

**KPBSD**  
**World Language**  
**Curriculum 2023**



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# KPBSD World Languages Program Mission



## Philosophy

Language and communication are the heart of human experience. Knowledge of world languages and cultures contributes to the students' personal growth and development by expanding their opportunities for global communication. The skills fostered in the world languages program are the very skills needed for citizenship in the 21st century.

This program guides students in the acquisition of presentational and interpersonal communication skills both orally and in writing using authentic and relevant content material, targeted practice, and personalized teaching methods. World language acquisition contributes to the development of the cognitive skills needed to succeed in our global community.

This program believes that culture and language are inseparable, with culture being a key component for language instruction and acquisition. Students will gain an understanding on how cultural identity and values (art, geography, culinary, music, and history) influence human interactions. Students will recognize the differences and similarities between cultures and languages, gaining new perspectives through language acquisition.

The KPBSD World Languages Curriculum reflects the most recent instructional recommendations from both Alaska and National World Language standards. Students increase their proficiency in the target language as they progress through various instructional levels.



# World Language Course Descriptions



**Target Language Level 1** introduces students to the specific culture and to the four basic language skills: listening comprehension, speaking, reading and writing via interpretive, interpersonal, and presentational methods at a Novice Low\* proficiency level. Students will recognize the differences and similarities between cultures and languages, gaining new perspectives through language acquisition.

**Target Language Level 2** continues the study of grammar, vocabulary, and culture. Students improve listening, speaking, reading and writing skills via interpretive, interpersonal, and presentational methods to advance to a Novice Mid/High\* proficiency level. Students will continue to explore culture and expand their perspectives through language acquisition.

**Target Language 3 and 4** furthers the study of grammar, expanding on the different tenses of the verbs, vocabulary and developing language and cultural competence. Students continue to develop skills in listening, speaking, reading, and writing via interpretive, interpersonal, and presentational methods to advance to an Intermediate Low\* proficiency level. Students will continue to explore culture and expand their perspectives further through language acquisition, and the use of expressions and idioms.

*\*Referencing the [ACTFL](#) proficiency benchmarks*

# KPBSD World Languages Curriculum Communication

<b>Subject(s)</b>	World Languages
<b>Grade/Course</b>	Level 1,2,3,4

## Priority Standards

### **Communication**

#### **ACTFL Standard 1.1**

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

#### **ACTFL Standard 1.2**

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

## Supporting Standards

#### **ACTFL Standard 1.3**

Students present information, concepts, and ideas to an audience of listeners or readers on a wide 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 content 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

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<p>What are the benefits of second language acquisition?</p> <p>How can your communication with a foreign language speaker be more meaningful if you speak his/her language?</p>	<p>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.</p> <p>Need to understand and interpret written and spoken language on a variety of topics.</p>

<b>Concepts</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students engage in brief exchanges about personal interests in the target language.</p>	<p>Students engage in exchanges about familiar and personal topics in the present, past, and future in the target language.</p>	<p>Students engage in discussions about selected topics from the personal to the abstract level in the target language.</p>	

<b>Skills</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Ask and answer simple questions related to family and self.</p> <p>Exchange personal information and opinion.</p> <p>Express personal needs.</p> <p>Ask for repetition and repeat to ensure understanding.</p> <p>Exchange brief messages, emails, postcards, and letters.</p> <p>Give and follow simple directions.</p> <p>Make short presentations and write simple communications in the target language.</p>	<p>Ask and answer a variety of simple questions; answer, and give reasons for answers.</p> <p>Talk about personal preferences and feelings with limited explanation.</p> <p>Give advice.</p> <p>Ask for clarification to ensure understanding.</p> <p>Write short messages, letters, and short passages.</p> <p>Give and follow directions in order to complete a multi-step task.</p> <p>Make presentations and write simple paragraphs in the target language on familiar topics.</p>	<p>Ask and answer a variety of questions that elicit follow-up questions and requests for more information with elaboration.</p> <p>Talk about and explain personal preferences, feelings, and opinions.</p> <p>Suggest options and give advice for problem solving.</p> <p>Ask for clarification and paraphrase to ensure understanding.</p> <p>Write in a variety of formats, for multiple purposes, and for a variety of audiences.</p> <p>Give and follow a series of directions with support in order to complete the task.</p> <p>Make presentations and write paragraphs on selected topics in the target language.</p>	

<b>Concepts</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.	Students understand spoken and written language on familiar topics that incorporate descriptive vocabulary and linguistic structures in the target language.	Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.	

<b>Skills</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Interpret the basic message from spoken and written texts that are on very familiar topics.</p> <p>Identify the main idea and some supporting details from authentic spoken and written text that have visual support.</p> <p>Demonstrate understanding of developmentally appropriate information gained through active</p>	<p>Use prediction, connections to prior experiences, contextual clues, word order and analysis, and various reference materials to derive meaning.</p> <p>Identify the main idea and some supporting details from selected authentic materials from various media.</p> <p>Demonstrate understanding of developmentally appropriate</p>	<p>Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning.</p> <p>Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature.</p> <p>Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.</p>	

listening or reading by applying it to a different context.	information gained through active listening or reading by applying it to a different context.	
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<b>Communication</b>				
<b>NCSSFL-ACTFL CAN-DO STATEMENTS</b>				
<b>PROFICIENCY BENCHMARKS</b>				
	<b>Novice</b>		<b>Intermediate</b>	
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>INTERPRETIVE</b>	<b>I can</b> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		<b>I can</b> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	
<b>INTERPERSONAL</b>	<b>I can</b> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		<b>I can</b> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	
<b>PRESENTATIONAL</b>	<b>I can</b> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		<b>I can</b> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	

# KPBSD World Languages Curriculum Culture

<b>Subject(s)</b>	World Languages
<b>Grade/Course</b>	Level 1,2,3,4

## Priority Standards

### **Cultures**

#### **ACTFL Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

#### **ACTFL Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## Supporting Standards

### **AKWL Standard B**

A student should be able to expand the student's 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 this content standard should
  - Interact appropriately in multilingual communities through various means including printed and electronic media, audio and visual resources, face-to-face conversations
  - 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.

