



Fairbanks North Star Borough School District

World Language Curriculum



Adopted April 1, 2025

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administrators, parents, and community members who have provided input during the curriculum revision
process.

Philosophy & Mission Statements

Philosophy:

The study of languages and cultures develops appreciation, understanding, and acceptance among the world's peoples, broadens university and career choices, and enhances student performance in other content areas. The study of a world language allows students to recognize their own distinct culture and language, and enriches the students' personal lives. Therefore, studying languages and cultures is an integral part of the essential curriculum for students of all ages and abilities. A successful world language program incorporates varied instructional strategies, technologies, assessments for communicative proficiency, and opportunities to participate in culturally authentic experiences.

Mission Statement:

Our mission is to encourage students to become global citizens by instilling cultural understanding, developing language skills, and promoting life-long learning. Acquiring a new language is an on-going process developed over time; therefore, the Fairbanks North Star Borough School District commits to:

- encouraging students to engage in multiple years of world language education as a life-long learning process;
- creating a classroom environment which supports language acquisition;
- providing instructors who are proficient in the target language, embed best practice pedagogy, and stay up-to-date with current research and findings in providing language instruction;
- integrating various methods, materials, and technology to help students learn to respond, perform, and create in the target language; and
- utilizing community resources to help students make connections locally and world-wide.

Introduction

Our team of World Language writers has developed a curriculum that aligns with local, state, and national standards, organized around the goal areas of the National Standards for Language Learning: communication, cultures, and comparisons. These goal areas not only reflect our state standards but also enable a unified World Language curriculum that can adapt to the specific needs and expertise of our community.

It is expected that all four linguistic domains (listening, reading, speaking, and writing) will be addressed and assessed through the learning at all levels; however, it is completely appropriate for elementary schools to concentrate on speaking and listening. Elementary schools may incorporate exposure to languages through music, art, dancing, etc. The middle school exploratory model is the broader learning of two or more languages and cultures throughout the year.

Single language development, depending on staffing, can begin in middle school and continue in high school. Single language curriculum not listed in this guide may be available to schools through district online options. Additionally, schools wishing to offer languages not in the curriculum may be able to do so through the district's pilot course process. Contact the Department of Teaching and Learning for more information on this process.

Archived Courses

The following courses have been removed from the World Language Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the [district website](#); the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Chinese Culture
- French IV
- J-Pop Culture
- Spanish Speaking Countries and Culture

Explanation of Terms

Ongoing Learner Goals

Objectives that are fostered and reinforced on every suitable occasion. Mastery is not assigned to a specific grade level or course.

NSFL

National Standards for Language Learning

AKWL

Alaska World Language

ACTFL

American Council on the Teaching of Foreign Languages

Ongoing Learner Goals

Students will:	Alaska Content Standards:	National Standards:
<ul style="list-style-type: none"> understand and participate in dialogues of increasing complexity 	WL.A; WL.C	NS.1.1-1.3; NS.2.1-2.2; NS.3.1-3.2; NS.4.1-4.2; NS.5.1-5.2
<ul style="list-style-type: none"> use correct grammatical structures in communication 	WL.A; E/LA.A.1,2	NS.1.1-1.3
<ul style="list-style-type: none"> understand and compare target language and culture by examining one’s own language and culture 	WL.B; WL.C; E/LA.E.1; A.B.2, A.D.5; G/C.A.4; H.B.1; CS.A.5,7; CS.B.1,2; CS.E.1,2,5,8	NS.2.1-2.2
<ul style="list-style-type: none"> be aware of cultural differences and interact appropriately in multilingual environments 	WL.A; WL.C; E/LA.A.6; E/LA.E; CS.C.4	NS.2.1-2.2; NS.5.1-5.2
<ul style="list-style-type: none"> apply language skills and cultural knowledge to enhance personal, intellectual, and social growth 	WL.B; WL.C; A.B.2,7,8; H.C; HL.C.6	NS.3.1-3.2; NS.5.1-5.2
<ul style="list-style-type: none"> increase proficiency in writing ideas and opinions using a variety of expressions and technologies 	WL.A; E/LA.A.1,2,4,5,7,8; H.D.3,6; L/IL.B.1,5	NS.1.1-1.3
<ul style="list-style-type: none"> read and listen to comprehend increasingly complex selections 	WL.A; E/LA.B; E/LA.D.1; E/LA.E	NS.1.1-1.2; NS.5.2
<ul style="list-style-type: none"> work to improve pronunciation skills 	WL.A; E/LA.A.3	NS.1.1-1.2
<ul style="list-style-type: none"> utilize available resources to experience authentic cultural and language exposure, and to participate in multicultural events 	WL.B; WL.C; A.A.1; A.B.2; CS.C.4; CS.D.4, CS.E.1,3	NS.3.2; NS.5.1
<ul style="list-style-type: none"> utilize target language to discuss issues of local and global importance 	WL.A; WL.B; WL.C; E/LA.D; G.A.1,5; G.B.1; G.F.6; G/C.D.5, H.A	NS.4.2; NS.5.1; NS.2.1; NS.3.1
<ul style="list-style-type: none"> seek opportunities for immersion in the target language 	WL.B; WL.C; A.A.1; A.B.2; G.B.6; CS.C.4	NS.5.1-5.2; NS.4.1-4.2
<ul style="list-style-type: none"> develop an understanding of how language and history have shaped the target language culture 	WL.B; WL.C; G.B.1,3,4,7,8; G.D.1,4,5; G.F.5,6; H.B; H.C	NS.2.1-4.2
<ul style="list-style-type: none"> investigate career opportunities that require knowledge of the target language as a necessary skill 	WL.C; EM.A.2; EM.B.4	NS.5.1-5.2

Suggested Guidelines for Elementary



Grades K-5

This section provides examples of what a comprehensive world language program might look like in a K-5 elementary.

Elementary Introduction

The primary focus is on understanding and speaking.

Elementary programs focus on the development of listening and speaking skills and on cultural awareness. Grammar is learned indirectly, rather than through direct instruction.

Elementary programs follow the natural sequence of language learning:

- understanding
- speaking
- reading
- writing

Instructional techniques appropriate for young children are central to this level of language introduction; physical activity, music, and concrete experiences play an important role. Visuals, manipulatives, and music are a crucial part of the elementary classroom. Therefore, the typical elementary lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the younger child. The goals of elementary programs are to introduce students to a world language and culture, and to motivate them to pursue further language study.

The ability of elementary schools to offer specific world language programs varies based on available resources. Cultural awareness and world languages should be integrated into students' course of study through other curricula, including literature and social studies. Elementary schools may incorporate exposure to languages through music, art, dancing, etc.

After completion of the exploratory elementary world language program, students will move into exploratory models of learning.

Kindergarten – Grade 1

Grade: K-1

Prerequisites: None

Overview: In this class, students will focus on music, dance, art, books, food, and games in the target language and culture.

