



# World Language Curriculum Adoption

*March 2024*

# World Language K-12 - Curriculum Ready for Board Adoption

## K-8

Spanish	French
Kindergarten (3 Units) Grade 1 (3 Units) Grade 2 (3 Units) Grade 3 (3 Units) Grade 6 (3 Units) Grade 8 (4 Units)	Grade 7 French (4 Units)

## 9-12

Spanish	French	Mandarin	Latin
Spanish 2 (4 units) Spanish 3 (4 units) Spanish 4 (1 unit) Spanish 4 Honors (5 units) Spanish 5 (2 units)	French 3 (3 units) French 4 Honors (5 units)	Mandarin 1 (4 units) Mandarin 2 (4 units) Mandarin 3 (4 units)	Latin 1 (5 units)

Ongoing work: ASL 2, Latin 2, Spanish Grades 4, 5, 7, French Grade 8



# Spanish: From Exposure to Immersion



Grade	Themes	Structures
<b>K-3</b>	Exploration, Feelings, Friendship, Cultural Awareness, Being Unique, Weather, Body Parts	High Frequency Words, Present Tense, Comprehensible Input, TPRS, TPR, Super 7 Verbs
<b>6-8</b>	Talents, Adventure, Storytelling, Currency, Traveling, Childhood Memories, Novel Reading	Present Tense, Past Tense, Imperfect, Possessive Adjectives, Subject/Adjective & Article/Noun Agreements, Interrogatives
<b>9-10</b>	Immigration, Health and Wellness, Heroes, Legends, Travel	Subjunctive, Future, Conditional, Past tenses, Commands, Pronouns
<b>11-12</b>	Regions of Spain, Regions of Latin America, Medical/Career, Conversational	Subjunctive, Commands, Pronouns

# K-8 Revisions - Highlights

Course/Language	Notes
K-3 Elementary	<p>Formerly, there were 2 units per grade, but now there are 3 units to support the trimester outline. As a result, new units were created for all grade levels.</p>
6-8 Middle	<p>Grade 6 was altered to fit the new model of teaching from everyday to every other day. The first two units were enriched and a new unit was created to support the existing content.</p> <p>Grade 8 units were revised, and support the natural progression of the structures presented in each unit.</p>
Overall	<p>Updated PBA capacities to support those on the right side of the matrix (Self-Direction, Global Thinking).</p> <p>Some units have been revised to include two capacities.</p>

# 9-12 Revisions - Highlights

Course/Language	Notes
Latin 1	Kept thematic units, but incorporated vocabulary and culture from <i>Suburani</i> textbook
Mandarin 1-3	Kept thematic units, but revised the order to correspond with <i>Integrated Chinese</i> textbook
Spanish 2, 4, 5	Minor revisions to PBAs to be more application based, or changed or country associated
Spanish 3/French 3	Removed Unit 1, replaced with new Health and Wellness unit that introduces the subjunctive; minor adjustments to other units
Spanish 4H/French 4H	Reduced from 6 units to 4 by combining themes/structures; made PBAs more application based

# World Language Profile of a Graduate Capacity Chart

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Spanish 1	Spanish 2	Spanish 3	Spanish 4	Spanish 4 Honors	Spanish 5	Grade 7	Grade 8	French 2	French 3	French 4 Honors	Latin 1	Latin 2	Latin 3 Honors	Mandarin 1	Mandarin 2	Mandarin 3	American Sign Language I	American Sign Language II	
		<b>SPANISH</b>										<b>FRENCH</b>					<b>LATIN</b>			<b>MANDARIN</b>			<b>ASL</b>							
CRITICAL THINKING	Inquiry														X				X											
	Analyzing		X	X	X						X			X	X	X		X	X	X	X		X				X	X		
CREATIVE THINKING	Idea Generation												X						X	X		X								
	Design									X	X	X	X				X	X		X		X			X		X	X		
COLLABORATION/ COMMUNICATION	Collective Intelligence						X	X	X		X		X	X	X			X	X							X	X		X	
	Product Creation	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X		X	X			X	X	X	X	
SELF-DIRECTION	Self-Awareness						X							X	X					X		X							X	
	Decision Making									X	X	X	X		X				X		X					X	X	X		
GLOBAL THINKING	Citizenship	X									X	X	X	X					X	X										
	Alternate Perspectives								X								X							X						

