

WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Standard A: Understand manners and customs of various target language societies.

CATHOLIC IDENTITY

Standard A: Understand religious (Catholic) practices and customs of various target language societies.

As a result of their schooling students will be able to...

EARLY ELEMENTARY OR STAGE 1	LATE ELEMENTARY OR STAGE 2	MIDDLE/JUNIOR HIGH SCHOOL OR STAGE 3
<ol style="list-style-type: none"> 1. Express common forms of courtesy, greetings, and leave-takings appropriate to the time of day (e.g., good morning, good afternoon) and season (e.g., Happy New Year, happy holiday). 2. Use appropriate forms of courtesy in relation to another person (e.g., adult, peer, parent). 3. <u>Talk about religious holidays and celebrations.</u> 4. Participate in culturally authentic activities (e.g., sing a song, play a game, share food) following simple target language instructions. 	<ol style="list-style-type: none"> 1. Use common forms of courtesy, greetings, and leave-takings appropriate to the time of day. 2. Use common forms of courtesy appropriate to one's relationship with another person (e.g., adult, peer, parent). 3. Role-play situations that demonstrate knowledge of activities popular in target language cultures (e.g., customs, leisure time, holiday practices). 4. <u>Talk about religious holidays/celebrations and learn songs and prayers that are a part of the celebrations.</u> 5. <u>Take part in at least one religious holiday/celebration.</u> 	<ol style="list-style-type: none"> 1. Distinguish and explain accepted roles of some social units in societies associated with the target language (e.g., the role of the extended family, the concept of friendship, the treatment of elders, gender roles). 2. Identify traditions and customs associated with times of the year and national events. 3. <u>Identify Catholic traditions and customs (e.g., stories, rituals, celebrations) associated with target language (may be cross-curricular with Religion).</u> 4. <u>Plan and participate in a religious holiday/celebration of target language society.</u> 5. Describe some specific social practices that occur in both the U.S. and the target language culture. 6. Exhibit knowledge of selected social practices that differ from those in the U.S. 7. Compare and contrast routine practices of daily life in target language societies (e.g., school, telephone conventions, food preferences and preparation, meal taking and manners, shopping, dwellings, dress).

Why This Goal Is Important:

Understanding culture is integral to learning and understanding a language. This goal emphasizes not only the process of learning about the country and its culture, but also the fact that language and culture are inseparable. Through a range of materials in print and other media, students gain a richer understanding of both culture and language. Culture consists mainly of language, literature, fine arts, media, history and geography related to various peoples in the world. Students need to develop an understanding of how customs and traditions are shaped by speakers of language and how that language reflects those customs and traditions.

WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Standard B: Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.

CATHOLIC IDENTITY

Standard B: Understand Catholic religious music, dance, art, drama related to the target language societies.

As a result of their schooling students will be able to...

EARLY ELEMENTARY OR STAGE 1	LATE ELEMENTARY OR STAGE 2	MIDDLE/JUNIOR HIGH SCHOOL OR STAGE 3
<ol style="list-style-type: none"> 1. Dramatize a simple story. 2. Demonstrate a dance or sing a song representative of the target language culture. 3. <u>Sing a religious song of the target language society.</u> 	<ol style="list-style-type: none"> 1. Name selected art works or music associated with a target language culture using target language vocabulary. 2. Identify some characteristics of selected art forms or music using target language vocabulary. 3. Present a short report on a selected piece of music or work of art and its creator. 4. <u>Create a simple project/report on a religious song, visual art, or drama from the target language society.</u> 	<ol style="list-style-type: none"> 1. Describe the themes of selected art forms or music. 2. Use target language vocabulary to describe selected works of art or music. 3. <u>Recognize and celebrate Catholic feasts and Liturgy; discuss how art and music are a part of the celebration.</u>

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GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Standard C: Understand literature and various media of target language societies.

CATHOLIC IDENTITY

Standard C: Understand Catholic literature, Bible stories, stories of saints and other religious heroes and heroines of the target language societies.

As a result of their schooling students will be able to...