Themes	Objectives	Suggested Activities
<ul style="list-style-type: none"> • Music • Dance • Arts • Literacy • Food <ul style="list-style-type: none"> ▪ Traditional dishes ▪ Holiday foods • Games • Classroom Routines 	<p>Students will:</p> <ul style="list-style-type: none"> • know that some people speak other languages • know that other languages have unique cultural components • know that other languages are written differently than English • recognize and sing along to authentic children's songs • participate in authentic dance from the culture • create artwork inspired by authentic culture, and know how the art and culture are connected • listen to and view children's books read to them in the target language • know some foods and ingredients from the culture • recognize enough spoken vocabulary to participate in classroom routines and language games 	<ul style="list-style-type: none"> • Present a concert to families and community of songs and dance that children can perform • Display artwork with a description of the cultural connection • Display bulletin boards of books children have chosen and heard read to them • Students make a pictorial recipe, help prepare, and eat foods • Students play games such as <i>Simon Says</i>, <i>Head, Shoulders, Knees, and Toes</i>, or <i>Bingo</i> • Students respond to basic classroom commands in the target language

Grades 2-3

Grade: 2-3

Prerequisites: None

Overview: Students will focus on instruction for music, dance, art, books, projects, food, and games in the target language and culture. Basic themes can be introduced as time allows, without the expectation of mastery. The focus is keeping the students engaged and successful in activities.

Themes	Objectives	Suggested Activities
<p>Personal Information</p> <p>Ask / Tell</p> <ul style="list-style-type: none"> ▪ greetings, introductions, leave-taking ▪ age ▪ where they are from ▪ discuss cultural differences <p>Basics</p> <ul style="list-style-type: none"> ▪ numbers 0-30 ▪ colors ▪ alphabet, accent marks, pronunciation ▪ classroom commands and phrases ▪ question words <p>School</p> <ul style="list-style-type: none"> ▪ ask / tell time ▪ numbers 30-1000 ▪ ask / tell about classes and school ▪ ask / tell about teachers ▪ ask / tell about classroom objects ▪ use prepositions of location with objects ▪ compare target country's public school routines and systems <p>Weather/Seasons/Calendar</p> <ul style="list-style-type: none"> ▪ date and month ▪ seasons 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize and sing along to children's songs • participate in dance from the culture • create artwork inspired by culture, and know how the art and culture are connected • listen to and view children's books read to them in the target language • know some foods and ingredients from the culture • recognize enough spoken vocabulary to participate in language games • sing an alphabet song and begin to sound out words • respond appropriately to greetings such as "hello," "goodbye," and "how are you?" • count up to thirty in the target language • recognize names for some classroom objects 	<ul style="list-style-type: none"> • Display bulletin board of books children have chosen and heard read to them • Use cooperative structures to practice vocabulary strands • Students write holiday cards in target language to classmates or family • Students participate in a fashion show, that a partner narrates, displaying clothing • Students create a map of their town appropriately labeled • Students play games that require knowledge of vocabulary such as letters, colors, and numbers • Students create a book or poster with personal information, family, and pictures • Students create bar graphs of various student pastime activities • Students practice activities, such as following directions, which require knowledge of vocabulary strand (point to the window, please give me the marker, color the tree purple, draw a mean dog, <i>Simon Says</i>, etc.) • Students participate in many guided and modeled conversations based on vocabulary strands • Students perform short skits in class of varying length to practice vocabulary strands

<ul style="list-style-type: none"> ▪ holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> ▪ seasonal sports and activities ▪ likes/dislikes ▪ hobbies ▪ ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> ▪ relationships ▪ physical description ▪ personality description ▪ household pets <p>Home</p> <ul style="list-style-type: none"> ▪ rooms in house ▪ basic furniture ▪ basic chores <p>Communities</p> <ul style="list-style-type: none"> ▪ places in the city (bank, library, restaurant, etc.) ▪ modes of transportation <p>Food</p> <ul style="list-style-type: none"> ▪ fruits, vegetables ▪ meat and dairy ▪ drinks ▪ traditional dishes ▪ holiday foods <p>Culture</p> <ul style="list-style-type: none"> ▪ music ▪ dance ▪ art ▪ holidays ▪ famous people ▪ national pastimes and interests 		<ul style="list-style-type: none"> • Students physically act out a simple book or play that the teacher reads aloud (<i>Goldilocks and the Three Bears</i> or any culturally appropriate story) • Students orally present personal information about themselves to peers • Sing songs to families and community • Present dance to families and community • Display artwork with description of the cultural connection • Students write and illustrate recipe ingredients and help prepare and eat foods
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Grades 4-5: Beginning World Language Literacy

<p>Grade: 4-6</p>	<p>Overview: Students review and learn basic vocabulary that was likely introduced in the younger grades. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills to be introduced, as appropriate for the language, include pronunciation, oral presentation, spelling, and writing. Beginning grammar and geography skills are introduced (examples in Spanish would be the concept of subject pronouns, verb conjugation, and noun/adjective agreement).</p>
<p>Prerequisites: None</p>	

<p>• Themes</p>	<p>Objectives Students will:</p>	<p>Suggested Activities</p>
<p>Personal Information</p> <p>Ask / tell</p> <ul style="list-style-type: none"> greetings, introductions, leave-taking age where they are from discuss cultural differences <p>Basics</p> <ul style="list-style-type: none"> numbers 0-30 colors alphabet, accent marks, pronunciation classroom commands and phrases question words <p>School</p> <ul style="list-style-type: none"> ask / tell time numbers 30-1,000 ask / tell about classes and school ask / tell about teachers ask / tell about classroom objects use prepositions of location with objects compare target country's public school routines and systems 	<p>Culture:</p> <ul style="list-style-type: none"> continue learning as they did in younger grades with songs, dance, art, food, and games know how to show respect and interact in everyday situations according to target culture know how to respond appropriately to many everyday greetings <p>Geography:</p> <ul style="list-style-type: none"> be familiar with basic physical and political geography of areas where language is spoken <p>Literacy and Grammar:</p> <ul style="list-style-type: none"> understand many phonetic skills necessary to decode writing begin to sound out and write words, not based on rote memorization begin to decode a dictation use comprehension skills, such as cognates, to assist in understanding begin to understand writing conventions 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families and younger students Engage in structured conversational practice on a regular basis with the vocabulary strand that is currently being taught Re-create, decorate, and label maps of the language area Start a writing notebook with grammar notes, dictations, verb practice, and writing exercises Present a personal information show and tell with structured phrases and visual aids (age, grade, home town, interests, family members) Write and share their daily schedule practicing time vocabulary with illustrations Describe which seasons they prefer and the kinds of activities that they do in each season or weather. Play student-created games to practice numbers up to 100 Celebrate common holidays from the culture

