

WORLD LANGUAGE

Conceptual Framework, Scope and Sequence Mong I and II Curriculum and Course Descriptions Sacramento City Unified School District Sacramento, California

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Table of Contents

	Page
1. Table of Contents	2
2. Conceptual Framework	3
3. Rationale	3
4. Prospectus	3
5. Scope and Sequence of the Mong Courses of Study	4
6. Overview of the Mong Courses of Study	5
7. Timelines	8
8. Assessment Procedures	8
9. Course Description for Mong I or Stage I - Beginning Level	10
10. Course Description for Mong II or Stage II - Intermediate Level	16
11. Reference	23
12. Review of Literature Used by the Committee	24
13. List of Resources Used by the Committee for Instruction	25

Overview of the Mong Courses of Study Conceptual Framework

The committee contributed valuable input for the development for this Mong High School Curriculum. This prospectus is developed, grounded, and aligned with:

1. *Foreign Language Framework for California Public Schools Kindergarten Through Grade Twelve* adopted by the California State Board of Education in May 2001 (California Department of Education, 2003). The progress of the students is divided into five stages along the Language Learning Continuum as defined by Claire W. Jackson (*A Challenge to Change*, 1999, 22);
2. The Standards-based Educational Reform Goals 2000: Educate America Act of 1994;
3. The academic scale and assessment levels developed by the American Council on the Teaching of Foreign Language/Interagency Language Roundtable (ACTFL/ILR) Language Skill Level Descriptions; and
4. The philosophy of the Standards for Foreign Language Learning: Preparing for the 21st Century (involving the 5 Cs of Foreign Language Study, which are **Communication, Cultures, Connection, Comparison, and Community** developed by the National Standards in Foreign Language Education of the American Council on the Teaching of Foreign Language, Inc. (ACTFL).

Rationale

This version of the curriculum applies to Mong students who speak Mong and begin to study Mong in a two-year high school program (*A Challenge to Change*, 1999, 22).

Prospectus

The following is a prospectus of the conceptual framework from the committee for the Scope and Sequence of the Mong high school curriculum with the timeline projected for a Mong high school student to have the necessary skills and competencies to satisfactorily pass the high school challenge tests in the Mong language.

The objective of this Mong high school curriculum is to prepare Mong high school students to have the necessary skills and competencies to take the Mong high school challenge test in the Mong language and culture competencies required of a high school student for foreign language.

This curriculum marks the beginning of a Mong high school student's quest for a lifelong learning. It is highly recommended that Mong students should continue to acquire the Mong language and culture above and beyond Stage IV proficiency level of the Course of the Foreign Language Framework or above or beyond the Advanced Plus (2+) proficiency level designated by the American Council on the Teaching of Foreign Language (ACTFL). Mong students need

to demonstrate a depth and breath in the Mong language with further exposure beyond the academic setting and the scope of the courses proposed in this prospectus.

Scope and Sequence of the Mong Courses of Study

The Scope and Sequence of the Mong Courses of Study are grounded and developed based on the minimum proficiency required by the function, context, text type and accuracy, and content of the Language Learning Continuum Stage II illustrated in Fig. 1. Language Learning Continuum Stage II (Foreign Language Framework for California Public Schools, Chapter 2. Proficiency Levels, 2003, p. 12). At the same time, these courses of study were also modified to meet the specificity and cultural appropriateness of the Mong as well. It is highly recommended that Mong high school students should know how to read and write in Mong before taking the Mong high school challenge test.

The curriculum modules proposed in this document are divided into two levels (Level 1 for Mong I or Stage I Level 2 for Mong II or Stage II of the Foreign Language Framework for California Public Schools or Level 0 – II of ACTFL and are also subdivided into two (2) separate courses according to the level of proficiency, Stage I through Stage II of the Foreign Language Framework for California Public Schools, or from beginning to advanced levels of ACTFL, which require an average of a year of instructional time per course for an approximation of 1,560 contact hours as following:

The Foreign Language Framework for California Public Schools describes the three stages of students' progress along the Language Learning Continuum as following:

“**Mong I or Stage I** begins when a student starts to learn a second language” and “Stage I Proficiency is characterized as the **ability to comprehend and produce formulaic language (memorized words, phrases and sentences; in some instances paragraphs)**. Stage I language users deal with discrete elements of daily life in highly predictable common daily settings (*A Challenge to Change*, 1992, 22).

Mong II or Stage II represents “a progression in terms of gradually increasing vocabulary acquisition, fluency, aural and reading comprehension, and sophistication in written and oral expression” (*A Challenge to Change*, 1992, 26). “Stage II Proficiency is characterized as **the ability to comprehend and produce created language (sentences and strings of sentences)**. Stage II language users **deal with everyday courtesy requirements and topics related to self and the immediate environment in some informal and transactional settings**” (*Foreign Language Framework for California Public Schools*, 2003, 6).

Mong II or Stage II Proficiency Level of the Foreign Language Framework for California Public Schools Kindergarten through Grade Twelve or the Intermediate Level designated by the American Council of Foreign Language (ACTFL) in the Mong language is achieved in two or three years of Mong language instruction in high school.