# Self-Awareness Tracker

My Self-Awareness Tracker		Name _____	Period _____
<i>This is on your project rubric. You must submit this on the final day to earn credit.</i>			
Beginning of class:		End of class:	
<p><b>How are you feeling about your project today? Pick 1 or 2 words to describe yourself.</b> <i>(confident, nervous, confused, ready, stressed, calm, frustrated, excited ...)</i></p>	<p><b>What do you plan to accomplish today?</b>  <b>My Objectives...</b></p>	<p><b>Did you complete your objectives today?</b></p>	<p><b>Pick 1 or 2 questions to reflect on each day:</b>  <b>Progress:</b> What am I proud of? What do I need to do to get to the next step? Am I using my time wisely and will I finish this assignment on time?  <b>Roadblocks:</b> What didn't work well? What can I do better tomorrow? What do I need help with from my peers or teacher?  <b>Today's Win:</b> What worked well today? I realize that something didn't work, and this is how I adjusted my plan to address this issue?  <b>Self Check-In:</b> Do I still feel the same as I did at the beginning of this work session? Why do I feel better? Why do I feel worse?</p>
Date:		All Some None	Progress / Roadblocks / Today's Win / Self Check-In
Adjective(s):			
Date:		All Some None	Progress / Roadblocks / Today's Win / Self Check-In
Adjective(s):			
Date:		All Some None	Progress / Roadblocks / Today's Win / Self Check-In
Adjective(s):			

# District Breakout Rubric - Analysis

Critical Thinking	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p data-bbox="131 276 276 306"><b>Analyzing</b></p> <p data-bbox="59 347 349 718">Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p data-bbox="376 238 633 440">I looked at information/data/evidence considering limited perspectives/strategies on a superficial level.</p> <p data-bbox="376 483 639 685">I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.</p>	<p data-bbox="689 238 1049 374">I looked at information/data/evidence considering limited perspectives/strategies that may have lacked relevance.</p> <p data-bbox="689 412 1049 756">I made literal interpretations and only identified the most obvious patterns and relationships in the information I examined. Therefore, my inferences, conclusions, and solutions are not well-supported and have limited meaning or workability.</p>	<p data-bbox="1087 238 1449 407">I examined information/data/evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information.</p> <p data-bbox="1087 445 1431 549">I identified patterns, relationships, and underlying assumptions.</p> <p data-bbox="1087 587 1412 751">This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.</p>	<p data-bbox="1485 238 1864 347">I fully met the MPS standard with at least one of the following:</p> <ul data-bbox="1485 390 1864 920" style="list-style-type: none"> <li data-bbox="1485 390 1864 489">● Carefully and independently synthesizing disparate sources/strategies</li> <li data-bbox="1485 532 1864 565">● Making insightful inferences</li> <li data-bbox="1485 609 1864 663">● Drawing complex, nuanced, well-informed conclusions</li> <li data-bbox="1485 707 1818 740">● Creating novel solutions.</li> <li data-bbox="1485 784 1812 920">● Forming interpretations supported by multiple instances/data points/strategies.</li> </ul>



# Analysis - Spanish

## Grade 3 Spanish

	N - Needs Support 1	D - Developing 2	M - Meets Expectations 3	S - Strength 4
Analyzing	You did not identify and place the 3 scripts in the correct order. You used a lot of assistance from the teacher.	You identified and placed 1 of the 3 scripts in the correct order with some assistance from the teacher.	You identified and placed 2 of the 3 scripts in the correct order with little assistance by the teacher.	You accurately identified and placed all three scripts in the correct order independently.

