6th-7th Grade

Exploring World Languages Curriculum Guide

Kansas City, Kansas Public Schools – Inspiring Excellence: Every Grownup, Every Child, Every Day.

TABLE OF CONTENTS

KSDE/KCKPS Standards

- Vision for Quality Instruction
- Standards At-A-Glance
- KSDE World Language Standards

Exploring World Languages Resources (HQIM)

- Course Description/Outcomes
- KCKPS Portrait of a Graduate
- Priority Standards

Scope and Sequence

UNIT 1 - Connections

UNIT 2 -Comparisons

UNIT 3 - Cultures

UNIT 4 - Communities

Implementation Tools

WL PD Canvas Course	PLC Guidance (Coming Soon)	WL District Department PD Calendar	Scope & Sequence	

Exploring World Languages - Standards-at-a-glance		KANSAS CITY KANSAS PUBLIC SCHOOLS					
[KSDE World Language Standards]		**Unit/Instructional Window**					
		W1	**W2**	**W3**		**W4**	
		1	2	3	4	5	
	Standards						
1.1	**Interpersonal**: Learners interact and negotiate meaning in spoken, signed, or written conversation to share information, reactions, feelings, and opinions. ● Novice Low ○ Greets peers, Introduce self to someone, Answer a few simple questions	X	X	X		X	X
1.2	**Interpretive**: Learners understand, interpret, and analyze what is heard, read, or viewed in the target language on a variety of topics. ● Novice Low ○ Occasionally understand isolated words that they have memorized, particularly when accompanied by gestures or pictures and Connect some words, phrases, or characters to their meanings	X	X	X		X	X
3.1	**Making Connections**: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	X					
3.2	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	X					
4.1	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the languages studied and their own.		X				

Exploring World Languages - Standards-at-a-glance						
4.2	**Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			X		
2.1	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.				X	
2.2	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.				X	
5.2	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.					X
5.1	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					X

In this course, students will explore the diversity of language in our community and throughout the world. They will be introduced to the languages spoken and taught within KCK and study what it means to be multilingual according to culture, communities, and communication. Students will begin to compare languages and make connections between language learning and other content areas.

Course Outcomes

Students will demonstrate mastery of standards through the following indicators:

- Develop critical thinking and solve problems creatively
- Use authentic materials to access new information and gain diverse perspectives
- Accept that there are language families with strong similarities or few similarities and that no two language systems are alike
- Identify products, practices, and perspectives of cultures
- Share knowledge of language and culture with other learners
- Interact regularly through digital media tools
- Engage in language and culture-related events

Priority Standards

GOAL AREA	STANDARDS	INDICATORS
CULTURES *Interact with cultural competence and understanding*	**2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures being studied.	**Novice Learners (N)** can engage in age-appropriate and culturally appropriate practices.
	2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures being studied.	**Novice learners (N)** can observe and identify tangible products of the target language.
CONNECTIONS *Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations*	**3.1 Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.	**A. English Literacy and Social Studies** Language Learners can transfer literacy and analytic skills developed in English and Social Studies to apply with their emerging literacy in the target language.
		B. Science, Technology, Engineering, and Math (STEM) Language Learners explore and apply Math and Science "Practices" to help develop diverse approaches to language learning.
		C. Arts Language Learners can explore artistic expression through the target language.
		D. Career, and Technical Education (CTE) Language Learners can exercise foundational skills of career pathways, exhibited and communicated using their emerging proficiency in a language other than English.

GOAL AREA	STANDARDS	INDICATORS
	3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.	Learners can use authentic materials, i.e. those made by and for speakers of the target language, to access new information and gain diverse perspectives.
COMPARISONS *Develop insight into the nature of language and culture in order to interact with cultural competence*	**4.1 Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Learners can accept that there are language families with strong similarities or few similarities, and that no two language systems are alike.
	4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	Learners can accept differences between the target language culture and their own.
COMMUNITIES *Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*	**5.1 School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. - Learners share their knowledge of language and culture with other language learners. - Learners interact on a regular basis through digital media tools available to them, either individually or in school communities. - Learners engage in language and culture-related events and projects within both real and virtual communities at both the local and global level.
	5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

GOAL AREA	STANDARDS	INDICATORS
		- Learners use everyday skills and activities to access various entertainment and information sources available to speakers of the other language. - Learners explore opportunities for personal enrichment and/or professional advancement through online and digital resources or through travel to countries where the target language is spoken. - Learners maintain and increase their proficiency and cultural knowledge to prepare to live and work in the increasingly multilingual communities of the 21st century.

