

# MSBSD

## World Languages Curriculum Framework

2011-2012

## Table of Contents

Acknowledgements

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Writing Team Members

How Standards & Curriculum Connect

Curriculum Development Process

Curriculum Frameworks:

Spanish

French

German

Japanese

Russian

Materials

Assessments

Instructional Strategies for Teachers

# Acknowledgements

The MSBSD Office of Instruction would like to acknowledge the dedicated work of all curriculum teams within our district. These teams consisting of administrators, teachers and community members have worked cooperatively and collaboratively in the best interest of the district's students to build content specific curriculum frameworks that will be used as guides in planning and implementing instructional strategies.

The MSBSD also recognizes these curriculum leaders have employed their understandings of curriculum development procedures to build reliable, academically rigorous and culturally relevant curricula that will contribute directly to student achievement.

We thank all of those who have worked so diligently for our students.

Beckie Murphy  
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## How Standards & Curriculum Connect

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The MSBSD has adapted the following graphic to demonstrate how curriculum components fit together to make a comprehensive instructional program. This guide is designed for teachers to use for instructional planning and decision making.



Adapted from United States Government Curriculum Essential

# Curriculum Development Process

Curriculum Work Determined by Curriculum Review Cycle

State Statues & Board Policies

Team Formation

Application Process

Team Selected by Office of Instruction

Professional Development for Team Members

Curriculum Processes & Protocols

Scientifically Based Research & Trends

Needs Assessment Process

Create & Distribute Surveys

Prepare District Data

Summarize Needs Assessment Data

Curriculum Development/Revisions

Team Needs Evaluation

Mission & Goals

Scope & Sequence

Guaranteed & Viable Curriculum

Writing Quality Objectives

100/80 Rule

Bloom's Taxonomy

Stakeholder Feedback

Curriculum Map

Pacing Guides

Materials Adoption

Tips/Scoring/Final Review/School Board Documents

Curriculum Maps

# Curriculum Development Process Continued

## Implementation & Professional Development

- Team Needs Evaluation
- All staff professional development
- Teacher Feedback
  - Curriculum Reflection
  - PD Reflection
  - Develop Agenda for Revisions

## Monitoring Progress

- Team Needs Evaluation
- Curriculum Monitoring Tools
  - Program Components Check List Survey
  - Technology Assessment Survey
  - Pacing Guide/Curriculum Map Survey
  - Instructional Tour Forms

- Assessment Tools
  - Formative & Summative Check List

- Intervention & Differentiation
  - RTI Frameworks
  - Instructional Strategies

## Curriculum Development Terminology

### Curriculum Scope & Sequence (Standards + Learner Objectives)

Content every student should know and be able to do at each grade level over time. Brings order to the delivery of the content and sustains opportunities for student learning.

### Pacing Guide

District guidelines of when content should be delivered in order to meet benchmark/state assessment deadlines. The pacing guide is the estimated timeline to accomplish all curriculum goals.

### Curriculum Map (Continuum)

Curriculum mapping is an approach to ensure alignment of written curriculum (standards + learner objectives) to learning activities within adopted materials.

### Alaska Content Standards

Standards adopted by the State Board of Education for what students should be learning in core subject areas. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience.

### Alaska Performance Standards (Grade Level Expectations)

Standards adopted by the State Board of Education as specific statements of what students should know and be able to do. They were adopted in reading, writing, mathematics, and science at four benchmark levels: 3rd, 6th, 8th, and 10th grades.

### Alaska Cultural Standards

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

## World Language Curriculum Development Timeline

Team Building                      Fall 2011

Needs Assessment Team Meetings  
October 18<sup>th</sup>, 2011

Curriculum Review/Writing Team Meetings  
November 17<sup>th</sup>, 2011  
November 18<sup>th</sup>, 2011  
January 19<sup>th</sup>, 2012  
January 20<sup>th</sup>, 2012  
February 28<sup>th</sup>, 2012

Stakeholder Review              March

Presentation to Curriculum Council on April 25<sup>th</sup>, 2012

Presentation to School Board on \_\_\_\_\_

School Board Approval on \_\_\_\_\_

# Curriculum Contents

Mission Statement

Curriculum Goals

Curriculum

Course Outlines that include:

- \* Standards
- \* Scope and Sequence
- \* Pacing Guide
- \* Curriculum Map

Essential Teacher Knowledge

## MSBSD World Languages Program Mission Statement

The mission of MSBSD K-12 World Language is to provide effective, linguistic skills that enable students to succeed in a pluralistic society and abroad by integrating and understanding the values and contribution of other cultures. These long life learners will gain a deeper insight into their own language and culture.

The MSBSD World Language Curriculum was developed in conjunction with the mission and curriculum content presented by the American Council on Teaching Foreign Languages or ACTFL.

