

Secondary World Language

Secondary Introduction

World language programs across the state, and within districts and individual schools, take many forms and are offered at different points on the K-12 continuum. FNSBSD courses at the secondary level allow schools to access curriculum as appropriate for students, based on available resources such as staffing.

Middle School Exploratory Programs

Middle schools have the options, depending on school staffing, to offer an exploratory world language course with a minimum of two world languages. The exploratory programs are an introduction to two or more world languages, with few language skills expected. Children benefit from the experience and process of learning a language; this experience develops the intellectual flexibility necessary for subsequent language acquisition.

There are many instructional resources available at the middle school level. A textbook is one of the possible resources; however, the use of a textbook should be in conjunction with other materials, such as magazines (paper and online), videos, CDs, DVDs, music, and the Internet.

Level Programs (Middle School – High School)

Single-language level courses typically begin in high school. **Middle schools may offer a single language course based on factors such as student interest or staffing.** For high school courses taken in junior high/middle school, see [School Board Policy 973.11](#) for grading and credit purposes.

Focus of the language study is first placed on the development of listening and speaking skills, with reading and writing integrated later. Students use basic language to interact with their peers about familiar topics. They are able to understand directions given in context, commands, key words and phrases, and they can make inferences from materials they hear or read. Students' experience with the language is not limited to the classroom; they are encouraged to take their language outside of the classroom and interact with their community.

Students expand on the language skills previously acquired through study at the elementary and/or middle school level, or students can begin the development of these skills through the level one programs in high school. Reading and writing continue to be natural extensions of listening and speaking skills. Students communicate orally and in writing with their peers and others using more complex language. They understand main ideas and some supporting details without relying as heavily on visual cues or props. Grammar is selected according to the communicative functions to be mastered and is taught contextually.

It is recommended that secondary students should take beginning courses (Levels I and II) in an uninterrupted sequence, such as back-to-back semesters. If a break in instruction is to happen, it is better for it to be at the advanced levels, where students usually require some basic review, but have acquired the foundation upon which to build further proficiency.

Advanced Courses

Secondary students at the beginner’s level may restrict their language to the self and other highly familiar topics. However, as their language develops, students taking high school credit courses are able to communicate beyond the self. At the advanced levels, they can use the language to discuss current events, the arts, history, etc. They begin to communicate about more abstract topics, such as government, educational systems, and literature. Because of its abstract nature, grammar is selected according to the communicative functions to be mastered and is taught contextually.

Advanced Placement (AP): The AP modern world language courses are designed to provide rigorous, intermediate college-level language courses for secondary students.

These course outlines and information are to be used in conjunction with the extensive guidelines provided by the College Board. The AP course description books for each subject, which include the recommended topics and required skills, are revised frequently. It is the responsibility of AP teachers to obtain and follow the current course description for their course and participate in required audits. In order to be successful in this course, students need previous intensive language development and/or a minimum of three years of formal language instruction or the equivalent. Students can visit <http://www.collegeboard.com/apstudents> for additional information.

Secondary World Language Courses

Courses	Middle School	9 th	10 th	11 th	12 th
	7 th -8 th Grades 6 th Grade at North Pole Middle	Grade	Grade	Grade	Grade
World Language Exploration	✓				
Gwich’in I	*	✓	✓	✓	✓
Gwich’in II-IV		✓	✓	✓	✓
Iñupiaq I	*	✓	✓	✓	✓
Iñupiaq II		✓	✓	✓	✓
Koyukon I	*	✓	✓	✓	✓
Chinese I	*	✓	✓	✓	✓
Chinese II-IV & Chinese Culture		✓	✓	✓	✓
French I	*	✓	✓	✓	✓
French II-IV		✓	✓	✓	✓
AP French				✓**	✓**
Japanese I	*	✓	✓	✓	✓
Japanese II-IV & J-Pop Culture		✓	✓	✓	✓
AP Japanese				✓**	✓**
Spanish I	*	✓	✓	✓	✓
Spanish II-IV & Spanish Speaking Countries & Culture		✓	✓	✓	✓
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

Advanced World Language Literacy: Grades 4-6

Grade: 4-6	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.
Prerequisites: One or more years of <i>Intermediate World Language Literacy</i> or teacher permission	

Themes	Objectives Students will:	Suggested Activities
<p>Reinforcement of vocabulary themes from previous years with ample opportunity for practice and improvement. Additional themes to explore are as follows:</p> <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 	<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

<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>		<ul style="list-style-type: none"> Write, edit, and revise projects such as a structured booklet, poster, or presentation using the vocabulary strands (diorama, 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) 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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World Language Exploration: Grades 6-8

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:
The Country: Geography & History <small>AK. Content Standards: WL.B.1-5</small>	Students will: <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 Cultural aspect: <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>)
Introductions and Greetings <small>AK. Content Standards: WL.A.1-3; B.2-3</small>	<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 	<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

	<ul style="list-style-type: none"> 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 	
<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 	<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 	<ul style="list-style-type: none"> different constructions to express ideas in other languages, (e.g., <i>gustar, mir</i>, etc.) understand different languages have different word order

<ul style="list-style-type: none"> • 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"> • 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 <ul style="list-style-type: none"> • 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 	
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