



ARCHDIOCESE OF LOUISVILLE
Catholic Schools

Archdiocese of Louisville World Language Standards 2026

Purpose of the Document

The *Archdiocese of Louisville World Language Standards* provide a unified framework for language learning in Catholic schools from Kindergarten through Grade 8. The document establishes clear expectations for student communication and intercultural competence while aligning local instructional practice with nationally recognized standards from the American Council on the Teaching of Foreign Languages (ACTFL).

These standards are designed to support proficiency-oriented instruction by focusing on what students can understand, communicate, and do with language as they progress through developmental stages. By organizing expectations around communication and cultural understanding, the document promotes meaningful language use and sustained growth rather than isolated vocabulary or grammar instruction.

Use of the Document

This document serves as the primary guide for curriculum planning, instruction, and assessment in world language programs across the Archdiocese. Teachers should use the standards to design units, select instructional materials, and develop learning experiences that promote authentic communication and intercultural understanding.

The standards are intentionally written to allow flexibility across languages, grade configurations, and program models. They are not intended to prescribe daily lessons or pacing, but rather to provide shared expectations that help educators plan coherent learning experiences aligned to proficiency development.

American Council on the Teaching of Foreign Languages (ACTFL)

The Archdiocese of Louisville World Language Standards are grounded in the proficiency framework established by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL emphasizes language learning as the ability to communicate effectively in real-world contexts and describes learner growth through proficiency levels rather than grade-level completion of content.

This document reflects ACTFL's Communication Modes—Interpretive, Interpersonal, and Presentational—along with Intercultural Communication, and adapts ACTFL proficiency benchmarks for Kindergarten through Grade 8 learners. The ACTFL

World-Readiness Standards are organized around the Five C's: Communication, Cultures, Connections, Comparisons, and Communities.

Communication	Cultures	Connections	Comparisons	Communities
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interact with cultural competence and understanding	Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Develop insight into the nature of language and culture in order to interact with cultural competence	Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Vision for World Language Instruction in the Archdiocese of Louisville

World language instruction is an essential component of a Catholic education that prepares students to engage thoughtfully and respectfully in a diverse and interconnected world. Through language learning, students develop communication skills, cultural awareness, empathy, and global understanding rooted in the dignity of all people.

The Archdiocese envisions world language classrooms as environments where students actively use language to communicate, explore cultures, and make meaningful connections between their own experiences and those of others. Instruction prioritizes authentic communication, cultural understanding, and continuous growth in proficiency so that all students can develop confidence as multilingual communicators.

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NOVICE

Interpretive Communication

Standards and Performance Indicators

	Standard: Students will be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or familiar words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Novice Low	Novice Mid	Novice High
	I can identify familiar words in short, straightforward <u>informational</u> texts and media that are supported by gestures, facial expressions, or visuals.	I can identify some basic facts from familiar words and phrases in short, straightforward <u>informational</u> texts and media that are supported by gestures, facial expressions, or visuals.	I can identify the topic and some isolated facts from simple sentences in short, straightforward <u>informational</u> texts and media.
	I can identify familiar words in short, straightforward <u>fictional</u> texts and media that are supported by gestures, facial expressions, or visuals.	I can identify some basic information from familiar words and phrases in short, straightforward <u>fictional</u> texts and media that are supported by gestures, facial expressions, or visuals.	I can identify the topic and some isolated elements from simple sentences in short, straightforward <u>fictional</u> texts and media.
Performance Indicators	I can understand familiar words in short, straightforward <u>conversations</u> that are supported by gestures, facial expressions, or visuals.	I can identify some basic facts from familiar words and phrases in short, straightforward <u>conversations</u> that are supported by gestures, facial expressions, or visuals.	I can understand familiar questions and statements from simple sentences in short, straightforward <u>conversations</u> .

