

Kenai Peninsula Borough School District

World Language Curriculum



DRAFT 2008-2009

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 N. Binkley
Soldotna, AK 99669

WORLD LANGUAGE CURRICULUM

Fall 2009

Dr. Donna Peterson
Superintendent

Dr. Steve Atwater
Assistant Superintendent of Instruction

Committee Members

Lynn Hohl
School Board Representative

Maryvonne Guillemín
High School French/Spanish Teacher

Laura Sievert
High School Spanish Teacher

Joe Trujillo
High School Spanish Teacher

Cheryl Johnson
High School French Teacher

Sheila-Margaret Pothast
Middle School Spanish Teacher

Cynthia Romberg
Middle School Spanish Teacher

Doris Cannon
Director of Curriculum

COURSE INFORMATION

KPBSD provides courses in the following languages:

Spanish	Russian
French	Sign Language

In addition to the above several other languages are available through correspondence and distance education. At the time of this revision Italian, Japanese, Sugsten, and German are offered through this mode of instruction.

Students with prior world language experience are allowed to enter the appropriate course level depending on their proficiency.

At the high school level:

Year I study includes novice level low and novice level high content.

Year II study includes intermediate level low and intermediate level high content.

Advance study is available for one of more years.

Each of the individual levels corresponds with yearlong course of study for pre-secondary students.

The standards set in this document are to be used as a framework for instruction and may vary according to the specifics of the language being taught.

Content and skills for Standards A are delineated individually in each of the three levels.

Standards B and C expectations are common among all three levels.

World Language Introduction

Language and communication are the heart of human experience. Knowledge of world languages and cultures contributes to the students' personal growth and development by expanding their opportunities for global communication. The skills fostered in world language classes are the very skills needed for citizenship in the 21st century marketplace. Students at all levels will research independently and cooperatively to further progress through traditional methods and the newest technology, recognizing its relevance to instant global communication, inclusion, and participation.

Students at all levels will gain an understanding on how art, geography, foods, and history impact human rights and values. Culture and language are inseparable, culture being the medium for language instruction.

The three world language standards reflected in this document guide world language acquisition and instruction. They are met at various degrees as students progress through the curriculum. The process of learning another language engages the mind and requires mental flexibility.

Culture

Language and culture are inseparable; therefore, culture will be integrated throughout all levels of instruction.

ESSENTIAL CONTENT/SKILLS

1. Explore various areas of culture which include but are not limited to:

- Agriculture and industry
- Architecture
- Cuisine
- Customs
- Dance
- Dress
- Education
- Family relationships
- Geography
- History
- Humor
- Literature
- Major holidays, festivals, and special dates
- Masculine and feminine roles
- Medicine
- Money management
- Music
- Religion
- Superstition
- Traditions
- Transportation
- Views/Perceptions of time
- Visual and performing arts

2. Demonstrate understanding of the interrelationship of other cultures with their own culture and recognize the similarities and differences.

3. Identify major geographical features, cities, and regions and show their relationship to the culture.

4. Examine and analyze cultural contributions of diverse groups.

5. Participate in cultural experience simulations.

6. Use experiences with language and culture to explore personal interests and career options.

7. Apply language skills and cultural knowledge to enhance intellectual and social growth and to promote life-long learning.

International Marketplace

Opportunities for students to apply language and cultural skills will be provided throughout all levels of instruction.

ESSENTIAL CONTENT/SKILLS

1. Explore various areas of culture which include but are not limited to:

- Agriculture and industry
- Architecture
- Cuisine
- Customs
- Dance
- Dress
- Education
- Family relationships
- Geography
- History
- Humor
- Literature
- Major holidays, festivals, and special dates
- Masculine and feminine roles
- Medicine
- Money management
- Music
- Religion
- Superstition
- Traditions
- Transportation
- Views/Perceptions of time
- Visual and performing arts

2. Demonstrate understanding of the interrelationship of other cultures with their own culture and recognize the similarities and differences.

3. Identify major geographical features, cities, and regions and show their relationship to the culture.

4. Examine and analyze cultural contributions of diverse groups.

5. Participate in cultural experience simulations.

6. Use experiences with language and culture to explore personal interests and career options.

7. Apply language skills and cultural knowledge to enhance intellectual and social growth and to promote life-long learning.

Introduction to Spanish

**Middle
School**

ESSENTIAL CONTENT/SKILLS

Listening/Comprehending

1. Understand simple directions from the teacher.
2. Demonstrate understanding of everyday words when heard.
3. Comprehend lyrics from a simple song.
4. Discriminate between gender.
5. Recognize days of week, months of year.
6. Demonstrate understanding of who, what, where, how, when, and how much/many questions.
7. Recognize names of colors.
8. Recognize word patterns (syntax).
9. Demonstrate understanding of descriptive words in simple phrases and sentences.
10. Comprehend simple dialogues by classmates.
11. Demonstrate understanding of simple words, phrases, statements, and questions heard without cues or props.
12. Demonstrate understanding of action words in context.
13. Distinguish between interrogative, declarative, and imperative statements.
14. Discriminate between numbers, times, dates.
15. Comprehend simple passages.
16. Identify body parts, foods, clothing, activity words.
17. Recognize simple conjugations.