<b>Culture and language are inseparable. Culture shapes how we see others, the world and ourselves. Together, culture and language influence and reflect each other.</b>	
<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<p>How does culture influence communication?</p> <p>How does language connect to peoples' perspectives, practices, and products?</p> <p>How do language and culture influence and reflect each other?</p> <p>How do people, time, and place affect language and culture?</p>	<p>Understand that knowledge of culture drives meaningful communication.</p> <p>Understand that the perspectives, practices, and products of a people define their culture.</p> <p>Culture and language evolve because people, time, and place bind them.</p>

<b>Concepts</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students identify and describe the practices, perspectives, and products within the cultures of the target language.	Students identify, describe and write about the practices, perspectives, and products within the cultures of the target language.	Students identify, describe, discuss, and analyze the practices, perspectives, and products within the cultures of the target language.	

<b>Skills</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations.</p> <p>Participate in school-based cultural activities such as games, songs, and holiday celebrations, which are representative of the cultures studied.</p> <p>Identify culturally relevant elements such as objects, symbols, notable figures, historic events, and traditions.</p> <p>Identify countries, regions, and geographic features where the target language is spoken.</p>	<p>Observe, identify, and replicate in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations.</p> <p>Participate in school-based cultural activities such as games, songs, and holiday celebrations, which are representative of the cultures studied; distinguish similarities and differences between the two cultures.</p> <p>Identify, read, and write about culturally relevant elements such as: objects, symbols, notable figures, historic events, traditions.</p> <p>Identify and discuss countries, regions, and geographic features where the target language is spoken.</p>	<p>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.</p> <p>Participate, describe, and discuss in school-based cultural activities such as games, songs, and holiday celebrations, which are representative of the cultures studied; distinguish similarities and differences between their culture and those cultures where the target language is spoken.</p> <p>Identify, analyze, discuss, and write about culturally relevant elements such as objects, symbols, notable figures, historic events, traditions of the target culture.</p> <p>Identify, discuss, and describe countries, regions, and geographic features where the target language is spoken.</p> <p>Compare and contrast cultural differences in target language regions and/or countries.</p>	

**Communication**  
**NCSSFL-ACTFL CAN-DO STATEMENTS**  
**PROFICIENCY BENCHMARKS**

	Novice		Intermediate	
	Level 1	Level 2	Level 3	Level 4
<b>INTERPRETIVE</b>	<b>I can</b> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		<b>I can</b> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed	
<b>INTERPERSONAL</b>	<b>I can</b> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		<b>I can</b> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	
<b>PRESENTATIONAL</b>	<b>I can</b> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		<b>I can</b> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	

# KPBSD World Languages Curriculum Comparisons

<b>Subject(s)</b>	World Languages
<b>Grade/Course</b>	Level 1,2,3,4

## Priority Standards

### Comparisons

#### ACTFL Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

## Supporting Standards

#### ACTFL Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### AKWL Standard B

A student should expand the student's knowledge of peoples 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 student's 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
<p>How can the study of a world language provide insight into the structure of the native language?            What are the similarities and differences between the native language and the target language?</p>	<p>Understand the native language through the study of a world language. Develop critical thinking skills through comparisons and analysis of the native language and a world language.</p>

<b>Concepts</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students start to understand the native language by analyzing how a world language expresses meaning and reflects culture.	Students further understand the native language by analyzing how a world language expresses meaning and reflects culture.	Students deepen their understanding of the native language by analyzing how a world language expresses meaning and reflects culture.	

<b>Skills</b>			
<b>Novice</b>		<b>Intermediate</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Compare basic grammatical structures between the target language and English.</p> <p>Compare and contrast the sounds of the target language and English.</p> <p>Compare the use of cognates, word roots, prefixes, suffixes, or sentence structure between the target</p>	<p>Compare expanded grammatical structures between the target language and English.</p> <p>Compare and contrast the sounds of the target language and English.</p> <p>Compare, identify, and use cognates, word roots, prefixes, suffixes, or sentence structures between</p>	<p>Compare more advanced grammatical structures between the target language and English.</p> <p>Compare and contrast the sounds of the target language and English.</p> <p>Compare, identify, and use cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.</p> <p>Compare, identify, and use abstract idiomatic expressions between the target language and English.</p> <p>Compare and apply knowledge of increasingly complex and abstract cultural</p>	

<p>language and English.</p> <p>Compare, identify, and use abstract idiomatic expressions between the target language and English.</p> <p>Compare and apply knowledge of cultural characteristics between the target and English.</p>	<p>the target language and English.</p> <p>Compare and identify complex idiomatic expressions between the target language and English.</p> <p>Compare and apply knowledge of cultural characteristics between the target and English.</p>	<p>characteristics between the target language and English.</p>
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**Communication**  
**NCSSFL-ACTFL CAN-DO STATEMENTS**  
**PROFICIENCY BENCHMARKS**

	Novice		Intermediate	
	Level 1	Level 2	Level 3	Level 4
<b>INTERPRETIVE</b>	<b>I can</b> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		<b>I can</b> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	
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