

AnchorageSchoolDistrict CurriculumChangeProposal

I. Recommendation (Proposed Curriculum Change)

The Anchorage School District World Languages Program, in partnership with the Indian Education Program recommends the addition of a new course, Tlingit Language and Culture.

II. Rationale (Identify the Need for Change)

What is the reason for this proposal?

Of the 22 Languages indigenous to the state of Alaska, only one is currently a part of the approved course of study. This course will add to the diversity of our course offerings and will provide an opportunity for students to learn an indigenous language. Tlingit is the language spoken by the indigenous peoples of Southeast Alaska. The course will be used as a foundation for a culturally responsive curriculum. Through the study of the Tlingit language and culture, students can develop a deeper appreciation for and an understanding of Alaska's diverse and unique population.

How does this proposal differ from existing courses?

This is a new course. Although the framework is based upon the teaching of a second language, the content and materials are new.

How does this proposal address the School Board Goal(s)?

Tlingit Language and Culture emphasizes student achievement, demanding curriculum and a respect for diversity.

How does this proposal meet the reading, writing and math state performance standards?

Middle School

Students enrolled in this course will meet the reading and writing performance standards:

Reading (Ages 11-14)

apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text: (E.B.1)

rehearse and read texts aloud to an audience, in performances such as readers theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses; (E.B.1)

restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience; (E.B.3)

clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details; (E.B.2)

read and follow multi-step directions to complete a task, and identify the sequence prescribed; (E.C.2)

analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry): (E.B.2)

analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story; (E.B.2)

connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections; (E.B.3)

compare and contrast how texts reflect historical and cultural influences. (E.E.1)

Writing (ages 11-14)

write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion; (E.A.1)

select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences; (E.A.4)

revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose; (E.A.4)

form and explain own standards or judgments or quality writing; (E.A.8)

list and document sources using a given format; (E.D.3)

compose and edit a composition with a word processing program. (E.A.7)

High School

Students enrolled in this course will meet the reading and writing performance standards:

Reading (Ages 15-18)

apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text; (E.B.1)

summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information; (E.B.3)

a. identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas (E.D.2)

critique the power, logic, reasonableness and audience appeal of arguments advanced in public documents; (E.D.2)

read and follow multi-step directions to complete complex tasks: (E.C.2)

analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience: (E.B.2)

analyze and evaluate how authors used narrative elements and tone in fiction for specific purposes; (E.B.2)

express and support assertions, with evidence from the text or experience, and the effectiveness of a text; (E.D.4)

analyze and evaluate themes across a variety of texts, using textual and experiential evidence; and (E.B.3)

analyze the effects of cultural and historical influences on texts. (E.E.1)

Writing (Ages 15-18)

demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based information, or analytic writing assignments; (E.A.4)

revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience; (E.A.5)

cite sources of information using a standard method of documentation (E.D.3)

III. Course Description (Describe the following)

Course Objectives

The Course Objectives are aligned with the Alaska State Content Standards for World Languages:

- Students will be able to communicate in Tlingit and in English.

Alaska Content Standard for World Languages:

- A. A student should be able to communicate in two or more languages, one of which is English.
 - A.1. understand written and oral communication in two or more languages;
 - A.2. write and speak understandably in two or ore languages;
 - A.3. use two or more languages effectively in real life situations.
- Students will expand their knowledge of Tlingit people and culture through a study of the Tlingit language.

Alaska Content Standard for World Languages:

- B A student should expand the student's knowledge of peoples and cultures through language study.
 - B.1. understand the relationship between language and culture;
 - B.2. learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music and literature;
 - B.3. learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior;
 - B.4. improve the students' understanding of the student's language and culture through experiences with other languages and cultures;
 - B.6. recognize through language study that all cultures contribute to the global society.
- Students will participate successfully in multilingual communities.

Alaska Content Standard for World Languages:

 - C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.
 - C.1. Interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel.
 - C.4. Apply language skills and cultural knowledge to enhance the student's intellectual and social growth and to promote life-long learning.

Course Descriptions

High School Tlingit I (Novice low)
Grade Level: 9-12. Two Semesters
Prerequisite: none

This course is a full year (two semesters) Tlingit language course for high school students. Students are active learners in this Tlingit language and culture course. Through participation, students develop basic speaking and listening skills in the identified language, as well as the orthography of the written language. The students will engage in variety of cultural activities to enhance and further develop their Alaska Native language skills.