Speaking

1. Use simple phrases, including courtesy formulae.
2. Read aloud with correct pronunciation.
3. Use everyday words in speech.
4. Learn simple dialogues.
5. Sing a song.

Cont. Speaking

6. Repeat and internalize simple, meaningful utterances.
7. Produce simple vowels and consonants.
8. Practice intonation patterns and word order.
9. Recite alphabet.
10. Repeat and use correct word patterns.
11. Repeat simple vocabulary (days of week, numbers, months).
12. Produce sounds not found in native language.
13. Use learned sentences in everyday situations.
14. Recite simple poem.
15. Increase active vocabulary.
16. Express agreement and disagreement.
17. Produce and transform negative and affirmative statements and questions.
18. Express possession.

Reading

1. Read individual words from a bilingual dictionary.
2. Associate vowel sounds with written symbols.
3. Associate spoken words with written words.
4. Recognize written words in context which are already understood in the target language.
5. Read and comprehend written material, such as, simple dialogues, songs, and passages.
6. Recognize tenses other than the present tense.

Writing

1. Write the alphabet.
2. Transcribe words and sounds.
3. Copy learned phrases and sentences in context.
4. Write words from memory, which are associated with visuals, props, or familiar contexts.
5. Write a familiar phrase, statement, or question in context.

Cont. Writing

6. Write a simple sentence.

7. Produce correctly spelled words.

8. Recombine known language to produce simple personalized statements, questions, and responses.

9. Form sentences with proper word order.

10. Write simple dialogues with support.

World Language

Level 1

ESSENTIAL CONTENT/SKILLS

Listening/Comprehension

1. Understand simple directions from the teacher.
2. Demonstrate understanding of everyday words when heard.
3. Comprehend common gestures associated with language.
4. Comprehend lyrics from a simple song.
5. Discriminate between grammatical gender.
6. Recognize days of the week, months of the year.
7. Demonstrate understanding of questions pertaining to who, what, where, how, when, and how much/many.
8. Recognize and distinguish between the sounds of single vowels and consonants.
9. Recognize names of colors.
10. Recognize word patterns (syntax).
11. Recognize linkage of vowel clusters.
12. Demonstrate understanding of descriptive words in simple phrases and sentences.
13. Comprehend simple dialogues by classmates.
14. Demonstrate understanding of simple words, phrases, statements, and questions without cues or props.
15. Demonstrate understanding of action words in context.
16. Recognize intonation to distinguish between interrogative, declarative, and imperative statements.
17. Discriminate between numbers, times, and dates.
18. Comprehend simple passages.
19. Identify body parts, foods, clothing, and activity words.
20. Recognize simple conjugations.

Speaking

1. Use simple phrases, including courtesy formulae, and learned sentences in everyday situations.
2. Read aloud with correct pronunciation.
3. Use everyday words in speech. Match gestures with verbal cues.
4. Role-play simple dialogues, sing a song, and recite a simple poem.
5. Repeat and internalize simple speech patterns, meaningful utterances, intonation patterns, and word order.
6. Produce simple vowels, consonants, and vowel clusters with linkage sounds.
7. Recite the alphabet and repeat simple vocabulary (days of the week, numbers, and months).
8. Produce sounds not found in native language.
9. Express thoughts in complete sentences.
10. Increase active vocabulary by produce negative and affirmative statements and questions with the appropriate intonation.
11. Express ownership.

Reading

1. Read individual words from a bilingual dictionary
2. Associate, observe, and recognize punctuation and accent marks.
3. Associate letter sounds with written symbols.
4. Associate spoken words with written words.
5. Recognize written words in context already understood in the target language.
6. Read and understand simple sentences, strings of sentences and simple phrases.
7. Read and understand menus
8. Increase passive vocabulary.
9. Recognize and comprehend simple language patterns.
10. Comprehend written material such as simple dialogues, songs, passages, and familiar material.
11. Follow text being read aloud.

Writing

1. Write the alphabet.
2. Transcribe words and sounds.
3. Copy learned phrases and sentences in context.
4. Write words from memory, which are associated with visuals, props, or in familiar context.
5. Write a familiar phrase, statement, or question in context.
6. Write a simple meaningful sentence.
7. Use diacritical marks appropriately.
8. Produce correctly spelled words.
9. Recombine known language to produce personalized statements, questions, and responses.
10. Form sentences with proper word order.
11. Compose simple dialogues and letters/postcards. Write a cohesive paragraph on a general topic with good basic language structure.
12. Transform affirmative to negative statements.

