

World Language Topic Map

Document Use and Purpose:

The *World Language Topic Map* is designed to be used in partnership with the [Archdiocese of Louisville World Language Standards](#) to support teachers in organizing instruction around a progression of language development aligned to proficiency rather than grade-level coverage. The map provides a sequence of thematic content and high-frequency language structures that reflect typical patterns of acquisition within the Novice and early Intermediate ranges.

Rather than assigning specific topics to individual grade levels, teachers should use this map to guide instruction through developmental phases of learning. Progression through phases should be based on student readiness and demonstrated language acquisition, not pacing expectations or calendar timelines. This approach ensures that students build a strong foundation in comprehension and communication before advancing to more complex language.

The topics and language structures included within each phase represent essential content that supports students' progression toward proficiency and should be intentionally incorporated into instruction over time. While teachers are not expected to address every topic in isolation or within a single unit, the full set of topics within a phase should be meaningfully experienced and revisited across the course of instruction.

Emphasis should remain on depth of learning and communicative use of language, rather than superficial coverage. Teachers should prioritize sustained engagement with high-frequency language and concepts, ensuring that students can understand and use language in context before moving forward. Teachers are encouraged to monitor and document the language and structures that have been consistently practiced and acquired by each cohort of students and use that information to determine appropriate entry points for instruction each year.

In programs with limited instructional time (e.g., weekly or biweekly classes), a single phase may reasonably span one academic year. In such cases, teachers should focus on ensuring that students demonstrate growing proficiency within the targeted phase before progressing.

Novice Low:

Phase 1	Phase 2	Phase 3
- Greetings and introductions - Expressing basic feelings - Numbers 1-10 - Colors - Farm Animals - Numbers 11-20 - Immediate family members - Basic body parts - Seasonal holidays and traditions	- Classroom directions - Classroom objects - Numbers 21-39 - Calendar vocabulary - School subjects - School places - Weather by season - Basic clothing by season - Wild animals and their habitat - Seasonal holiday and traditions	- Alphabet and spelling - Numbers to 100 - Hobbies (likes/dislikes) - Basic foods (likes/dislikes) - Pets - Seasonal holidays and traditions

Novice Mid:

Phase 4	Phase 5	Phase 6
- Physical descriptions - Opposites "Super 7" * - Telling time - School schedule - Needs/wants - Cultural figures - Seasonal holiday and traditions	- Expanded physical descriptions - Transportation - Community places - Community helpers - Cultural figures - Seasonal holidays and traditions	- Personality descriptions - Subject pronouns "Sweet 16" ** - Numbers to 1000 - Restaurant interactions - Expanded foods - Cultural figures - Unique cultural foods - Seasonal holidays and traditions

* Super 7: LOCATION (to be at a place), EXISTENCE (there is/there are), POSSESSION (to have), IDENTITY (to be), PREFERENCE (to like/dislike), MOTION (to go), VOLITION (to want or feel like)

** Sweet16: to be at a place, there is / there are, to have, to be, to like, to go, to want, to leave, to make/to do, to put, to be able to, to give, to say, to know, to see, to return

Novice High:

Phase 7	Phase 8	Phase 9
- Top 50 more frequent actions/verbs - Ordinal numbers - Expanded feelings and emotions - Extended family - Expanded school items	- Expanded physical descriptions - Expanded school items - Expanded school locations - Expanded clothing - Shopping	- Expanded body parts - Illness/injury - Daily routine - School schedule - School classes and descriptions - Chores - Expressing the past - Comparatives and Superlatives - Directions/prepositions

Intermediate Low-Mid:

Phase 10: high school topics and explicit grammar instruction spanning across time frames.
High school topics: - Families and society - Language and identity - Beauty and art - Science and technology - Quality of life in other countries - Environmental issues - Political and societal challenges



ARCHDIOCESE OF LOUISVILLE

Catholic Schools

Example of grammar topics for Spanish:

- Article/noun/adjective agreement
- Regular present tense -ar, -er, -ir
- Parts of speech
- Stem changing verbs in present tense
- Irregular verbs in present tense
- Commands
- Reflexive verbs
- Simple future with “to go”
- Possessive adjectives
- Direct and indirect objects
- Personal “a”
- Present possessive
- Preterit past tense for regular verbs
- Preterit past tense for irregular verbs