

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for **World Language**
in grades **K-12****

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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for **World Language**
in grades **K-12****

Program Goal

In studying world languages, students are afforded the opportunity to broaden their vision of God in this world, to be stewards of Christ, and to spread the Catholic faith. As we belong to one, holy, catholic, and apostolic Church, students engage in the study of world languages to connect to the Catholic Church around the world. Students learn to communicate in the target language as well as recognize, appreciate and respect the cultures, customs and traditions of the people and regions of the target language in relation to the student's own language and culture. Students explore the value and benefits of studying other languages and cultures as each answers God's call to his or her vocation here on earth.

Kindergarten through Fifth Grade World Language Curriculum Standards

Students who demonstrate understanding of fifth grade world language are able to --

	Full Standard	Report Card Wording
K-5.WL.1	Engage in conversations and express feelings and emotions in the target language. <i>Students will demonstrate affability, courtesy, and kindness while conversing in the target language.</i>	Engage in conversations/express feelings/emotions.
K-5.WL.2	Understand and interpret written and spoken language on a variety of topics. <i>Students will demonstrate docility in their willingness to reach beyond their personal cultures to explore the languages of the world.</i>	Understand/interpret written/spoken language on a variety of topics.
K-5.WL.3	Present information and ideas to an audience of listeners or readers on a variety of topics using grade level vocabulary in the target language. <i>Students will demonstrate humility as they present in the target language, as well as magnificence in recognizing the potential of evangelizing in more than one language.</i>	Present information/ideas to audience of listeners/readers on variety of topics using grade level vocabulary.
K-5.WL.4	Demonstrate knowledge and understanding of cultures of the world language. <i>With sincerity and respect, students will demonstrate responsibility in learning about the various cultures of the target language.</i>	Demonstrate knowledge/understanding of cultures.
K-5.WL.5	Use comparison to develop insight into the nature of language and culture. <i>Students will show perseverance in making careful comparisons for analysis.</i>	Use comparison to develop insight into nature of language/culture.
K-5.WL.6	Use the target language within the classroom and with a broader community.	Use target language in classroom/broader community.

	<p><i>The Church is catholic because she has been sent out by Christ on a mission to the whole of the human race, and so students will demonstrate the magnificence and magnanimity necessary to use the target language to evangelize and be the light of Christ in the world.</i></p>	
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Sixth through Eighth Grade World Language Curriculum Standards

Students who demonstrate understanding of eighth grade world language are able to --

	Full Standard	Report Card Wording
6-8.WL.1	Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the target language. <i>Students will demonstrate affability, courtesy, and kindness while conversing in the target language.</i>	Engage in conversations, provide/obtain information, express emotions, exchange opinions.
6-8.WL.2	Understand and interpret written and spoken language on a variety of topics. <i>Students will demonstrate docility in their willingness to reach beyond their personal cultures to explore the languages of the world.</i>	Understand/interpret written/spoken language on variety of topics.
6-8.WL.3	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics using grade level vocabulary in the target language. <i>Students will demonstrate humility as they present in the target language, as well as magnificence in recognizing the potential of evangelizing in more than one language.</i>	Present information/concepts/ideas to audiences using grade level vocabulary.
6-8.WL.4	Demonstrate knowledge and understanding of the cultures of the world language and recognize the distinctive viewpoints of those within the cultures. <i>With sincerity and respect, students will demonstrate responsibility in learning about the various cultures of the target language.</i>	Demonstrate knowledge/understanding of cultures and recognize distinctive viewpoints of those within the cultures.
6-8.WL.5	Use comparison to develop insight into the nature of language and culture. <i>Students will show perseverance in making careful comparisons for analysis.</i>	Use comparison to develop insight into nature of language/culture.
6-8.WL.6	Use the target language within the classroom and with a broader community.	Use target language in

	<i>The Church is catholic because she has been sent out by Christ on a mission to the whole of the human race, and so students will demonstrate the magnificence and magnanimity necessary to use the target language to evangelize and be the light of Christ in the world.</i>	classroom/broader community.
6-8.WL.7	<p>Reinforce and obtain knowledge of other disciplines through the target language.</p> <p><i>Students will demonstrate patience and perseverance in learning content in the target language.</i></p>	Reinforce/obtain knowledge of other disciplines through target language.