The mission of the American Council on the Teaching of Foreign Languages is to promote and foster the study of languages and cultures as an integral component of American education and society. ACTFL must provide visionary yet practical leadership, create policy and programs to further our goals, and initiate and build programs that will enhance the profession and enable it to be proactive in a changing world.

## Curriculum Goals

Communities

Connections

Comparisons

Culture

Presentation

Interpretation

Interpersonal

Communication

# Japanese IV

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: Listening, speaking, reading, and writing*

**MSBSD World Languages Content Standards****Japanese IV**

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

Alaska World Languages Content Standard:

Students listen to and comprehend information spoken in a World Language.

In order to meet this standard, a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

Alaska World Languages Content Standard:

Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard, a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

Alaska World Languages Content Standard:

The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard, a student:

- applies pronunciation rules and intonation patterns
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning
- applies knowledge of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

Alaska World Languages Content Standard:

Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard, a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

Alaska World Languages Content Standard:

Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language

## Essential Learning Results Level IV

### MSBSD World Languages Content Standards

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level IV student:

- derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films, and recordings
- obtains and processes information by selecting, categorizing and analyzing from these sources

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level IV student:

- analyzes and synthesizes reading materials
- recognizes the author's point of view and purpose
- expresses personal reactions to reading materials
- Interprets cultural elements found in reading materials

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level IV student:

- applies pronunciation and intonation patterns at a normal rate of speech
- Makes predictions, analyzes, draws conclusions, and expresses facts and opinions
- defines points of view
- summarizes and paraphrases

**Standard 1.4 Writing**- Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level IV student:

- analyzes and draws conclusions
- Incorporates information from selected language resource materials in their writing
- Selects and expresses ideas and opinions on topics from various content areas
- Uses specialized vocabulary and more advanced grammatical structures

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

In order to meet this standard, a Level III student:

- analyzes aspects of the cultures being studied
- Functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations
- Researches a topic of interest using sources from the cultures being studied

# Japanese IV

Course Number: 6441/6442  
Recommended Text:

## Course Description:

Japanese IV taught exclusively in Japanese. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis will be placed on comprehension as it is spoken by native speakers. Students will develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

## Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

## Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

## Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 Listening: Students listen to and derive meaning from a variety of purposes and audiences
  - 1.2 Speaking: Students speak for a variety of purposes and audiences
  - 1.3 Reading: Students read and derive meaning from a variety of written materials
  - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

Compare and Contrast Presentations

Plus Expansion of Levels III, II, & I Key Concepts

## Kanji

- 80 more characters

## Key Concepts & Structures

### Idiomatic Structures:

- analogy and exemplification: *sou, mitai, rashii*
- coming to conclusions: *wake*
- emotional involvement, emphasis, reminiscing: *mono*
- honorific and humble forms
- even though: *no ni*
- respect, purpose, manner: *you*

### Culture:

Students know and are able to

- analyze aspects of the cultures being studied
- function in culturally appropriate manner, through speaking & writing, in complex social & work situations

### Student self-assessment:

Based on the **Standards, Topics** and **Key Concepts** listed here, students should ask themselves

**Concepts** listed here, students should ask themselves

- |     |                   |   |
|-----|-------------------|---|
| 1.1 | <i>Listening:</i> | Can I understand Japanese when I hear it?             |
| 1.2 | <i>Speaking:</i>  | Can I speak Japanese with a variety of people?        |
| 1.3 | <i>Reading:</i>   | Can I read a variety of materials in Japanese?        |
| 1.4 | <i>Writing:</i>   | Can I write Japanese for different purposes?          |
| 2   | Culture           | Can I use my knowledge of Japanese-speaking cultures? |

### Level IV Topics:

1. Ecology
2. Life Span
3. Literary Analysis
4. Mass Media
5. Popular Culture
6. Professions
7. Traditions
8. Travel & Regional Focus
9. Plus Expansion of Levels III, II and I Topics...

### Level III Topics:

1. Arts & Entertainment
2. Extended Family
3. Food & Cuisine
4. Geography & Natural Features
5. House & Home
6. Literature
7. Transportation
8. Vacations

### Level II Topics:

1. Body Parts, Health, & Fitness
2. Daily Routines
3. Descriptions of People, Personalities, & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

### Level I Topics:

1. Hiragana & Katakana
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Ecology:**

- \* Climate and weather
- \* Environment
- \* Wildlife
- *Connecting Topics:* Travel & Regional Focus
- *Culture:* Japanese views on the environment; influence of climate and weather on life in Japan

**Life Span:**

- \* Birth, school life, marriage, careers, death
- \* Situational language (horrific, humble, polite)
- \* School systems
- *Connecting Topics:* Popular Culture, Professions, Traditions
- *Culture:* When and how to use situational language; religious rituals (birth, marriage, death, etc.); education, career and social status