Unit 1- Connections
Recommended Time Frame: 3 weeks (7 class periods)

Unit 1 Connections:	
In this unit, students will connect with other disciplines and acquire information and diverse perspectives in order to function in academic and career-related situations. **Students will be able to:** ● Read, listen to, or talk about age-appropriate school content ● Expand understanding through exploration of illustrations, infographics, video clips, websites, and prints ● Identify and create cross-curricular connections **Essential Question** ● In what ways does learning a second language help me be more successful in school?	
Standard(s):	**Indicator(s)**
3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines through language to develop critical thinking and to solve problems creatively.	**A. English Literacy and Social Studies** Language Learners can transfer literacy and analytic skills developed in English and Social Studies to apply to their emerging literacy in the target language. **B. Science, Technology, Engineering, and Math (STEM)** Language Learners explore and apply Math and Science "Practices" to help develop diverse approaches to language learning. **C. Arts** Language Learners can explore artistic expression through the target language. **D. Career and Technical Education (CTE)** Language Learners can exercise foundational skills of career pathways, exhibited and communicated using their emerging proficiency in a language other than English
Vocabulary: ● Metacognition - thinking about the way thinking happens ● Disciplines - areas of focus or study	

Unit 1 Connections:

- Transfer - making connections between ideas and disciplines
- Language - a system of communication used by people

Resources:

- Vocabulary Engagement Examples (Introduce, Develop, Highlight)
- Collaborative Activity Examples
  - Teachers must have access to Wayside to access link. Contact Instructional Programs department if access is needed.
    - From Home Page → Learning Tools → Instructional Strategies Tool Kit → Activity Type → Cooperative
- Mango Languages
  - Access through ClassLink → KCKPS Libraries → 6-12 Databases & Resources → Scroll to "Learning and Career Resources" → Choose Mango Languages
- Brittanica Encyclopedia
  - Access through ClassLink → KCKPS Libraries → 6-12 Databases & Resources → Select "Brittanica Middle"

Suggestions for Pacing:

Scope & Sequence

- Daily Lesson Calendar (Sem 1)
- Daily Lesson Calendar (Sem 2)
- Long Term Planning Document (Sem 1)
- Long Term Planning Document (Sem 2)

Common Evidences/Assessments:

Language In the Classroom Interview

- Reflection
- Rubric

Sample Student Evidences

Coming soon.

Unit 2 - Comparisons
Recommended Time Frame: 5 weeks (11 class periods)

Unit 2- Comparisons:	
In this unit, students will develop insight into the nature of language in order to interact with cultural competence. **Students will be able to:** • Observe and compare registers of language • Recognize similarities and differences between the sound and writing systems of the language(s) they are learning and their own • Identify cognates • Accept language families with their similarities and differences **Essential Question** • How does my language compare and connect with others?	
Standard(s):	**Indicators:**
4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Learners can accept that there are language families with strong similarities or few similarities, and that no two language systems are alike.
Vocabulary • Orthography/Writing System - the rules and conventions for how symbols (ex. letters, hieroglyphics) are used to represent a language • Language Family - languages that evolved from the same older language • Cognate - words that sound the same and mean the same thing in different languages • Multilingualism - the ability to communicate effectively in more than one language	
Resources: • Vocabulary Engagement Examples (Introduce, Develop, Highlight) • Collaborative Activity Examples	**Suggestions for Pacing:** Scope & Sequence - Daily Lesson Calendar (Sem 1) - Daily Lesson Calendar (Sem 2) - Long Term Planning Document (Sem 1) - Long Term Planning Document (Sem 2)