Middle School Tlingit 1A and 1 B
Grade Level: 7 and 8

Students are active participants in language learning experiences which assist in developing proficiency in listening comprehension, speaking, reading and writing of Tlingit. Vocabulary is presented in thematic topics such as greetings and health, body, classroom, calendar, weather, alphabet, colors, numbers, food, clothing, family and clan system. Units of study introduce the Tlingit language and culture. This course will help prepare student to live in our increasingly diverse world by developing an appreciation for cultural and linguistic differences.

Course Location

Middle and high schools which plan to offer the Tlingit Language and Culture course are those with high populations of indigenous students; also high schools which have students entering from a two year middle school elective Tlingit program.

Course Content

The curriculum guide is based upon the Content and Performance Standards for World Languages (Anchorage School District, January 2000) and the Alaska Standards for Culturally Responsive Schools (Assembly of Alaska

Native Educators, February 1998 and adopted by the State Department of Education and Early Development).

The key characteristics of the Tlingit Language and Culture curriculum are the integration of culture, language, celebrations and oral traditions.

This course proposal meets the Alaska Standards for Culturally Responsive Schools for curriculum and students:

A culturally-responsive curriculum uses the local languages and cultural knowledge as a foundation for the rest of the curriculum:

The curriculum for this course utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices.

Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life:

Students are able to acquire insights from other cultures without diminishing the integrity of their own.

Culturally-knowledgeable students are able to actively participate in various cultural environments:

Students are able to enter into and function effectively in a variety of cultural settings.

Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interactions of all elements in the world around them:

A. Students will be able to determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.

The Course Curriculum and Expectations for Student Performance are aligned with the local and national World Languages Standards:

COMMUNICATION: to communicate in languages other than English

Standard 1.1 Interpersonal: *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

At the novice performance level:

A. Students ask and answer simple questions about self, greetings, seasonal activities and classroom setting.

Students exchange information using memorized phrases.

B. Students present short skits, songs, or poetry.

Students speak and write briefly about familiar topics.
 Students retell stories.

CONNECTIONS: to connect with other disciplines and acquire information:
 • Students are introduced to vocabulary, gestures and customs unique to Tlingit language and people.

COMPARISONS: to develop insight into the nature of language and culture:
 Students demonstrate understanding of the nature of language and culture through comparisons of the language studied and their own.

At the novice performance level:
 Students are aware of formal and informal forms of language in greetings and farewells.
 Students notice and experience basic cultural differences, including gestures, cultural behaviors, games, sports, food, songs and folk tales.

COMMUNITY: to participate in multilingual communities at home and around the world:
 Students use the language both within and beyond the school setting.

At the novice performance level:
 Students learn about and participate in age-appropriate cultural activities
 Students are aware of and participate in traditional events of the target culture presented by the local community.
 Students use technology to link with target language communities in Alaska.

Methods	Material
ORAL TLINGIT Memorized phrases Memorized dialogs Pattern drills Q and A, story telling Free conversation Communicative exercises	Tlingit phrases Tlingit dialogs Beginning Tlingit Pictures, felt board, realia, games Pairs, groups, Pairs, groups,
TLINGIT CULTURE Lecture Discussion Response to questions Outside reading	Teacher Teacher, students Teacher, students Introduction to HS, HTY

LITERACY Homework, class work Reading of phrases Reading of BT Dictation Reading of TND Reading of texts	TSB & tape Tlingit phrases, games, daily journal Beginning Tlingit TSB, TND Tlingit Noun Dictionary HS, HTY
LINGUISTICS Lecture Discussion Analysis of phrases Read BT Reading of texts Analysis of texts	Teacher Teacher, students Tlingit phrases, games, daily journal Beginning Tlingit HS, HTY HTY & glossary Tlingit Verb Dictionary

IV. Assessment

The assessment is based upon the successful completion of the monthly themes. Assessment instruments include methods to review competency in four areas: basic listening, site recognition, decoding and basic writing.

V. Suggested Materials/Textbooks/Equipment

Native People of Alaska, Steve Langdon
Beginning Tlingit, Nora and Richard Dauenhauer, Sealaska Heritage Foundation
Tlingit Verb Dictionary, Gillian Story and Constance Naish
English/Tlingit Dictionary, Nouns, Sheldon Jackson College
 Sealaska Heritage Foundation materials
 Teacher-developed materials

VI. Budget

Budgetary items include the cost of basic text materials. Other costs could include training of teachers in the use of the materials and in methods associated with the teaching of a second language.

VII Implementation Timeline

Tlingit is proposed FY 2002-03.

VIII. Other (Any Additional Information)