<p>Weather/Seasons/Calendar</p> <ul style="list-style-type: none"> • date and month • seasons • holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> • seasonal sports and activities • likes/dislikes • hobbies • ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> • relationships • physical description • personality description • household pets <p>Home</p> <ul style="list-style-type: none"> • rooms in house • basic furniture • basic chores <p>Communities</p> <ul style="list-style-type: none"> • places in the city (bank, library, restaurant, etc.) • modes of transportation <p>Food</p> <ul style="list-style-type: none"> • fruits, vegetables • meat and dairy • drinks • traditional dishes • holiday foods <p>Geography</p> <ul style="list-style-type: none"> • location of target countries 	<ul style="list-style-type: none"> • become familiar with varying accents of native speakers • begin to understand the concept of verb conjugation in the present tense • begin to understand the concept of subject and adjective use • participate appropriately in a class taught entirely in the target language • sound out and pronounce well enough to be understood by teacher <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands with few enough errors to be comprehensible • use knowledge of vocabulary for receptive understanding • use vocabulary to play games and complete projects 	<ul style="list-style-type: none"> • Using props and structured language perform a marketplace skit to buy and sell food items • Create and share a diorama of an invented town with important landmarks • Use pre-written scripts or common stories to perform short skits to practice target vocabulary, reading, and pronunciation • Write and perform short skit which incorporates basic information exchange with a new student • Create a country or region project with PowerPoint, including accurate pictures and very basic vocabulary to share with classmates • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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- capitals
- major geographic features of target countries
- physical divisions of countries (regions, states, etc.)
- monetary units

Culture

- music
- dance
- art
- holidays, celebrations
- famous people
- national pastimes and interests

<ul style="list-style-type: none"> • capitals • major geographic features of target countries • physical divisions of countries (regions, states, etc.) • monetary units <p>Culture</p> <ul style="list-style-type: none"> • music • dance • art • holidays, celebrations • famous people • national pastimes and interests 		
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Grades 4-5: Intermediate World Language Literacy

<p>Grade: 4-6</p> <p>Prerequisites: One or more years of <i>Beginning World Language Literacy</i> or teacher permission</p>	<p>Overview: Students practice basic vocabulary via projects, which allow for differing levels of mastery. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Many themes may be introduced by the end of this class, but students are not expected to master all themes. Students will still be beginning-intermediate speakers at the end of this class.</p>
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<h2>Themes</h2>	<h2>Objectives</h2> <p>Students will:</p>	<h2>Suggested Activities</h2>
<p>Review and reinforcement of <i>Beginning World Language Literacy</i> themes and also an introduction of the following:</p> <p>Health</p> <ul style="list-style-type: none"> • body parts • daily routines for self-care • symptoms of common illnesses <p>Travel</p> <ul style="list-style-type: none"> • making reservations • transportation • exchange currency <p>Food</p> <ul style="list-style-type: none"> • restaurant – order/comment on food • market • Cultural aspect: <ul style="list-style-type: none"> ○ recipes/traditional foods from the target country ○ legends pertaining to food (Spanish) ○ bargaining <p>Family</p> <ul style="list-style-type: none"> • extended family 	<p>Culture:</p> <ul style="list-style-type: none"> • continue learning as they did in younger grades with songs, dance, art, food, and games • show respect and interact in everyday situations according to target culture • respond appropriately to many everyday greetings <p>Geography:</p> <ul style="list-style-type: none"> • be familiar with physical and political geography of areas where language is spoken • be familiar with basic history of areas where language is spoken <p>Literacy and Grammar:</p> <ul style="list-style-type: none"> • read and orally present short poems and book passages • speak clearly enough for a sympathetic listener to understand them • decode well enough to write the main points of a dictation • listen and read well enough to understand main points from a sympathetic speaker or illustrated text 	<ul style="list-style-type: none"> • Continue presenting concerts or displays of songs, dance, art, and food days with families • Engage in structured conversational practice on a regular basis with increasing levels of student input and time allowed for speaking • Re-create, decorate, and label maps of the language area to include major landforms • Continue a writing notebook with grammar notes, dictations, and writing exercises • Use pre-written and student-made scripts to perform short skits to practice target vocabulary • Re-do projects from earlier grades incorporating less structure, allowing for more student interest, and age maturity. For example, rather than have students perform actions to a teacher-read skit of <i>Goldilocks</i>, have students read, adapt, and memorize another well-known story or play • Create and present a diorama of their ‘dream house’ after viewing real estate listings from the target language country • Students research and present a geographically accurate weather report from the target country or region

<p>Animals</p> <ul style="list-style-type: none"> • basic animals • description • general habitat (farm, jungle, desert, etc.) • Cultural aspect: <ul style="list-style-type: none"> ○ symbolism of certain animals in the target country <p>House</p> <ul style="list-style-type: none"> • rooms • furniture • building materials • chores • Cultural aspect: <ul style="list-style-type: none"> ○ family responsibilities at home ○ architecture of target countries <p>Media and Technology</p> <ul style="list-style-type: none"> • newspapers • Internet • TV and films • Books • Culture <ul style="list-style-type: none"> ○ art ○ dance ○ music ○ poetry ○ holidays ○ nationalities of target countries ○ famous speakers from target countries <p>Professions</p> <ul style="list-style-type: none"> • basic professions in masculine and feminine forms 	<ul style="list-style-type: none"> • begin to use writing conventions without direct teacher assistance • begin to recognize differences in varying accents of native speakers • use verb conjugation in the present tense in writing • begin to understand and recognize other verb tenses as needed such as preterite, imperfect, and past participle • use subject and adjective agreement in writing • begin to correct self while speaking in order to practice grammatical topics that have been learned <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands • begin to use knowledge of vocabulary strands for structured and unstructured speaking and writing projects • use vocabulary to play games and complete projects • use receptive language to begin to understand other academic content as it relates to target culture, such as math, history, geography, and literature 	<ul style="list-style-type: none"> • Present show-and-tell of favorite activities or pastimes to peers • Label and present a silly monster body using magazine collage and descriptive adjectives • Country report as in beginning level, but with a different region or country and expanded descriptions • Wax museum of a famous person, presented to school or families in target language, with visual aids and/or interpreters to help those that don't speak language • Write essay of what happened over the holidays to practice past tenses • Write and decorate holiday letters or cards for family, other students, or school staff • Write to pen pals from an international pen pal program or a local high school language class • Interview classmates and present in a class newsletter for hobbies, interests, or vacation happenings • Act out a doctor visit, and medication recommendation • Research project from target culture such as animals, art, or history • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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Grades 4-5: Advanced World Language Literacy