## Grade 6 Spanish

Analyzing	I listened and identified <b>little</b> information from the ministry to support my understanding of it.	I listened and identified <b>some</b> information from the ministry to support my understanding of it.	I listened and identified <b>most</b> of the information from the ministry to support my understanding of it.	I listened and identified <b>all</b> the information from the ministry to support my understanding of it.  All of my responses included detailed evidence from the ministry.
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## DHHS Honors Spanish 4

<b>Análisis</b> Examinar información de múltiples fuentes para encontrar patrones y relaciones y para poder hacer inferencias.	Consulté una sola fuente o una fuente irrelevante. Usé información superficial o parcialmente incorrecta. No consideré bien los intereses de la audiencia.	Examiné información de múltiples fuentes fiables, omitiendo información irrelevante. Seleccioné atracciones populares del país y ofrecí información para hacer recomendaciones generales pero completas sobre ellas. Consideré el uso del lenguaje para atraer a turistas y conectar con la audiencia.	Logré el estándar y uno de los siguientes: <ul style="list-style-type: none"> <li>● Seleccionar atracciones <i>únicas</i> o <i>novedosas</i> al país</li> <li>● Ofrecer información <i>profunda</i> y <i>detallada</i> sobre las atracciones</li> <li>● Hacer recomendaciones <i>específicas</i> considerando la audiencia</li> </ul>
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# District Breakout Rubric - Citizenship

Global Thinking	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p style="text-align: center;"><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/town/state/nation/planetary] communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>● Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li> <li>● Synthesizing seemingly contrasting perspectives.</li> <li>● Developing a plan to transform a community in my life.</li> </ul>

# Citizenship

## Kindergarten Spanish

<b>Citizenship</b>	You identified and ethically used information in your book with <b>a lot</b> of assistance from the teacher.	You identified and ethically used information in your book with <b>some</b> assistance from the teacher.	You identified and ethically used information in your book with <b>little</b> assistance by the teacher.	You identified and ethically used information in your book <b>independently</b> .
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## French 4 Honors

<b>La Citoyenneté</b> Identify, analyze and contribute to critical		Mon résumé du défi mondial est superficiel ou erroné. Mes solutions ne sont pas réalisables ou sont répétitives.	J'ai identifié et expliqué un défi global et j'ai proposé une liste d'actions qui répondent logiquement au problème, en tenant compte de diverses perspectives, ressources et obstacles.	J'ai atteint la norme plus une des suivantes : <ul style="list-style-type: none"> <li>• Identifier l'origine systématique ou culturelle du problème</li> </ul>
issues in society in an ethical and responsible manner.			Mes conseils recherchent des changements positifs pour résoudre le problème dans la communauté sur laquelle j'ai enquêté.	<ul style="list-style-type: none"> <li>• Combiner des perspectives opposées</li> <li>• Élaborer un plan pour transformer une communauté</li> </ul>

## DHHS Spanish 3

<b>Ciudadanía</b> Identificar, analizar y contribuir a la sociedad de una manera ética y responsable		-La información sobre mi héroe es superficial o errónea. -Mi héroe no contribuye a la sociedad de una manera ética y responsable.	- Identifiqué y expliqué las acciones del héroe y presenté sus contribuciones éticas y responsables en líneas generales	Logré el estándar además de uno de los siguientes: - Hacer un análisis profundo de cómo el héroe contribuye a su comunidad de manera impactante -Considerar el impacto positivo y negativo
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# PBA Example - Spanish 4 Honors - Notes Page

Información general sobre el país (ej. Población, la capital, geografía, costumbres, etc)

- Tiene un población de 6,359,689
- La capital es Managua
- Un país tropical de sudamérica que es encima de Costa Rica y del bajo de Honduras
- Tiene el océano norte pacifico en un lado y el mar del caribbean en el otro lado

Atracción 1: Parque Nacional de Volcán Masaya

Atracción 2: Playa San Juan del Sur

Fuente(s):

Fuente(s):

- El primero y el más grande parque nacional de Nicaragua
- Esta en Masaya, Nicaragua
- Hay dos volcanes y cinco cráteres en el parque nacional
  - Cráter Santiago es muy activo, y Volcán Masaya es el más activo volcán de Nicaragua
- Puedes aprender sobre el flora y fauna, del historia y los acontecimientos del parque