World Language Curriculum Standards (Compiled list for all first year and second year courses)

Students who demonstrate understanding of second year world language are able to --

	Speaking and Listening
HS.WL.SL.1	Demonstrate understanding of common parts of the Catholic Mass in the target language.
HS.WL.SL.2	Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests.
HS.WL.SL.3	Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.
HS.WL.SL.4	Comprehend the main idea of a visual media or live presentation (ex. commercial, short film or play).
HS.WL.SL.5	Comprehend the main idea of an audio presentation.
HS.WL.SL.6	Use the target language to recite daily prayer.
HS.WL.SL.7	Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking, or introductions.
HS.WL.SL.8	Ask and answer basic questions about the weather, health/physical conditions, self, family and friends.
HS.WL.SL.9	Recognize and use appropriate register/ honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions.
HS.WL.SL.10	Request, offer, invite, and reply appropriately using memorized phrases.

HS.WL.SL.11	Ask questions about physical appearance, character and personality traits of others, and answer using a list of traits.
HS.WL.SL.12	Ask questions about feelings, emotions and health of others and answer using a list of traits.
HS.WL.SL.13	Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.
HS.WL.SL.14	Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
HS.WL.SL.15	Ask for and obtain information in everyday situations in the target language (ex. Time, place, price, size, relating to restaurants, stores, transportation, and services).
HS.WL.SL.16	Share likes and dislikes, opinions and preferences, in the target language.
HS.WL.SL.17	Read aloud or recite published songs, poems, or stories in the target language.
HS.WL.SL.18	Read aloud one's written work in the target language.
HS.WL.SL.19	Present personal descriptions on familiar topics in target language, such as self, friends, family, home, and school.
HS.WL.SL.20	Voice record prepared work in the target language using appropriate vocabulary and sentence construction.
Reading and Writing	
HS.WL.RW.1	Read common Catholic prayers in the target language.
HS.WL.RW.2	Write simple Catholic prayers in the target language.
HS.WL.RW.3	Understand main idea of written materials in the target language (ex. textbook passages, short news articles, poetry, narratives).

HS.WL.RW.4	Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (ex. email, letters, messages, notes, and text messages).
HS.WL.RW.5	Write simple communications in the target language (ex. email messages, text messages, blogs, webpages, letters, and notes).
HS.WL.RW.6	Ask and answer basic questions in writing about the weather, health/physical conditions, self, family, and friends.
HS.WL.RW.7	Recognize and use appropriate register/ honorifics in limited, simple social correspondence.
HS.WL.RW.8	Request, offer, invite, and reply appropriately in writing using memorized phrases.
HS.WL.RW.9	Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits.
HS.WL.RW.10	Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits.
HS.WL.RW.11	Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits.
HS.WL.RW.12	Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
HS.WL.RW.13	Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services.
HS.WL.RW.14	Share likes and dislikes, opinions and preferences, in the target language in writing.
HS.WL.RW.15	Write stories about activities or events in student's personal life, in the target language.

	Understanding Culture
HS.WL.UC.1	Explain how Catholicism relates to the history and culture of a country in which the language is spoken.
HS.WL.UC.2	Explain how the Catholic faith has influenced the current culture of a country in which the language is spoken.
HS.WL.UC.3	Identify and explain the impact of major historic events, current events, and political issues in which the language is spoken.
HS.WL.UC.4	Name the governmental system(s) and key political figures in a country in which the language is spoken.
HS.WL.UC.5	Identify and explain how the language and culture expanded throughout the world.
HS.WL.UC.6	Describe family structures and the role of friends within a community or culture in which the language is spoken.
HS.WL.UC.7	Describe daily routines within a community or culture in which the language is spoken (ex. concept of time, typical activities appropriate to various periods during the day).
HS.WL.UC.8	Describe how daily needs are met within a community or culture in which the language is spoken (ex. housing, shopping, food preparation, transportation, health care, access to public services).
HS.WL.UC.9	Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.
HS.WL.UC.10	Explain the practices and significance of important civil or religious holidays or celebrations in a country in which the target language is spoken.
HS.WL.UC.11	Explain the educational structure in a country in which the language is spoken, including the levels of instruction, courses, and typical daily school schedules and activities of their students.
HS.WL.UC.12	Identify the economic system in a community or culture in which the language is spoken.