<p>Grade: 4-6</p>	<p>Overview: Students will apply vocabulary to accomplish projects which focus on areas of academic interest. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Projects allow for differing levels of mastery. Class themes focus on reinforcement of lower level vocabulary as needed: geography, travel, music, history, art, culture, food, literature, current events, other academic areas, and special topics as approved by the teacher.</p>
<p>Prerequisites: One or more years of <i>Intermediate World Language</i> <i>Literacy</i> or teacher permission</p>	

<h2>Themes</h2>	<h2>Objectives</h2> <p>Students will:</p>	<h2>Suggested Activities</h2>
<p>Reinforcement of vocabulary themes from previous years with ample opportunity for practice and improvement. Additional themes to explore are as follows:</p>	<ul style="list-style-type: none"> extensively label maps from the target language areas use real websites in the target language to obtain information recognize, identify, and perform various music and dance styles describe basic historical events and some implications for modern life in target areas know some famous artists and recognize their key work interact appropriately with native speakers or in mock-everyday situations identify foods and order food from a menu read and summarize main points from a variety of genres with and without peer or teacher support describe some current events and their significance complete projects with teacher support on areas of academic interest or for dual credit with cooperating co-teacher perform grammar functions from the high school curriculum with increasing complexity 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families Engage in structured and unstructured conversational practice on a regular basis, with high levels of student input Re-create, decorate, and label maps of the language area to include major landforms and other points of interest, such as habitat, populations, animals, dates, points of interest, transportation, etc. Continue a writing notebook with grammar notes, dictations, and writing exercises based on skills in the high school curriculum Use student-made scripts to perform skits to practice target vocabulary Perform for school and family a literary play in target language If available, eat in a local restaurant that can allow students to order in target language Invite native speakers to class to share food in a culturally appropriate way Write, edit, and revise projects such as a structured booklet, poster, or presentation using the vocabulary strands (diorama,
<p>Enhancement of Personal Information</p> <ul style="list-style-type: none"> family, childhood (may introduce the imperfect) friendship school hobbies opinions 		
<p>Lifestyles</p> <ul style="list-style-type: none"> life in target countries compare traditional and contemporary lifestyles taking care of oneself (daily routine and health) 		
<p>Literature</p> <ul style="list-style-type: none"> legends, short stories, fairy tales, or articles 		
<p>Music and Art</p>		

<ul style="list-style-type: none"> contemporary and traditional music and art from target countries express basic opinions of music and art <p>Cultural Heritage</p> <ul style="list-style-type: none"> social issues of the target countries (e.g., immigration, poverty, gender, politics, religion, etc.) stereotypes architecture and building materials in target countries <p>Storytelling</p>		<p>current events reports, debate, weather report, student pastimes, country report, famous person report, what happened over the holidays, holiday letters or cards, pen pals, class interviews, or research project on item from country such as animal, art, or history)</p> <ul style="list-style-type: none"> Use target language to complete projects in other academic areas such as artist study, writing a children's book, poetry recital, science experiment, landform diorama, chemistry experiment, and math applications Visit high schools to connect students with teachers and with older students studying the same target language Engage in a service project Teach lower level students a lesson based on the target language vocabulary strands Invite guest speakers to class to practice speaking. Listen to new accents, learn dance, or learn about other places
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Example of Elementary World Language Program

The following is an example of a World Language program at the elementary level:

Primary Gwich'in

Grade: K-3	Overview: This course will teach oral proficiency and literacy readiness (introduction to sounds and symbols). Instructional strategies will include Gwich'in for oral proficiency. Scaffolding will be employed to help develop students' comprehension. Hands-on material development with students will emphasize speaking around activities. Reading, stories, and activities will emphasize sounds, classroom commands, and utility.
Length: 2 semesters	
Prerequisites: None	

Themes	Mastery Core Objectives Grammar / Usage / Structure	Suggested Activities
Introductions	<p>Students will:</p> <ul style="list-style-type: none"> introduce self and family, all the way to grandparents ask “Where are you from?” in Gwich'in, and answer the question themselves 	<ul style="list-style-type: none"> nouns will not be taught alone, but as part of sentences questions will be linked to conjugated verbs
Family/Kinship	<ul style="list-style-type: none"> introduce family and friends describe someone using familial terms (e.g., older and younger siblings, aunts and uncles (maternal and paternal)) 	<ul style="list-style-type: none"> once students master the appropriate meanings for verbs and nouns, introduce classificatory verbs use 100 common verb stems by the end of the year
Greetings	<ul style="list-style-type: none"> answer common greetings offer common greetings to others convey emotions and expressions 	
Weather/Seasons	<ul style="list-style-type: none"> use basic weather terms use basic terms for seasons (e.g., summer or fall) in sentences 	
Food	<p>Discuss:</p> <ul style="list-style-type: none"> eating, drinking, cooking, and cleaning traditional diet and nutrition age restrictions on food 	<ul style="list-style-type: none"> preparing cultural foods preserve, prepare, and process meat and fish

Adjectives/Numbers	<p>Describe:</p> <ul style="list-style-type: none"> • shapes • size • length • measurement • colors • numbers up to ten 	
Postpositions (prepositions in English)	<ul style="list-style-type: none"> • use the following words in a sentence: in, under, from, toward, beside, with, on, front of, up, down, back, and behind 	
Body parts (human)	<ul style="list-style-type: none"> • list visible body parts (e.g., legs, fingers, and ears) 	
Animals	<ul style="list-style-type: none"> • list animals in Alaska. • discuss the animals' habitats • describe what the animals eat and what preys on them • describe where the animals live • describe how the animals act • make animal sounds/calling • recognize and describe the animals' tracks and scat 	
Plants	<ul style="list-style-type: none"> • list medicinal plants, berries, trees, and brush • talk about the what time of the year they collect these items • describe the typical places they find these items • talk about what they like to eat 	
Clothing	<ul style="list-style-type: none"> • discuss basic clothing items (e.g., shirt and pants) • discuss what types of clothes are seasonal 	
Place names/ Geography	<ul style="list-style-type: none"> • lists and discuss villages in Alaska and Canada • use basic terms to describe Alaska and Canada (e.g., river, mountain, trail, lake, and hill) 	
Command words	<ul style="list-style-type: none"> • use command words, such as come, go, or stop • use classroom commands, such as raise hand or clean up. • use basic exercise terms (e.g., running or jumping) 	
Stories/Dialogue	<p>Discuss:</p> <ul style="list-style-type: none"> • the Gwich'in creation story • Vadzaagitsak • Zhee choo zhi' haa • deetrya' • Naa'in • Ch'itechaakwaii 	

Middle School



Grades 6-8

Level I high school World Language courses may be offered at the middle school level, dependent on school course options and staffing. See [Policy 973.11](#) for grading and credit information.