Interpersonal Communication

Standards and Performance Indicators

	Standard: Students will be able to participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions		
	Novice Low	Novice Mid	Novice High
	I can <u>provide information</u> by answering a few simple questions on very familiar topics, using practiced words and phrases, with the help of gestures, facial expressions, or visuals.	I can <u>request and provide information</u> by asking and answering simple questions on both very familiar and everyday topics, using a mix of practiced words, phrases, and simple sentences.	I can <u>request and provide information</u> by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
Performance Indicators			

	I can express <u>basic preferences or feelings</u> on very familiar topics, using practiced words and phrases, with the help of gestures, facial expressions, or visuals.	I can express and ask about <u>preferences or feelings</u> and react to those of others on both very familiar and everyday topics, using a mix of practiced words, phrases, simple sentences, and questions.	I can <u>express and react to preferences and opinions</u> on both familiar and everyday topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
	I can express some <u>basic needs</u> related to very familiar activities, using practiced words and phrases, with the help of gestures, facial expressions, or visuals.	I can express and ask about <u>basic needs</u> related to familiar and everyday activities, using a mix of practiced words, phrases, simple sentences, and questions.	I can begin to <u>interact with others to meet my basic needs</u> related to routine activities, using simple sentences, and questions most of the time.

Presentation Communication

Standards and Performance Indicators

	Standard: Students will be able to share information on both very familiar and everyday topics, using a variety of practiced or familiar words, phrases, and simple sentences through spoken, written, or signed language		
	Novice Low	Novice Mid	Novice High
	I can <u>name</u> very familiar people, places and objects, using practiced words and phrases, with the help of gestures, facial expressions, or visuals.	I can <u>share information</u> on both very familiar and everyday topics, using a mix of practiced words, phrases, and simple sentences.	I can <u>share information</u> on both familiar and everyday topics, using simple sentences most of the time.
	I can <u>express</u> my likes and dislikes on very familiar topics, using practiced words and phrases, with the help of gestures, facial expressions, or visuals.	I can <u>express</u> my likes and dislikes on very familiar and everyday topics of interest, using a mix of practiced words, phrases, and simple sentences	I can <u>express</u> my preferences on familiar and everyday topics of interest, using simple sentences most of the time.
Performance Indicators	I can <u>introduce</u> myself using practiced words and phrases, with the help of gestures, facial expressions, or visuals.	I can <u>share information</u> about myself, my interests, and my activities using a mix of practiced words, phrases, and simple sentences	I can <u>share information</u> about my life and activities, using simple sentences most of the time.

Intercultural Communication
Standards and Performance Indicators

	Standard: Students will be able to identify products and practices that help them understand perspectives from a variety of cultures and communities, including their own	
	<i>Intercultural Communication Performance Indicators are for all Novice Proficiency Levels</i>	
Performance Indicators	Products	I can identify some cultural <u>products</u> to help me understand perspectives in familiar everyday contexts
	Practices	I can identify some <u>practices</u> to help me understand perspectives in familiar everyday contexts

	Standard: Students will be able to interact at a limited level in some familiar everyday contexts	
	<i>Intercultural Communication Performance Indicators are for all Novice Proficiency Levels</i>	
Performance Indicators	Language	I can <u>communicate</u> with others from a variety of cultures and communities, including my own, in familiar everyday situations, using practiced language and basic cultural awareness
	Behavior	I can use appropriate rehearsed <u>behaviors</u> and recognize some obviously inappropriate behaviors in familiar everyday situations