HS.WL.UC.13	Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken.
HS.WL.UC.14	Identify countries and communities across the world in which the language is spoken.
HS.WL.UC.15	Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken.
HS.WL.UC.16	Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken.
HS.WL.UC.17	Identify historic and current cultural icons (ex. arts, music, literature, film, and its creators).
HS.WL.UC.18	Describe the historic and current products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (ex. housing, stores, foods, transportation, health care, public services).
HS.WL.UC.19	Identify products that are native to a community, region, or country in which the language is spoken.
HS.WL.UC.20	Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken.
Connecting and Comparing	
HS.WL.CC.1	Understand the currency of a country in which the language is spoken and understand its exchange rate to the United States dollar.
HS.WL.CC.2	Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture.
HS.WL.CC.3	Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words).

HS.WL.CC.4	Identify basic differences and similarities in grammatical structures between one's own language and the target language.
HS.WL.CC.5	Identify basic differences and similarities in register/ honorifics between one's own language and the target language.
HS.WL.CC.6	Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language.
HS.WL.CC.7	Identify basic target culture practices and products and compare them to one's own.
HS.WL.CC.8	Identify careers where skills in the target language or cross-cultural understanding are needed.

AP Spanish Curriculum Standards

Students who demonstrate understanding of AP Spanish are able to --

Spoken Interpersonal Communication	
HS.WL.APS.SIC.1	Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
HS.WL.APS.SIC.2	Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
HS.WL.APS.SIC.3	Elicit information and clarify meaning by using a variety of strategies.
HS.WL.APS.SIC.4	State and support opinions in oral interactions.
HS.WL.APS.SIC.5	Initiate and sustain interaction through the use of various verbal and nonverbal strategies.
HS.WL.APS.SIC.6	Understand a variety of vocabulary, including idiomatic and culturally appropriate expressions.
HS.WL.APS.SIC.7	Use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
HS.WL.APS.SIC.8	Self-monitor and adjust language production.
HS.WL.APS.SIC.9	Demonstrate an understanding of the features of target culture communities.
HS.WL.APS.SIC.10	Demonstrate knowledge and understanding of content across disciplines.
Written Interpersonal Communication	
HS.WL.APS.WIC.1	Engage in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.

HS.WL.APS.WIC.2	Engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
HS.WL.APS.WIC.3	Write formal correspondence in a variety of media using appropriate formats and conventions.
HS.WL.APS.WIC.4	Write informal correspondence in a variety of media using appropriate formats and conventions.
HS.WL.APS.WIC.5	Elicit information and clarify meaning by using a variety of strategies.
HS.WL.APS.WIC.6	State and support opinions in written interactions.
HS.WL.APS.WIC.7	Initiate and sustain interaction during written interpersonal communication in a variety of media.
HS.WL.APS.WIC.8	Understand a variety of vocabulary, including idiomatic and culturally appropriate expressions.
HS.WL.APS.WIC.9	Use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
HS.WL.APS.WIC.10	Self-monitor and adjust language production.
HS.WL.APS.WIC.11	Demonstrate an understanding of the features of target culture communities.
HS.WL.APS.WIC.12	Demonstrate knowledge and understanding of content across disciplines.
Audio, Visual, and Audiovisual Interpretive Communication	
HS.WL.APS.AVIC.1	Demonstrate comprehension of content from authentic audio resources.
HS.WL.APS.AVIC.2	Demonstrate comprehension of content from authentic visual resources.
HS.WL.APS.AVIC.3	Demonstrate comprehension of content from authentic audiovisual resources.
HS.WL.APS.AVIC.4	Demonstrate understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