Grades 6-8: World Language Exploration

Grade: 6-8	Overview: For the <i>Introductory World Language Course</i> , student will explore a minimum of two foreign languages . They are introduced to language learning through basic vocabulary and phrases, with minimum exposure to grammatical concepts. It also includes an introduction to the geography and cultures of the languages studied.	
Length: 1 quarter or 1 semester		
Prerequisites: none		

Themes	Mastery Core Objectives	Grammar/ Usage/Structure Students will be introduced to the following concepts:
<p>The Country: Geography & History AK. Content Standards: WL.B.1-5</p>	<p>Students will:</p> <ul style="list-style-type: none"> identify the location of country or countries where the language is spoken understand a brief historical background of the country identify cognates learn languages which are in the same language family <p>Cultural aspect:</p> <ul style="list-style-type: none"> explain how this country has influenced and/or been influenced by the United States find some cities or names that come from the language being studied 	<ul style="list-style-type: none"> some (Latin American) countries use a definite article (el, la) as part of its name (e.g., <i>el Peru</i> or <i>la Argentina</i>)
<p>Introductions and Greetings AK. Content Standards: WL.A.1-3; B.2-3</p>	<ul style="list-style-type: none"> introduce themselves ask another person's name appropriately express greetings and farewells for various times of day practice expressions of courtesy give age and ask another's age recognize the alphabet and writing system learn differences in the alphabet and pronunciations say how they feel and ask another how he/she feels ask about someone's nationality and from which city he/she originates <p>Cultural aspect:</p> <ul style="list-style-type: none"> understand that gestures can mean other things in other cultures be introduced to differences in personal space understand different forms of greeting (e.g., kiss or handshake) identify some famous people from the country being studied 	<ul style="list-style-type: none"> difference between familiar and formal address alphabetical differences verbs often change to agree with the subject difference of name order in different countries

<p>Numbers and Colors AK. Content Standards: WL.A.1</p>	<ul style="list-style-type: none"> • learn to correctly count from 1-100 • learn seven to ten colors • able to use number and color to quantify and describe objects 	<ul style="list-style-type: none"> • noun and adjective agreement • gender of nouns in different languages • recognize that nouns have genders in other languages • recognize formation of some plurals • understand the usage of measure words for counting objects in some languages
<p>Weather, Dates, and Seasons AK. Content Standards: WL.A.1; B.2-3</p>	<ul style="list-style-type: none"> • learn the names of the days of the week and seasons • identify simple weather descriptions <p>Cultural aspect:</p> <ul style="list-style-type: none"> • explain differences in calendar week (Monday-Sunday) • describe holidays • explain that countries in southern hemisphere have opposite seasons 	<ul style="list-style-type: none"> • some languages do not capitalize names of days of weeks, months, etc.

<p>For a course more than one quarter, the following themes may be used, but not limited to:</p> <ul style="list-style-type: none"> • Parts of the Body • Likes and Dislikes • Leisure and Recreation • Time • Clothing • Shopping • Home • Food • Art/music • Health • Family • School • Giving directions • People/occupations • Routines • Travel • Holiday • Hobbies <p>AK. Content Standards: WL.A.1-3; WL.B.2, 3; C.1, 2, 4</p>	<ul style="list-style-type: none"> • name seven to ten body parts • play games or sing songs (<i>Head, Shoulders, Knees and Toes</i>) about parts of the body • learn descriptive adjectives such as: small, short, tall, pretty, ugly, athletic, lazy, etc. • say how they feel • say what they like • ask another person what they like • ask / tell where to find a place • ask / tell modes of transportation • use a variety of adjectives and descriptive classifiers to discuss people's physical appearance • explain relationships • ask / tell about occupations • ask / tell about their daily a.m./p.m. routine • make all of the basic reservations involved in taking a vacation • discuss and describe various holidays and how they are celebrated • know the terms for some common hobbies • ask about someone's hobbies • plan weekend activities <p>Cultural aspect:</p> <ul style="list-style-type: none"> • explain bartering in the marketplace • explain why fresh foods are bought each day • describe specialty shops • explain differences in family living arrangements • explain how leisure time is spent • explain the practice of giving flowers when visiting • explain the importance of the extended family • learn about cross cultural communication • explore famous people in the target language culture and their accomplishments • explain different traditional lifestyles in different cultures and countries • describe transportation systems in target language speaking countries • reflect an understanding of the customs and traditions of the holidays of the target language speaking countries • compare the country's holidays and American holidays • learn about food associated with different holidays • learn music associated with different holidays • know how to play a few common traditional recreation games of the target language speaking countries 	<ul style="list-style-type: none"> • different constructions to express ideas in other languages, (e.g., <i>gustar, mir, etc.</i>) • understand different languages have different word order
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High School

Grades 9-12

Secondary World Language Courses

Courses	Middle School Grades 6-8	9 th Grade	10 th Grade	11 th Grade	12 th Grade
World Language Exploration	✓				
American Sign Language I	*	✓	✓	✓	✓
American Sign Language II-III		✓	✓	✓	✓
Chinese I	*	✓	✓	✓	✓
Chinese II-IV		✓	✓	✓	✓
French I	*	✓	✓	✓	✓
French II-III		✓	✓	✓	✓
AP French				✓**	✓**
Gwich'in I	*	✓	✓	✓	✓
Gwich'in II-IV		✓	✓	✓	✓
Iñupiaq I	*	✓	✓	✓	✓
Iñupiaq II		✓	✓	✓	✓
Japanese I	*	✓	✓	✓	✓
Japanese II-IV		✓	✓	✓	✓
AP Japanese				✓**	✓**
Koyukon I	*	✓	✓	✓	✓
Russian I	*	✓	✓	✓	✓
Spanish I	*	✓	✓	✓	✓
Spanish II-IV		✓	✓	✓	✓
AP Spanish				✓**	✓**

* Courses may be available, dependent on school course options and staffing. See [Policy 973.11](#) for grading and credit information.

** Or teacher recommendation

Levels 1-4: Course Descriptions

American Sign Language I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

ASL I is an introductory course designed for students to communicate in ASL in everyday life. Students will use basic ASL grammar, engage in conversations on a variety of topics, work on comprehension skills, and explore the Deaf and hard of hearing culture.

Adopted Textbook: None at this time.

American Sign Language II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *ASL I* or teacher recommendation

Course Overview:

ASL II continues to expand communication skills, with more grammar, and a stronger emphasis on communication capabilities. It includes an increased study of cultural, issues affecting the Deaf community.

Adopted Textbook: None at this time.

American Sign Language III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *ASL II* or teacher recommendation

Course Overview:

ASL III will emphasize and expand vocabulary from *ASL I* and *ASL II* Themes, Grammar, and expressions, and integrate a deeper knowledge of the Deaf culture. There will be increased fluency in ASL as well as the study of Deaf history, literature, and art.

Adopted Textbook: None at this time.

Chinese I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Chinese I is a year-long introduction to modern Mandarin Chinese and Chinese culture. This course covers basic skills in listening, speaking, reading and writing, as well as knowledge of Chinese culture and philosophy. Approximately 140 characters are introduced.