- San Juan del Sur está el ciudad de turismo en Nicaragua
- Hay un Pueblo en el lado de la playa
  - Restaurantes, tiendas, y hoteles
- Puedes surf, nadar, y ver a los animales

Atracción 3: Centro de Arte Fundación Ortíz Gurdíán

Atracción 4: Cascada de San Ramón

Fuente(s):

Fuente(s):

- En León, Nicaragua

- Puedes caminar por el bosque a la cascada

# PBA Example - Spanish 4 Honors - Completed work

## Parque Nacional de Volcán Masaya

Yo aconsejo que visites este parque nacional porque es una excursión perfecta por día. Es el primero y más grande parque nacional en Nicaragua, y es muy popular. Hay dos volcanes y cinco cráteres en el parque. Volcán Masaya es el más activo y uno de los más grandes volcanes de Nicaragua. Yo recomiendo que vayas porque es un lugar muy bonita. Hay vistas diferentes de Masaya que puedes disfrutar de todas partes del parque. También es importante que aprendas sobre las animales y plantas, y de la historia y eventos actuales del parque. Cuesta \$4 para entrar.



## Centro de Arte Fundación Ortiz Gurdian

Yo sugiero que pases tiempo en este museo de arte, en León Nicaragua. El arte del museo tiene mucho variación. Tiene arte de artistas populares, como Picasso, de artistas de Nicaragua, y también artistas extranjeros. El arte incluye pinturas y esculturas diferentes. Hay dos edificios viejos del museo, con mucho historia, y hay un jardín afuera del museo, con más esculturas y estatuas. Para entrar, necesitas pagar \$3. Yo recomiendo que vayas a este centro de arte porque es una actividad muy divertida y es una atracción de turistas.

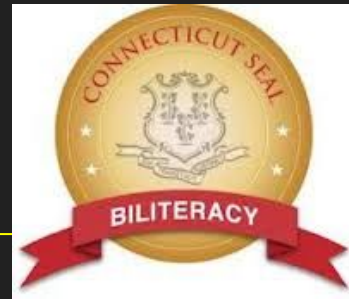


## El Cristo de la Misericordia

Esta estatua es en la ciudad de San Juan del Sur, el ciudad de turismo en Nicaragua. Es 24 metros alta, y 134 metros más del nivel de mar. Yo aconsejo que viajes a San Juan del Sur para ver esta estatua porque es una excursión muy interesante. La estatua es arriba la ciudad y la playa de San Juan del Sur, entonces hay vistas muy bonitas. Para viajar a la estatua, necesitas subir la montaña. Puedes caminar o montar en bicicleta, y es bueno para la calidad de vida. Hay mucha información y historia sobre el Cristo, y es una representación de Nicaragua y las costumbres de la país. Es un cosa que necesitas ver cuando visitas a Nicaragua.



# The Seal of Biliteracy



- 37 Members of the Class of 2022
  - Earned 40 Seals in 5 Languages
- 64 Members of the Class of 2023
  - Earned 68 Seals in 7 Languages
- 87 Members of the Class of 2024
  - Earned 90 Seals in 5 Languages
- 1 Member of the Class of 2025

- Spanish
- French
- Latin
- Mandarin
- Tagalog/Filipino
- Polish
- Russian
- German
- Italian
- Korean

## K-3 TEAM

- *Alicia Romanacci*

## 6-8 TEAM

- *Rob Johnson*
- *Leslie López*
- *Heather Rose*
- *Leslie Sperling*
- *Lesley Young*

## HIGH SCHOOL TEAM

- *Jennifer Aguzzi*
- *Gabrielle Butcher*
- *David Brine*
- *Rosana Casais*
- *Paul Curran*
- *Kathleen Ericson*
- *Jonathan Garcia*
- *Sasha Gauley*
- *Mary Merkle*
- *Page Pelphrey*
- *Xuelian Yan*

