchange descriptions of people and tangible products of the target culture, such as toys, dress, types of dwellings, and foods.</p> <p><b>Standard 1.2. Understand and interpret written and spoken language on a variety of topics.</b></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><b>Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></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><b>Cultures</b></p> <p><b>Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</b></p>		<ul style="list-style-type: none"> <li>• Build on prior knowledge and expand on previous lessons</li> </ul>

Unit	Standards	Content	Skills
	<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><b>Standard 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</b></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><b>Connections</b></p> <p><b>Standard 3.1 Reinforce and further knowledge of other disciplines through the foreign language.</b></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><b>Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p> <p>Read, listen to, and talk about age-appropriate school content, folk tales, short stories, poems,</p>		

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	<p>and songs, written for native speakers of the target language.</p> <p><b>Comparisons</b></p> <p><b>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</b></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><b>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</b></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><b>Communities</b></p> <p><b>Standard 5.1 Use the language both within and beyond the school setting.</b></p>		

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	<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><b>Standard 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></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><b>Routines</b></p>	<p><b>ACTFL: Foreign Language Learning</b>  <b>ACTFL: Grade 4</b></p> <hr/> <p><b>Communication</b></p> <p><b>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></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</p>	<ul style="list-style-type: none"> <li>• Calendar (Month, Day, Numbers)</li> <li>• Seasons and Weather</li> <li>• Holidays and Celebrations</li> <li>• Daily Routines</li> <li>• Prayer</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Participate in daily routines in the target language</li> <li>• Compare and contrast how holidays are celebrated in different countries</li> <li>• Describe the weather during different seasons</li> <li>• Lead class in routine activities</li> <li>• Tell time</li> <li>• Build on prior knowledge and expand on previous lessons</li> </ul>



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	<p>or via letters, electronic media, audio or videotapes, etc.</p> <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><b>Standard 1.2. Understand and interpret written and spoken language on a variety of topics.</b></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><b>Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></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>		

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	<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><b>Cultures</b></p> <p><b>Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</b></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><b>Standard 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</b></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><b>Connections</b></p> <p><b>Standard 3.1 Reinforce and further knowledge of other disciplines through the foreign language.</b></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><b>Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></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><b>Comparisons</b></p> <p><b>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</b></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><b>Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.</b></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><b>Communities</b></p> <p><b>Standard 5.1 Use the language both within and beyond the school setting.</b></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><b>Standard 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></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> <p>Exchange information about topics of personal interest.</p>		

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	<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>		
<p><b>Grammar</b></p>	<p><b>ACTFL: Foreign Language Learning</b>  <b>ACTFL: Grade 4</b></p> <hr/> <p><b>Communication</b></p> <p><b>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></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>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</p>	<ul style="list-style-type: none"> <li>• Definite articles and indefinite articles</li> <li>• Plurals</li> <li>• Adjectives</li> <li>• Noun/Adjective Agreement</li> <li>• Verbs</li> <li>• Gender</li> <li>• Constructing simple sentences</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Form plurals</li> <li>• Compose simple written or oral phrases using noun/adjective agreements</li> <li>• Recognize verbs</li> <li>• Recognize the gender of word</li> <li>• Construct simple sentences</li> <li>• Describe nouns using the correct forms of adjectives</li> <li>• Recognize and use common verbs</li> <li>• Use verbs in simple sentences</li> <li>• Build on prior knowledge and expand on previous lessons</li> </ul>

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	<p>classroom interactions using culturally appropriate gestures and oral expressions.</p> <p><b>Standard 1.2. Understand and interpret written and spoken language on a variety of topics.</b></p> <p>Identify people and objects in students' environment or from other school subjects, based on oral and written descriptions.</p> <p>Comprehend brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.</p> <p>Interpret gestures, intonation, and other visual and auditory cues.</p> <p><b>Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p>Dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another class.</p> <p><b>Cultures</b></p> <p><b>Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</b></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><b>Standard 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</b></p>		

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	<p>Identify and observe tangible products of the culture.</p> <p><b>Connections</b>  <b>Standard 3.1 Reinforce and further knowledge of other disciplines through the foreign language.</b></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><b>Comparisons</b>  <b>Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.</b></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><b>Communities</b>  <b>Standard 5.1 Use the language both within and beyond the school setting.</b></p> <p>Communicate on a personal level with speakers of the target language via letters, the Internet, audiotapes, and videotapes.</p> <p>Identify professions that require proficiency in another language.</p> <p><b>Standard 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p> <p>Read materials and/or use media from the target language and culture for enjoyment and personal growth.</p>		

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