Adopted Textbook: *Integrated Chinese I*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese I* or teacher recommendation

Course Overview:
Chinese II is a continuation of *Chinese I* to improve communication skills with the emphasis on expanding vocabulary, grammar structures, reading comprehension, and sentence writing ability. Approximately 170 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 2*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese II* or teacher recommendation

Course Overview:
Chinese III emphasizes the continuing development of communication in Chinese through building the skills of listening and speaking, and expanding the ability of reading and writing through learning a variety of topics and genres. Approximately 200 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 3*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese III* or teacher recommendation

Course Overview:
Chinese IV is a year-long course that will review, expand, and refine students' Chinese aural/oral capabilities, reading comprehension and fluency, understanding of grammar structures, and paragraph/essay formation abilities. Approximately 240 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 4*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

French I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

French I is an introduction to communicating with French speakers around the world through both speaking and writing. It includes an introduction to the geography and cultures of French speaking countries.

Adopted Textbook: *Discovering French Nouveau! Level 1.* McDougal Littell and *Mango Languages.* Mango Classroom.

French II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *French I* or teacher recommendation

Course Overview:

French II continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of the cultural elements of French speaking countries, as well as French literature.

Adopted Textbook: *Discovering French Nouveau! Level 2.* McDougal Littell and *Mango Languages.* Mango Classroom.

French III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *French II* or teacher recommendation

Course Overview:

French III continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of French literature, art, and history.

Adopted Textbook: *Discovering French Nouveau! Level 3.* McDougal Littell and *Mango Languages.* Mango Classroom.

AP French

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *French III* or teacher recommendation

Course Overview:

AP French will review and expand grammar and vocabulary in use. More complex reading material will be covered including short novels, plays, and poetry. More complex writing materials will be covered.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Adopted Textbook: None at this time.

Gwich'in I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:
Gwich'in I is a year-long introduction to the Gwich'in language and culture. This course emphasizes vocabulary development and communication in Gwich'in to exchange information in simple terms about everyday experiences. Basic grammar principles are introduced as they apply to the themes studied.

Adopted Textbook: None at this time.

Gwich'in II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Gwich'in I* or teacher recommendation

Course Overview:
Gwich'in II is a year-long course which continues vocabulary development and leads to increasingly advanced communication in Gwich'in. More emphasis is placed on self-expression in Gwich'in, and reading and writing in the language. Students will continue to learn about the history and culture of the Gwich'in-speaking world. Grammar will be introduced and reviewed as it applies to the themes studied.

Adopted Textbook: None at this time.

Gwich'in III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Gwich'in II* or teacher recommendation

Course Overview:
Gwich'in III offers an emphasis on the continuing development of communicating in Gwich'in through the skills of listening, speaking, reading, and writing. Students will read short stories, build vocabulary, and develop proficiency-fluency in conversation. Basic grammar elements are reviewed on a more advanced level and incorporated into conversation and composition. Continued study of Gwich'in culture and history are included in this course.

Adopted Textbook: None at this time.

Gwich'in IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Gwich'in III* or teacher recommendation

Course Overview:
Gwich'in IV is a one to two-year course with a more advanced level of communicating in Gwich'in. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of writing and speaking skills. Continued study of Gwich'in culture and history are included in this course.

Adopted Textbook: None at this time.

Iñupiaq I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:
Iñupiaq I provides an introduction to the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people.

Adopted Textbook: None at this time.

Iñupiaq II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Iñupiaq I* or teacher recommendation

Course Overview:
Iñupiaq II provides a continuation of the study of the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people.

Adopted Textbook: None at this time.

Japanese I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:
Japanese I is an introduction to the pronunciations, speech patterns, writing systems (Hiragana and Katakana), and culture of the Japanese people through various activities. Also included are introductions to pop culture, geography, and history.

Adopted Textbook: *Adventures in Japanese 1*. Cheng & Tsui. and *Mango Languages*. Mango Classroom.

Japanese II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese I*
or teacher recommendation

Course Overview:

Japanese II is a continuation of *Japanese I* with more emphasis on speaking, writing, and understanding of basic grammar. Japanese traditional and pop cultures are explored through projects and films. Approximately fifty kanji characters are introduced.

Adopted Textbook: *Adventures in Japanese 2*. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Japanese III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese II*
or teacher recommendation

Course Overview:

Japanese III is designed for the students in their third year of Japanese. In this year-long course, students are expected to integrate the knowledge of both Japanese language and culture into the functional communication. The geography of Japan will be extensively discussed using a variety of activities. Approximately 100 kanji characters are introduced. The themes/contents of Japanese I & II will be continually expanded, applied, and reinforced in limited cultural context.

Adopted Textbook: *Adventures in Japanese 3*. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Japanese IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese III*
or teacher recommendation

Course Overview:

Japanese IV is designed for the students in their fourth year of Japanese. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, as well as expand vocabulary and expressions to enhance more communicative skills. The history of Japan will be extensively discussed using a variety of activities. Approximately 150 kanji characters are introduced. The themes/contents of Japanese I, II, & III will be continually expanded, applied, and reinforced in more cultural contexts.

Adopted Textbook: *Adventures in Japanese 4*. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

AP Japanese

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese III*
or teacher recommendation

Course Overview:

AP Japanese is designed for students in their fourth year of Japanese with a plan to take the AP Japanese Exam. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, expand vocabulary and expressions, enhance more communicative skills, and to prepare for the AP Japanese Exam, which requires in-depth study of kanji characters (approximately 250) and sentence structures, as well as computing skills in Japanese.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Adopted Textbook: *Dekiru! An AP Japanese Preparation Course*. Cheng & Tsui,
Strive for 5: AP Japanese Practice Tests. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Koyukon I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Koyukon I provides an introduction to the speech patterns, reading, writing, and culture of the Koyukon language and culture. Students will participate in hands-on activities that reflect the culture and values of the Koyukon-speaking people.

Adopted Textbook: None at this time.

Koyukon II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Koyukon I*

Course Overview:

Koyukon II is a continuation of *Koyukon I* and covers the speech patterns, reading, writing, and culture of the Koyukon language and culture. Students will participate in hands-on activities that reflect the culture and values of the Koyukon-speaking people.

Adopted Textbook: None at this time.

Russian I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Russian I is an introductory course designed to lay the foundation for students to comprehend and communicate Russian in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Russian cultural topics.

Adopted Textbook: None at this time.

Suggested Resources: www.mezhdunami.org

Russian II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Russian I*

Course Overview:

Russian II is a continuation of *Russian I*. Students will continue to cover basic grammar, pronunciation, and comprehension skills while exploring a variety of Russian cultural topics.

Adopted Textbook: None at this time.