Unit 2- Comparisons:	
○ Teachers must have access to Wayside to access link. Contact Instructional Programs department if access is needed. ○ From Home Page → Learning Tools → Instructional Strategies Tool Kit → Activity Type → Cooperative ● Mango Languages ○ Access through ClassLink → KCKPS Libraries → 6-12 Databases & Resources → Scroll to "Learning and Career Resources" → Choose Mango Languages ● Brittanica Encyclopedia ○ Access through ClassLink → KCKPS Libraries → 6-12 Databases & Resources → Select "Brittanica Middle"	**Common Evidences/Assessments:** Language Teacher for a Day ● Gallery Walk ● Rubric **Sample Student Evidences** Coming soon

Unit 3 - Cultures
Recommended Time Frame: 4 weeks (10 class periods)

Unit 3- Cultures:	
In this unit, students will investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Students will be able to:** ● Identify products, practices, and perspectives ● Express connections among cultural products, practices,, and perspectives ● Create "cultural triangles," connecting products associated to practices along with suggested perspectives based on background information. **Essential Question** ● How do the products, practices, and perspectives of a culture help us understand what is important to the people who belong to it?	
Standard(s):	**Indicators**
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures being studied.	Novice Learners (N) can engage in age-appropriate and culturally appropriate practices.
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures being studied.	Novice learners (N) can observe and identify tangible products of the target language.
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	Learners can accept differences between the target language culture and their own.
Vocabulary ● Diversity - The ways people are different from each other, like their cultures, languages, ideas, or backgrounds. ● Culture - The way a group of people live ● Product - Things made or used by a culture ● Practice - How people regularly participate in culture	

Unit 3- Cultures:

- Perspective - The ideas and beliefs people in a culture have about the world
- Empathy - the ability to understand and share the feelings of another person

Resources:

- Vocabulary Engagement Examples (Introduce, Develop, Highlight)
- Collaborative Activity Examples
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  - From Home Page → Learning Tools → Instructional Strategies Tool Kit → Activity Type → Cooperative
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- Britannica Encyclopedia
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Suggestions for Pacing:

Scope & Sequence

- Daily Lesson Calendar (Sem 1)
- Daily Lesson Calendar (Sem 2)
- Long Term Planning Document (Sem 1)
- Long Term Planning Document (Sem 2)

Common Evidences/Assessments:

Self Portrait

- Check List
- Reflection on what of their own products, practices, and perspectives appear
- Gallery Walk to identify similarities and differences

Sample Student Evidences

Coming soon

Unit 4 - Communities
Recommended Time Frame: 4 weeks (10 class periods)

Unit 4 - Communities:	
In this unit, students will communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. **Students will be able to:** ● Identify professions that require proficiency in a language in addition to English ● Determine immediate benefits of language learning ● Establish the life-long benefits of language learning ● Recognize pathways of language learning **Essential Question** ● How can language learning help me interact with people of diverse cultures and prepare me for success outside of school?	
Standard(s):	**Indicators**
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. - Learners share their knowledge of language and culture with other language learners. - Learners interact on a regular basis through digital media tools available to them, either individually or in school communities. - Learners engage in language and culture-related events and projects within both real and virtual communities at both the local and global level.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. - Learners use everyday skills and activities to access various entertainment and information sources available to speakers

<table>
<tr><th colspan="2">Unit 4 - Communities:</th></tr>
<tr><td></td><td>of the other language.
- Learners explore opportunities for personal enrichment and/or professional advancement through online and digital resources or through travel to countries where the target language is spoken.
- Learners maintain and increase their proficiency and cultural knowledge to prepare to live and work in the increasingly multilingual communities of the 21st century.</td></tr>
<tr><td>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.</td><td>Learners will:
- Access cultural content (e.g., traditions, social norms, values).
- Analyze diverse perspectives within the target culture(s).
- Demonstrate intercultural understanding by making meaningful comparisons.</td></tr>
<tr><td colspan="2">Vocabulary
● Interculturality – The ability to recognize, understand, and respond appropriately to cultural similarities and differences
● Global competency - understand and appreciate diverse cultures
● Global citizen - a person who recognizes their role in society, is aware of global issues, and respects and values diversity
● Proficiency - how clearly one can communicate
● Self-Awareness - knowing who you are and how you impact others</td></tr>
<tr><td rowspan="2">Resources:
● Vocabulary Engagement Examples (Introduce, Develop, Highlight)
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<tr><td>Common Evidences/Assessments:
Why Language Project</td></tr>
</table>

Unit 4 - Communities:	
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