EARLY ELEMENTARY OR STAGE 1	LATE ELEMENTARY OR STAGE 2	MIDDLE/JUNIOR HIGH SCHOOL OR STAGE 3
<ol style="list-style-type: none"> 1. Recite simple poems. 2. Recognize the main character, settings, and events from selected samples of culturally authentic children’s literature with an audio/visual cue. 3. <u>Listen to religious stories of the target language society.</u> 4. Identify the type of primary media (e.g., television, radio, book, newspaper, computer, Internet, CD-Rom) when given an example in the target language. 	<ol style="list-style-type: none"> 1. Read and discuss selected literary works (e.g., poetry, stories, etc.). 2. Name the main characters, settings, and events from selected samples of culturally authentic children’s literature using audio/visual cues. 3. <u>Talk about religious stories of the target language society.</u> 4. Apply target language vocabulary to identify primary media sources. 5. Talk about literature (e.g., poetry, story, play, legend, comics) of the target language. 	<ol style="list-style-type: none"> 1. Read, paraphrase, and summarize selected literary works. 2. Associate sample literary works with their authors. 3. Demonstrate comprehension of simple materials in the target language with assistance from resources (e.g., chart, diagram, PowerPoint, graph). 4. <u>Read a piece of literature of target language society and discuss the theme or moral that reinforces our Catholic beliefs and/or social teachings.</u> 5. Create simple print or non-print media messages (e.g., T.V. commercial, magazine ads, posters) in the target language using available technology.

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GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Standard D: Understand history of areas where the target language is spoken.

CATHOLIC IDENTITY

Standard D: Understand the role of the Catholic Church in the religious history of the country where the target language is spoken.

As a result of their schooling students will be able to...

EARLY ELEMENTARY OR STAGE 1	LATE ELEMENTARY OR STAGE 2	MIDDLE/JUNIOR HIGH SCHOOL OR STAGE 3)
<ol style="list-style-type: none"> 1. Recognize some important people and events in the history of areas where the target language is spoken. 2. List some special celebrations. 3. <u>Talk about Catholic celebrations of target language society(e.g., Christmas, Lent, Triduum).</u> 	<ol style="list-style-type: none"> 1. Demonstrate awareness of a special celebration, historical event, or important person in the target cultures in an age- and developmentally-appropriate manner. 2. <u>Describe Catholic celebrations of target language society (e.g., Christmas, Lent, Triduum).</u> 3. Identify key historical figures and events associated with areas where the target language is spoken. 4. Use basic vocabulary to identify historical events and concepts. 	<ol style="list-style-type: none"> 1. Use acquired language to identify some historical events, concepts, and trends. 2. Write or present a simple report on a key historical figure giving basic biographical information. 3. Describe the influences a key historical figure has had on an area where the target language is spoken. 4. <u>Recognize the role and influence the Catholic Church had on the history of areas where the target language is spoken.</u>

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WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Standard E: Understand geography of various target language societies.

CATHOLIC IDENTITY

Standard D: Understand relation of geography to religious identity in various target language societies.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2 ~ STAGE 1)	LATE ELEMENTARY (3-5 ~ STAGE 2)	MIDDLE/JUNIOR HIGH SCHOOL (6-8 ~ STAGE 3)
<ol style="list-style-type: none"> 1. Identify areas where the target language is spoken. 2. Label basic geographical features on a map of a country where the target language is spoken. 3. <u>Know that some important cities are named after saints.</u> 	<ol style="list-style-type: none"> 1. Use simple sentences to identify basic geographical features on a map (e.g., rivers, deserts, mountains). 2. Use maps, digital images, graphs, or other geographical representations to describe and discuss the geographical environment (e.g., a scarcity of water, the ocean warming the coast, sites of interest, capitals, the best routes to use) of an area where the target language is spoken. 3. <u>Understand and discuss that many cities are named after Saints or have Catholic names.</u> 	<ol style="list-style-type: none"> 1. Use geographical representations to identify geographic and demographic features of the country (e.g., population distribution, average annual income, imports and exports). 2. <u>Recognize places where visions appeared (e.g., Lourdes, Guadalupe, Fatima).</u> 3. Identify major ethnic groups in the country(ies) where the target language is spoken. 4. Compare and contrast demographic factors of one target language area with another or with those of the U.S.

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