**Literary Analysis:**

- \* Essays and articles
- \* Folk stories
- \* Poetry
- \* Short stories
- \* Reading/listening/analyzing/discussing
- *Connecting Topics:* Traditions
- *Culture:* Forms of poetry; folk story origins

**Mass Media:**

- \* Magazines, newspapers, television
- \* *Anime* and *Manga*
- \* Post Office
- \* Phones and internet
- *Connecting Topics:* Popular Culture, Professions
- *Culture:* Influence of Japanese mass-media on America and other countries; Japanese youth and mass media

**Professions:**

- \* Jobs and job descriptions
- \* Looking for a job
- \* Applying for a job
- \* Interviews
- *Connecting Topics:* Life Span; Mass Media
- *Culture:* Company hierarchy; lifetime employment; societal status and professions

**Traditions:**

- \* Kimono
- \* Rice
- \* Tea
- \* "Ways": *judo, sado, shodo*
- *Connecting Topics:* Life Span; Literary Analysis
- *Culture:* Traditions related to fashion and food; importance of rice and tea

**Travel & Regional Focus:**

- \* Regional specialties
- \* Famous places in Japan
- \* Regional comparisons
- *Connecting Topics:* Ecology
- *Culture:* Travel and lodging-related customs; regional

**Japanese IV**

**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing** students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**

**Popular Culture:**

- \* Art
- \* Fashion
- \* Gaming
- \* Music
- *Connecting Topics:* Mass Media, Life Span
- *Culture:* Similarities and differences

**Plus Expansion of Levels III, II, and I Topics and Key Concepts**

### Japanese IV Performance Indicators

Topic	Communication	Culture
Ecology	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information and opinions about the importance of the environment and the impact of personal ecological routines</li> <li>Describes climate and weather patterns in Japanese countries</li> <li>Engages in conversations, interprets, and presents information about the environment for animals</li> </ul>	<ul style="list-style-type: none"> <li>Describes Japanese view on the environment.</li> <li>Explains the influence of climate and weather on life in Japan</li> </ul>
Life Span	<ul style="list-style-type: none"> <li>Describes and presents information regarding birth, school life, marriage, careers, and death</li> <li>Describes Japanese educational systems and practices including compulsory education and public vs. private schools</li> <li>Describes situational language (honorific, humble, polite).</li> </ul>	<ul style="list-style-type: none"> <li>Explains when and how to use situational language</li> <li>Explains religious rituals (birth, marriage, death, etc.).</li> <li>Describes education, career, and social status</li> </ul>
Literary Analysis	<ul style="list-style-type: none"> <li>Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories using literary terminology</li> </ul>	<ul style="list-style-type: none"> <li>Describes forms of poetry</li> <li>Explains folk story origins</li> </ul>
Mass Media	<ul style="list-style-type: none"> <li>Reads, listens, discusses, and analyzes information from traditional print media including magazines and newspapers and non print media including television</li> <li>Reads and interprets Anime and Manga</li> <li>Views, listens, discusses, and analyzes information from contemporary electronic media including phones, computers, Internet, and podcasts</li> <li>Explains the role of the Post Office in Japan</li> </ul>	<ul style="list-style-type: none"> <li>Explains the influence of Japanese mass -media on America and other countries</li> <li>Analyzes the impact of mass media on Japanese youth</li> </ul>
Popular Culture	<ul style="list-style-type: none"> <li>Interprets and presents information using arts terminology</li> <li>Views, reads, listens, discusses, and critically analyzes Japanese art, fashion, gaming, and music and their contributions to Japanese culture and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and explains similarities and differences between popular culture in Japan and the US</li> </ul>

**Japanese IV**  
**Performance Indicators (continued)**

Topic	Communication	Culture
Professions	<ul style="list-style-type: none"> <li>• Describes jobs and job descriptions including the skills needed to be successful in the profession or job</li> <li>• Describes how Japanese look for jobs, apply for jobs, and interview for jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Describes company hierarchy in Japanese speaking countries</li> <li>• Explains lifetime employment</li> <li>• Describes the attitudes of the Japanese-speaking culture towards different professions at all levels, social status, and accessibility of these professions to all members of the culture</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>• Describes the significance of traditions in Japanese culture: kimono, rice, and tea</li> <li>• Describes Japanese ways: <i>judo</i>, <i>sado</i>, and <i>shodo</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explains traditions related to fashion and food</li> <li>• Explains the significance of rice and tea</li> </ul>
Travel and Regional	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about regional specialties</li> <li>• Names famous places in Japan</li> <li>• Compares regions in Japan</li> </ul>	<ul style="list-style-type: none"> <li>• Describes travel and lodging related customs</li> <li>• Explains the significance of regional festivals and important events</li> </ul>