World Language

Level 2

ESSENTIAL CONTENT/SKILLS

Listening/Comprehension

1. Comprehend word patterns.
2. Extract the main idea.
3. Recall facts and list details.
4. Understand patterns of speech
5. Comprehend conversations and narratives on everyday topics, personal interests, activities, and current events.
6. Comprehend more difficult dialogues, poems, songs, and media material.
7. Demonstrate understanding of expressions of emotion, condition, and preference.
8. Recall facts and make inferences from related sentences.
9. Recognize verb tenses.
10. Recognize pronunciation differences within a language.

Speaking

1. Repeat and use a variety of verb tenses.
2. Describe in detail pictures/visuals, people, places, and objects.
3. Express feelings, emotions, preferences, needs and give supporting details.
4. Initiate, sustain, and close a conversation with peers.
5. Recite and sing more difficult dialogues, narratives, poems, and songs.
6. Narrate and enact a simple story and present a simple oral report.
7. Ask questions seeking information, directions and clarification; give specific information, or directions.
8. Order food in a restaurant, ask for items at a store, etc.
10. Make comparisons and contrasts.
11. Give commands.
12. Describe a sequence of events.

Cont. Speaking

13. Paraphrase information.

14. Use strings of sentences and paragraph length messages.

15. Be able to discuss reading material.

Reading

1. Read a map and map symbols.

2. Follow text being read aloud.

3. Recognize and comprehend imperatives.

4. Identify new word patterns.

5. Demonstrate an understanding of short written passages by identifying words that relate to the main idea.

6. Read written directions and solve written problems.

7. Identify a sequence of events in a narrative.

8. Obtain information by reading.

9. Read directions to a location.

10. Recognize learned verb tenses.

11. Read and understand familiar stories.

12. Read and understand directions to assemble something simple.

13. Comprehend new material through contextual clues.

14. Comprehend dialogues, songs, and passages of increasing difficulty.

15. Determine emotions, feelings, and preferences from reading selections.

16. Make inferences from material read.

17. Identify the main idea and supporting details from single paragraphs and descriptive narratives, including authentic materials.

Writing

1. Produce grammatically correct sentences.
2. Write a narration of a sequence of events.
3. Compose a simple story, song, or poem.
4. Write with correct punctuation and language specific symbols.
5. Compose a series of original statements and/or questions related to personal experience.
6. Write directions.
7. Write an invitation.
8. Write one or more sentences that classify, summarize, predict, judge, or infer.
9. Develop an organized summary, composition, report, letter, or article of more than one paragraph.
10. Express emotions, feelings, and preferences and give supporting details.

World Language

Level 3/4

ESSENTIAL CONTENT/SKILLS

Listening/Comprehension

1. Maintain and improve understanding in a normal conversation.
2. Demonstrate understanding of the main idea in telephone calls, radio and TV broadcasts, oral reports, poems, and/or short stories.
3. Demonstrate understanding of descriptive passages which compare or contrast or depict the relationship between elements.
4. Demonstrate understanding of purpose or point of view.
5. Recognize and comprehend subjunctives.
6. Demonstrate understanding of material heard by predicting outcomes, drawing inferences, and making judgments.
7. Recognize past, present, and future time when heard in simple and complex sentences and in longer passages.
8. Recognize different dialects.

Speaking

1. Communicate and narrate in past, present, and future tenses.
2. Express and support personal point of view.
3. Repeat and use subjunctive verbs in common expressions.
4. Be able to classify, summarize, predict, judge, and infer.
5. Converse on everyday topics using stress, rhythm, and intonation that is comprehensible to a fluent speaker.
6. Express new information and knowledge.
7. Interpret, analyze, and discuss authentic literature.
8. Use appropriate verbs, tenses, and moods.
9. Express more complex sentences and ideas.
10. Circumlocute when at a loss for vocabulary.

Reading

1. Identify verb tenses.
2. Recognize and comprehend subjunctives.
3. Identify the main idea and supporting details from authentic materials such as newspapers, magazine articles, and literary works.
4. Make predictions and judgments and draw inferences.
5. Identify the author's point of view or purpose.
6. Obtain new information and knowledge through written sources.

Writing

1. Write questions and answers for advice.
2. Compose a narrative about the present, past and future events.
3. Compose original dialogues and skits.
4. Summarize, interpret, and analyze authentic literature.
5. Express and support a personal point of view.
6. Compose cohesive paragraphs which describe, compare and contrast people, places, things, activities, situations, and events in detail.
7. Use verb tenses including subjunctives.
8. Transcribe sentences and short paragraphs.