HS.WL.APS.AVIC.5	Understand the purpose of a message and the point of view of its author.
HS.WL.APS.AVIC.6	Identifies the distinguishing features of authentic audio, visual, and audiovisual resources.
HS.WL.APS.AVIC.7	Demonstrate critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
HS.WL.APS.AVIC.8	Monitor comprehension and use other sources to enhance understanding.
HS.WL.APS.AVIC.9	Examine, compare, and reflect on products, practices, and perspectives of the target culture(s).
HS.WL.APS.AVIC.10	Evaluate similarities and differences in the perspectives of the target culture(s) and his or her own culture as found in audio, visual, and audiovisual resources.
HS.WL.APS.AVIC.11	Demonstrate an understanding of the features of target culture communities.
HS.WL.APS.AVIC.12	Demonstrate knowledge and understanding of content across disciplines.
Written and Print Interpretive Communication	
HS.WL.APS.WPIC.1	demonstrate comprehension of content from authentic written and print resources.
HS.WL.APS.WPIC.2	demonstrate understanding of variety of vocabulary, including idiomatic and culturally authentic expressions.
HS.WL.APS.WPIC.3	understand the purpose of a message and the point of view of its author.
HS.WL.APS.WPIC.4	identify the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
HS.WL.APS.WPIC.5	demonstrate critical reading of written and print resources in the target cultural context.
HS.WL.APS.WPIC.6	monitors comprehension and uses other sources to enhance understanding.
HS.WL.APS.WPIC.7	examine, compare, and reflect on products, practices, and perspectives of the target culture(s).

HS.WL.APS.WPIC.8	evaluate similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
HS.WL.APS.WPIC.9	demonstrate an understanding of the features of target culture communities(e.g., geographic, historical, artistic, social, or political).
HS.WL.APS.WPIC.10	demonstrate knowledge and understanding of content across disciplines.
Spoken Presentational Communication	
HS.WL.APS.SPC.1	produce a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
HS.WL.APS.SPC.2	retell and summarize information in narrative form, demonstrating a consideration of audience.
HS.WL.APS.SPC.3	create and give persuasive speeches.
HS.WL.APS.SPC.4	expound on familiar topics and those requiring research.
HS.WL.APS.SPC.5	use reference tools, acknowledges sources, and cites them appropriately.
HS.WL.APS.SPC.6	self-monitor and adjust language production.
HS.WL.APS.SPC.7	demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
HS.WL.APS.SPC.8	demonstrate knowledge and understanding of content across disciplines.
Written Presentational Communication	
HS.WL.APS.WPC.1	produce a variety of creative writings (e.g/, original story, personal narrative, script).
HS.WL.APS.WPC.2	retell or summarize information in narrative form, demonstrating a consideration of audience.

HS.WL.APS.WPC.3	produce persuasive essays.
HS.WL.APS.WPC.4	produce expository writing, including researched reports.
HS.WL.APS.WPC.5	use reference tools, acknowledges sources, and cites them appropriately.
HS.WL.APS.WPC.6	self-edit written work for content, organization and grammar.
HS.WL.APS.WPC.7	demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social or political).
HS.WL.APS.WPC.8	demonstrate knowledge and understanding of content across disciplines.

Latin I and II Curriculum Standards

Students who demonstrate understanding of Latin I and Latin II are able to --

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Sample Progress Indicators: Beginning

- Students read words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases and simple sentences.
- Students demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek.
- Students demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

Sample Progress Indicators: Intermediate

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

Sample Progress Indicators: Advanced

- Students read and understand prose and poetry of selected authors with appropriate assistance.
- Students interpret the meaning of the passages they read.
- Students recognize, explain, and interpret content and features of style and meter of the authors they read.
- Students demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors they read.

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

Sample Progress Indicators: Beginning

- Students recognize and reproduce the sounds of Latin or Greek.
- Students respond appropriately to simple questions, statements, commands, or non-verbal stimuli.
- Students sing songs in Latin or Greek.
- Students write simple phrases and sentences in Latin or Greek. Sample Progress Indicators Intermediate
- Students read Latin or Greek aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.
- Students respond appropriately to questions, statements, commands, or other stimuli.
- Students write phrases and sentences in Latin or Greek.

Sample Progress Indicators: Advanced

- Students read Latin or Greek prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection.
- Students respond appropriately to more complex spoken and written Latin or Greek.
- Students write passages of connected sentences in Latin or Greek.