Suggested Resources: www.mezhdunami.org

Spanish I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Spanish I is an introductory course designed to lay the foundation for students to comprehend and communicate Spanish in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Spanish cultural topics.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish I* or teacher recommendation

Course Overview:

Spanish II will more fully develop students' knowledge of grammar rules and pronunciation skills while exploring Spanish culture and history. Students will communicate in the target language on a daily basis as they enhance their understanding of additional Spanish speaking countries.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish II* or teacher recommendation

Course Overview:

Spanish III emphasizes more extensive communication in the Spanish language. Speaking Spanish is a basic requirement for this class. Emphasis on reading short stories, building vocabulary, and developing fluency in conversation is included. This course will increase study of the Hispanic culture, history, literature, and art.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish III*
or teacher recommendation

Course Overview:

Spanish IV is a year-long course with a more advanced level of communicating in Spanish. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of reading and writing skills. Included is a more complex study of Spanish culture and history.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

AP Spanish

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish III*,
Spanish IV or teacher
recommendation

Course Overview:

AP Spanish is a year-long course with a more advanced level of communicating in Spanish, based on College Board approval and outlined material. Precise grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on higher oral proficiency and adeptness in reading and writing skills. Included is a more complex study of Spanish culture and history. This course is designed for students who plan to take the AP Spanish exam.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Adopted Textbook: None at this time.

Levels 1-4: Communication

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).

Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Priority Standards

Communication:

- NSFL Standard 1.1: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- NSFL Standard 1.2: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language.

Supporting Standards:

- NSFL Standard 1.3: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics in the target language.
 - AKWL Standard A:
 - A student should be able to communicate in two or more languages, one of which is English.
 - A student who meets the current standard should:
 - Understand written and oral communication in two or more languages.
 - Write and speak understandably in two or more languages.
 - Use two or more languages effectively in real life situations.
 - Use two or more languages to learn new information in academic subjects.

Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> • Why is it important to communicate in another language? • How can your communication with a foreign language speaker be more meaningful by speaking in that target language? 	<ul style="list-style-type: none"> • Communicate proficiently in the target language by speaking, listening, reading, writing, and using interpersonal, interpretive, and presentational modes of communication. • Appreciate and recognize the importance of communication in more than one language in order to understand and exchange information within the global community. • Need to understand and interpret written and spoken language on a variety of topics.

Thank you to the Kenai Peninsula Borough School District for allowing the use of their World Language Curriculum, levels 1-4.

Standard 1.1:

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

CONCEPTS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students engage in brief exchanges about personal interests in the target language. 	<ul style="list-style-type: none"> Students engage in exchanges about familiar and personal topics in the present, past, and future tense in the target language. 	<ul style="list-style-type: none"> Students engage in discussions about selected topics from the personal to the abstract level in the target language, using varied tenses. 	<ul style="list-style-type: none"> Students engage in discussions about selected topics from the personal to the abstract level in the target language, using varied tenses.

SKILLS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Ask and answer simple questions related to family and self. Exchange personal information and opinions. Express personal needs. Ask for repetition to ensure understanding. Exchange brief messages, emails, and letters. Give and follow simple directions. Make short presentations and write simple communications in the target language. 	<ul style="list-style-type: none"> Ask and answer simple questions; answer, and give reasons for answers. Talk about personal preferences and feelings with limited explanation. Give advice. Ask for clarification to ensure understanding. Write short messages, letters, and paragraphs. Give and follow directions in order to complete a multi-step task. Make presentations and write simple paragraphs in the target language. 	<ul style="list-style-type: none"> Ask and answer simple questions that elicit follow-up questions and requests for more information with elaboration. Talk about and explain personal preferences, feelings, and opinions. Suggest options and give advice for problem solving. Ask for clarification and paraphrase to ensure understanding. Write in a variety of formats, for multiple purposes, and for a variety of audiences. Give and follow a series of complex directions in order to complete a multi-step task. Make presentations and write paragraphs on selected topics in the target language. 	<ul style="list-style-type: none"> Ask and answer simple questions that elicit follow-up questions and requests for more information with elaboration. Talk about and explain personal preferences, feelings, and opinions. Suggest options and give advice for problem solving. Ask for clarification and paraphrase to ensure understanding. Write in a variety of formats, for multiple purposes, and for a variety of audiences Give and follow a series of complex directions in order to complete a multi-step task. Make presentations and write paragraphs on selected topics in the target language.

Thank you to the Kenai Peninsula Borough School District for allowing the use of their World Language Curriculum, levels 1-4.

Standard 1.2:

Students understand and interpret written and spoken language on a variety of topics.

CONCEPTS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students understand spoken and written language on familiar topics in the target language that promote the learning of basic linguistic structures. 	<ul style="list-style-type: none"> Students understand spoken and written language on familiar topics that incorporate descriptive vocabulary and linguistic structures in the target language. 	<ul style="list-style-type: none"> Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language. 	<ul style="list-style-type: none"> Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

• SKILLS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Interpret the basic message from spoken and written texts that are on familiar topics. Identify the main idea and some supporting details from authentic spoken and written text that have visual support. Demonstrate understanding of developmentally appropriate information gained through active listening or reading. 	<ul style="list-style-type: none"> Use prediction, connections to prior experiences, contextual clues, word order and analysis, and various reference materials to derive meaning. Identify the main idea and some supporting details from selected materials from various media. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context. 	<ul style="list-style-type: none"> Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. Identify and summarize the main ideas of oral and written presentations from various media and works of literature. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context. 	<ul style="list-style-type: none"> Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. Identify and summarize the main ideas of oral and written presentations from various media and works of literature. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context.

Thank you to the Kenai Peninsula Borough School District for allowing the use of their World Language Curriculum, levels 1-4.

Levels 1-4: Cultures

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#). Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Supporting Standards

Cultures:

- NSFL 2.1: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- NSFL 2.2: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Supporting Standards:

- AKWL Standard B: A student should be able to expand their knowledge of peoples and cultures through language study.
- AKWL Standard C: A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace. A student who meets the content standard should:
 - interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen-pals, and travel;
 - use experiences with language and culture to explore the student’s personal interests and career options;
 - apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.

Culture shapes how we see ourselves, others, and the world. Culture and language are inseparable; they influence and reflect each other.

Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> • How does language reflect and influence cultural beliefs, values, and norms? • How does culture influence communication? • How is language connected to cultural perspectives, practices, and products? • How do languages evolve? 	<ul style="list-style-type: none"> • Understand that language and culture are deeply connected, and that learning one cannot be done in isolation of the other. • Understand that knowledge of culture drives meaningful communication. • Understand that perspectives, practices, and products define a culture. • Understand that languages reflect the people, time, and places in which they are spoken.

Thank you to the Kenai Peninsula Borough School District for allowing the use of their World Language Curriculum, levels 1-4.