Level Descriptors for Listening

Novice I	Novice II	Intermediate
Novice I learners of a second language generally have little to no ability to understand the second language in academic or social settings.	Novice II learners of a second language have the ability to understand simple high-frequency spoken words in the second language that are routinely used in the academic and social settings.	Intermediate learners of a second language have the ability to understand the second language used in academic and social settings with support.
<p>Students:</p> <p>Struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports</p> <p>Struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified</p> <p>May not seek clarification in the second language when failing to comprehend the second language they hear; frequently remain silent, watching others for cues</p>	<p>Students:</p> <p>Usually understand simple or routine directions, as well as, short, simple conversations on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations</p> <p>May identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified</p> <p>Have the ability to seek clarification in the second language when failing to comprehend the second language they hear requiring/requesting the speaker to repeat, slow down, or rephrase speech</p>	<p>Students:</p> <p>Usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes depend on visuals, verbal cues, and gestures to support understanding</p> <p>Often understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified</p> <p>Occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the second language they hear</p>

Level Descriptors for Speaking

Novice I	Novice II	Intermediate
<p>Novice I learners of a second language have little to no ability to speak the second language in academic and social settings.</p>	<p>Novice II learners of a second language have the ability to speak in a simple manner using the second language commonly heard in routine academic and social settings.</p>	<p>Intermediate learners of a second language have the ability to speak using the second language in academic and social settings with support.</p>
<p>Students:</p> <p>Mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in attempts to communicate</p> <p>Speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts</p> <p>Lack the knowledge of the second language grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material</p>	<p>Students:</p> <p>Are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning</p> <p>Speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</p> <p>Exhibit an emerging awareness of the second language grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</p> <p>Exhibit errors that may hinder overall communication when trying to use vocabulary that is complex or less familiar</p> <p>Use pronunciation that can usually be understood by people accustomed to interacting with those learning a new language</p>	<p>Students:</p> <p>Are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning</p> <p>Discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</p> <p>Have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features</p> <p>Make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</p> <p>May mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with those learning a new language</p>

Level Descriptors for Reading

Novice I	Novice II	Intermediate
<p>Novice I learners have little to no foundational reading skills in the second language to build reading skills in the target language.</p>	<p>Novice II learners of a second language have a limited ability to read and understand material in the target language.</p>	<p>Intermediate learners of a second language usually have the ability to read and understand material in the target language with support.</p>
<p>Students:</p> <p>Begin to recognize and understand environmental print in the second language.</p> <p>Derive little or no meaning from stories read in the second language unless the stories are;</p> <ul style="list-style-type: none"> • Read in short “chunks” • Controlled to include the limited second language they know such as high-frequency, concrete, and recently practiced vocabulary. Accompanied by ample visual supports. <p>Have difficulty reading most text in the second language.</p>	<p>Students:</p> <p>May recognize and understand common environmental print in the second language.</p> <p>Demonstrate limited comprehension of stories read aloud in the second language unless the stories include:</p> <ul style="list-style-type: none"> • Predictable story lines • Highly familiar topics • Primarily high-frequency, concrete vocabulary • Short, simple sentences • Visual and linguistic supports <p>Have difficulty reading unfamiliar text because of their limited vocabulary.</p>	<p>Students:</p> <p>Recognize some basic second language vocabulary and high-frequency words in isolated print.</p> <p>Demonstrate comprehension of most main points and most supporting ideas in stories read in the second language, although they may still depend on visual and linguistic supports to gain or confirm meaning.</p> <p>With support are able to read most second language text because they understand the meaning of many second language words and have little difficulty with second language sounds.</p>

Proficiency Level Descriptors for Writing

Novice I	Novice II	Intermediate
Novice I learners of a second language lack the second language vocabulary and language structures necessary to address writing tasks meaningfully.	Novice II learners of a second language have enough second language vocabulary and language structures to address writing tasks in a limited way.	Intermediate learners of a second language have enough second language vocabulary and command of language structures to address writing tasks, although second language support is needed.
<p>Students:</p> <p>Have little to no ability to use the second language to express ideas in writing and engage meaningfully in writing assignments.</p> <p>Lack the second language skills necessary to develop or demonstrate elements of writing in the second language.</p> <p>Have the ability to label, list, or copy.</p> <p>Write high-frequency words/phrases and short, simple sentences based primarily on recently practiced, memorized, or highly familiar material.</p> <p>Present tense used primarily</p>	<p>Students:</p> <p>Have a limited ability to use the second language to express ideas in writing and engage meaningfully in writing assignments.</p> <p>Communicate best when topics are highly familiar and concrete, and require simple, high frequency vocabulary.</p> <p>Gain control of present tense and begin to use past and future tenses.</p>	<p>Students:</p> <p>Have the increasing ability to use the second language to express ideas in writing and engage meaningfully in writing assignments.</p> <p>Communicate in a variety of topics.</p> <p>Expands usage of present, past, and future tenses.</p>