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

Sample Progress Indicators: Beginning

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

Sample Progress Indicators: Intermediate

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

Sample Progress Indicators: Advanced

- Students demonstrate a broad knowledge of Greek or Roman history, customs, and private and political life, gained from their reading of Latin or Greek authors, and use that knowledge in analyzing Greek or Roman culture.
- Students demonstrate knowledge of philosophy, religion, and the arts of the ancient Greeks or Romans, gained from their reading of Latin or Greek authors, and relate that knowledge to an understanding of Greek or Roman perspectives.

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

Sample Progress Indicators: Beginning

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

Sample Progress Indicators: Intermediate

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

Sample Progress Indicators: Advanced

- Students demonstrate knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin or Greek and apply it to an understanding of Greek or Roman culture.
- Students demonstrate a knowledge of archaeological evidence, art forms, and artifacts of the Greeks or Romans and use it in analyzing Greek or Roman culture.

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

Sample Progress Indicators: Beginning

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

Sample Progress Indicators: Intermediate

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

Sample Progress Indicators: Advanced

- Students demonstrate in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin or Greek.
- Students demonstrate their knowledge of Latin or Greek terminology in the social sciences and history.

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

Sample Progress Indicators: Beginning

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

Sample Progress Indicators: Intermediate

- Students acquire information about the Greco-Roman world by reading adapted or selected Latin or Greek sources.
- Students connect their knowledge of ancient history and social and political systems to events and systems in the modern world.
- Students connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.

Sample Progress Indicators: Advanced

- Students acquire information about the Greco-Roman world by reading Latin or Greek literary and non-literary sources.
- Students transfer their knowledge of Latin or Greek literature to their understanding of world literature.
- Students demonstrate their knowledge of the influence of GrecoRoman mythology, history, social and political systems, and artistic achievements on world cultures.

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

Sample Progress Indicators: Beginning

- Students demonstrate a basic knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.
- Students understand some Latin or Greek phrases, mottoes, and abbreviations used in English.
- Students demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek.

Sample Progress Indicators: Intermediate

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English.
- Students demonstrate an increased use of English words from or related to Latin or Greek.
- Students compare and contrast the language patterns and grammar of Latin or Greek to the structure and grammar of English.

Sample Progress Indicators: Advanced

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English and apply some principles of word building and word transfer.
- Students demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin or Greek.

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

Sample Progress Indicators: Beginning

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

Sample Progress Indicators: Intermediate

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

Sample Progress Indicators: Advanced

- Students recognize the influence of Greco-Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge.

- Students compare and contrast elements of the literature, mythology, and philosophy of their own world with those of the ancient world.

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

Sample Progress Indicators: Beginning

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

Sample Progress Indicators: Intermediate

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

Sample Progress Indicators: Advanced

- Students use their knowledge of Latin or Greek in communicating within the student and adult community of classical language learners.
- Students use their knowledge of Latin or Greek in learning other languages.

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

Sample Progress Indicators: Beginning

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

Sample Progress Indicators: Intermediate

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

Sample Progress Indicators: Advanced

- Students participate in the community of classical scholars in cultural events, contests, lectures, and scholarship.
- Students show evidence of connecting the past to the present by applying their knowledge of ancient cultures to their own thoughts and actions.

Additional Resources for Teacher Consideration

ACTFL's WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION: COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **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.

CULTURES: INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **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.
- **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.

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

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

COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **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.

- **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.

COMMUNITIES: COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

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

**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for World Language
in grades K-12**

Acknowledgements

The Diocese of Grand Rapids Office of Catholic Schools Curriculum Standards for World Language in grades 9-12 were drafted in reflection of

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ISTE Standards for Students, International Society for Technology in Education, 2016.

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Michigan Department of Education. *Standards and Benchmark for Foreign Language.* 2007.

The National Standards Collaborative Board. *World-Readiness Standards for Learning Languages.* 4th ed, 2015.

The American Classical League and The American Philological Association. *Standards for Classical Language Learning.* 1996.

Note on Shared-Time Teachers

Shared-time teachers employed by their local public school districts must comply with the curriculum guidelines of the local public school districts. Each is a Michigan public school as those terms are defined within the 1998 Public Act 339. The curriculum provided in those programs shall comply with all regulations required by Public Act 339.