CONCEPTS				
Level 1	Level 2	Level 3	Level 4	
<ul style="list-style-type: none"> • Students use the language to identify and describe the practices, perspectives, and products within the cultures of the target language. 	<ul style="list-style-type: none"> • Students use the language to identify, describe, and write about the practices, perspectives, and products within the cultures of the target language. 	<ul style="list-style-type: none"> • Students use the language to identify, describe, write about, and analyze the practices, perspectives, and products within the cultures of the target language. 		
SKILLS				
Level 1	Level 2	Level 3	Level 4	
<ul style="list-style-type: none"> • Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations. • Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied. • Students use the language to identify objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. • Students use the language to identify countries, regions, and geographic features where the target language is spoken. 	<ul style="list-style-type: none"> • Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations. • Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied; distinguish similarities and differences between the target culture and their own. • Students use the language to identify, read, and write about objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. • Students use the language to identify and discuss countries, regions, and geographic features where the target language is spoken. 	<ul style="list-style-type: none"> • Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations; compare and contrast differences between their culture and the target language culture. • Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied; distinguish similarities and differences between the target culture and their own, as well as across target language regions or countries. • Students use the language to identify, analyze, discuss, and write about objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. • Students use the language to identify, discuss, and describe countries, regions, and geographic features where the target language is spoken; compare and contrast cultural differences in target language regions or countries. 		

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Levels 1-4: Comparison

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).

Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Priority Standards

Comparisons:

- NSFL Standard 4.1: Develop insight into the nature of language and culture through comparisons of the language studied and their own.

Supporting Standards:

- NSFL Standard 4.2: Students use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language studied and their own.
- AKWL Standard B:
 - A student should expand the student’s knowledge of people and cultures through language study.
 - A student who meets the content standard should:
 - Understand the relationship between language and culture.
 - Learn about and experience surface, characteristics of culture, including art, cuisine, dance, dress, geography, history, music, and literature.
 - Improve the student’s understanding of the their language and culture through experiences with other languages and cultures.
 - Recognize through language study that all cultures contribute to the global society.

Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> • How can the study of a world language provide insight into the structure of other languages? • What are the similarities and differences between the target language and other languages? 	<ul style="list-style-type: none"> • Better understanding one’s own language through the study of a world language. • Develop critical thinking skills through comparisons and analysis of one’s own language and a world language.

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CONCEPTS				
Level 1	Level 2	Level 3	Level 4	
<ul style="list-style-type: none"> • Students understand their own language by analyzing how a world language expresses meaning and reflects culture. 	<ul style="list-style-type: none"> • Students further develop understanding of their own language by analyzing how a world language expresses meaning and reflects culture. 	<ul style="list-style-type: none"> • Students advance their understanding of their own language by analyzing how a world language expresses meaning and reflects culture 	<ul style="list-style-type: none"> • Students enhance their comprehension of their own language by analyzing how a world language articulates meanings and mirrors cultural aspects. 	
SKILLS				
Level 1	Level 2	Level 3	Level 4	
<ul style="list-style-type: none"> • Compare basic grammatical structures between the target language and one's own language. • Compare and contrast the sounds of the target language and one's own language. • Compare the use of cognates, world roots, prefixes, suffixes, or sentence structure between the target language and one's own language. • Compare and identify the use of idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of cultural characteristics between the target language and one's own language. 	<ul style="list-style-type: none"> • Compare expanded grammatical structures between the target language and one's own language. • Compare and contrast the sounds of the target language and one's own language. • Compare, identify, and use cognates, word roots, prefixes, suffixes, or sentence structures between the target language and one's own language. • Compare and identify more complex idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of cultural characteristics between the target and one's own language. 	<ul style="list-style-type: none"> • Compare more advanced grammatical structures between the target language and one's own language. • Contrast and analyze the sounds of the target language and one's own language. • Examine, compare and utilize cognates, word roots, prefixes, suffixes, and sentence structures between the target language and one's own language. • Compare, identify, and use abstract idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of increasingly complex and abstract cultural characteristics between the target language and one's own language. 	<ul style="list-style-type: none"> • Compare complex grammatical structures between the target language and one's own language. • Contrast, analyze and better pronounce the sounds of the target languages and one's own language • Compare, examine and expand knowledge on cognates, word roots, prefixes, suffixes, and sentence structures between the target language and one's own language. • Compare, identify and utilize abstract idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of increasingly complex and abstract cultural characteristics between the target language and one's own language. 	

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Levels 1-4: Topics

These topics are not language specific, and are not presented in order of a recommended scope and sequence.

Topics can be moved, changed or disregarded at teacher discretion.

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Level 1	Level 2	Levels 3 & 4
Language Learning Experiences Alphabet or Characters: Know and use the alphabet or characters of the target language.	Language Learning Experiences Directions: Describing how to get from place to place, following directions, metric system, and transportation.	Language Learning Experiences Arts and Entertainment: Art, dance, music, theater, careers, and famous people.
School Vocabulary: Names, colors, months, dates, time, school subjects, schedules, and classroom objects.	Body Parts, Health: Identify body parts, expressions of health, medicine, healthy and unhealthy habits.	Careers, college, finance: Professions, education and training, tools of the trade, discussion of future plans, making investments, budgets and buying a home.
Food and Beverages: Types of food, beverages and preferences.	Daily Routines: Personal hygiene, daily schedules, activities and events.	Memories and Storytelling: Share memories and events in the past.
Greetings, Farewells, and Personal Information: Types of greetings, exchange personal information, gestures, forms of address, age, and birthday.	House and Home: Rooms of the house, furnishings, and chores.	Ecology: Environment, natural disasters, Community Service, and Global Awareness.
Clothing: Types of clothing, shopping, color, cost, seasons and weather.	Dining Out: Ordering food, menu vocabulary, table conversations, and table settings.	History Historical terminology, reading/analyzing/discussing/comparing & contrasting various genres of literature/poetry.
Numbers: 0-100, as well as use of numbers to express dates, times, phone numbers, currency, shopping and ages.	Travel and Transportation: Local travel, geographic names, trip preparation, itineraries, tickets, reservations, and modes of transportation.	Extended Family and Relationships Discuss further extensions of immediate family, marriage and divorce, customs and celebrations.

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Level 1 Language Learning Experiences	Level 2 Language Learning Experiences	Levels 3 & 4 Language Learning Experiences
<p>Places and Locations: Common types of community buildings and geographic names.</p>	<p>Shopping: Variety of stores, merchandise, opinions, fashion, quantities, and size.</p>	
<p>Family and Pets: Describe the relationships of immediate family members, including pets.</p>	<p>Media and Technology: Use in our daily lives.</p>	
<p>Leisure Time: Describe hobbies including sports, clubs, and other personal activities.</p>	<p>Plus expansion of level 1 topics</p>	<p>Plus expansion of Level 1 and 2 topics</p>
<p>Description of People Physical attributes, personality, nationalities, and professions.</p>		

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The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

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