INTERMEDIATE

Interpretive Communication

Standards and Performance Indicators

	Standard: Students will be able to understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed		
	Intermediate Low	Intermediate Mid	Intermediate High
	I can identify the topic and related information from simple sentences in <u>descriptive informational texts</u> and media.	I can understand the main idea and key information from connected sentences in <u>descriptive informational texts</u> and media.	I can follow the main message in various time frames, from series of sentences and paragraphs in <u>informational texts</u> and media involving familiar and some concrete unfamiliar topics or genres.
	I can identify the topic and related information from simple sentences in <u>short fictional texts</u> and media.	I can understand the main story and key information from connected sentences in <u>fictional texts</u> and media.	I can follow the main story and actions in various time frames, from series of sentences and paragraphs in <u>fictional texts</u> and media involving familiar and some concrete unfamiliar topics or genres.
Performance Indicators	I can identify the main idea from simple sentences in <u>conversations</u> .	I can identify the main idea and key information from connected sentences in <u>conversations</u> .	I can understand the main idea from a series of sentences and paragraphs in various time frames, in <u>conversations and discussions</u> involving familiar and some unfamiliar topics.

Interpersonal Communication

Standards and Performance Indicators

	Standard: Students will be able to interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions		
	Intermediate Low	Intermediate Mid	Intermediate High
	I can <u>exchange information</u> on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.	I can <u>exchange information</u> on familiar topics and some researched topics, creating sentences and some series of sentences to ask and answer follow-up questions.	I can <u>exchange information</u> , across various time frames, on familiar and researched topics, creating a series of sentences to ask and answer questions.
Performance Indicators			

	I can <u>express and react</u> to preferences and opinions with some details on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.	I can <u>exchange preferences and opinions</u> on familiar topics and some researched topics, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.	I can <u>explain preferences and opinions</u> , often across various time frames, on a variety of familiar and researched topics, creating a series of sentences to ask and answer a variety of questions.
	I can interact with others to <u>meet my needs</u> in familiar situations, creating simple sentences and appropriate follow-up questions.	I can interact with others to <u>meet my needs</u> in a variety of familiar situations, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.	I can interact with others, often across various time frames, to <u>meet my needs</u> in a variety of situations, sometimes involving a complication, creating a series of sentences to ask and answer a variety of questions.

Presentational Communication Standards and Performance Indicators

	Standard: Students will be able to provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language		
	Intermediate Low	Intermediate Mid	Intermediate High
	I can <u>describe</u> aspects of familiar topics and topics of interest, creating simple sentences.	I can <u>explain</u> aspects of familiar topics and some researched topics, creating sentences and strings of connected sentences.	I can give <u>detailed explanations</u> , often across various time frames, on a variety of familiar and researched topics, creating short paragraphs.
	I can <u>express my preferences and opinions</u> and tell why I feel that way on familiar and everyday topics of interest, creating simple sentences.	I can <u>state my viewpoint</u> and give some reasons to support it on familiar topics, creating sentences and strings of connected sentences.	I can <u>state my viewpoint</u> and give reasons to support it, often across various time frames, on familiar or researched topics, creating short paragraphs.
Performance Indicators	I can <u>describe</u> activities and events, creating simple sentences.	I can <u>tell a story</u> about activities, events, and other social experiences, creating sentences and strings of connected sentences.	I can <u>tell stories</u> , often across various time frames, about school and community events and personal experiences, creating short paragraphs.

Intercultural Communication
Standards and Performance Indicators

	Standard: Students will be able to compare products and practices to understand perspectives from a variety of cultures and communities, including my own	
	<i>Intercultural Communication Performance Indicators are for all Intermediate Proficiency Levels</i>	
Performance Indicators	Products	I can compare cultural <u>products</u> to understand perspectives related to familiar contexts and personal interests
	Practices	I can compare <u>practices</u> to understand perspectives related to familiar contexts and personal interests

	Standard: Students will be able to interact at a functional level in some familiar contexts	
	<i>Intercultural Communication Performance Indicators are for all Intermediate Proficiency Levels</i>	
Performance Indicators	Language	I can <u>interact with others</u> from a variety of cultures and communities, including my own, in familiar situations and demonstrate some understanding of cultural similarities and differences
	Behavior	I can recognize that significant differences in <u>behaviors</u> exist among cultures and use some culturally appropriate behaviors in familiar situations