Though each course is estimated to last approximately a year of instructional time in duration, instructors should be flexible when planning their curriculum. However, this chart in

the next couples of page may be used as a guide for the development of each course, but they are not standards set in stone. It is suggested 180 contact instructional contact hours be considered for each course for a total of 360 hours for both Stage I and Stage II. However, this may vary from one course to another as instructors may adjust as appropriate to fit the needs of their students.

Overview of the Mong Courses of Study

This Mong curriculum is divided into two (2) different levels according to the Stages of students' progress based on the *Foreign Language Framework for California Public Schools Kindergarten Through Grade Twelve* or the Intermediate Level designated by the American Council on the Teaching of Foreign Language (ACTFL) - one course per academic year suggested for two years of academic instruction in duration. Additional hours of two weeks for lab purposes may be recommended for Mong I or Stage I and two weeks for Mong II or Stage II for a total of 4 weeks in duration. The instructional contact hours for these two levels combining with the lab hours should total a full two-year of instruction, but this may not be necessary.

Mong I is designed to meet the Language Learning Continuum Stage I of the Foreign Language Framework for California Public Schools or Beginning Level of the American Council for Teachers of Foreign Language (ACTFL)

FUNCTION

Students develop the ability to:

- Greet and respond to greetings;
- Introduce and respond to introductions;
- Engage in conversations;
- Express likes and dislikes;
- Make requests;
- Obtain information;
- Understand some ideas and familiar details;
- Begin to provide information;

CONTEXT

Students can perform these functions:

- When speaking, in face-to-face social interactions;
- When listening, in social interaction and using audio or video texts;
- When reading, using authentic materials, e.g. menus, photos, posters, schedules, charts, signs, and short narratives;
- When writing notes, lists, poems, postcards, and short letters;

TEXT TYPE

Students can:

- Use short sentences, learned words and phrases, and simple questions and commands when speaking and writing;
- Understand some ideas and familiar details presented in clear, uncomplicated speech when listening;
- Understand short texts enhanced by visual clues when reading;

ACCURACY

Students:

- Can communicate effectively with some hesitations and errors, which do not handle comprehension;
- Demonstrate culturally acceptable behavior for Stage I functions;
- Understand most important information;

CONTENT

Mong I or Stage I often includes topics related to self:

- *The self:* family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals;

Source: Adapted from *A Challenge to Change: The Language Learning Continuum*. Ed. By Claire W. Jackson. New York: College Entrance Examination Board, pp. 14-18.

Mong II is designed to meet the Language Learning Continuum Level II of the Foreign Language Framework for California Public Schools or Intermediate Level of the American Council for Teachers of Foreign Language (ACTFL)

FUNCTION

Students expand their ability to perform all the functions developed in Stage I. They also develop the ability to:

- Make requests;
- Express their needs;
- Understands and express important ideas and some detail;

CONTEXT

Students can perform these functions:

- When speaking, in face-to-face social interactions;
- When listening, in social interaction and using audio or video texts;
- When reading, using authentic materials, e.g. menus, photos, posters, schedules, charts, signs, and short narratives;
- When writing notes, lists, poems, postcards, and short letters;

TEXT TYPE

Students can perform these functions:

- When speaking, in face-to-face social interactions;
- When listening, in social interaction and using audio or video texts;
- When reading, using authentic materials, e.g. short narratives, advertisements, tickets, brochures, and other media;

ACCURACY

Students:

- Demonstrate increasing fluency and control of vocabulary;
- Show no significant pattern of error when performing Stage I functions;
- Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions;
- Understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II function;

CONTENT

Mong II or Stage II often includes topics related beyond self:

- *Beyond self:* geography, topography, directions, building and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professional and work.

Source: Adapted from *A Challenge to Change: The Language Learning Continuum*. Ed. By Claire W. Jackson. New York: College Entrance Examination Board, pp. 14-18.

Timelines for Implementing the Mong Courses of Study
Mong I (Beginning Level 1) and Mong II (Intermediate Level)

This Mong Curriculum consists of two levels:

- 1) Mong I or Stage I Beginning Level is designed for teachers to implement the instructors for one full year.
- 2) Mong II or Stage II Intermediate Level is also required one full year of instruction in order to complete.

In order for students to complete the two levels of instruction, they need to spend a total of two full academic years to complete these two levels of instruction. Otherwise, students who elect not to enroll in these two levels of Mong I and Mong II, may choose to take the Mong Challenge Test.

Additional lab hours may be required upon the instructors' recommendations

ASSESSMENT PROCEDURES FOR THE MONG I and II

Assessment is an important diagnostic tool and methods of facilitating teaching and learning reflected in the learning process. It involves both the students' ability to perform the tasks outlined in the level and course learning outcomes and the instructors' ability to deliver and meet the level and course learning outcomes. In another words, what are some of the observable indicators that are qualitative and quantifiable to inform the instructors that learning had indeed taken place during the course. Assessment of performance in the final outcome or the end product is an integral part of this Mong high school program.

The mainstay of assessment for the Mong language follows the Oral Proficiency Rating Scales and the ACTFL Proficiency Guidelines of 1999 for each of the courses and the level of proficiency.

Each specific course development needs to reflect clear, and deliverable learning outcomes that can be measurable and observable resulting in the changes in students' learning. These course learning outcomes may be assessed through either norm-referenced and criteria-reference tests or self-directed teacher-designed alternative assessment tests.

Assessment in these changes of students' learning is theoretically essential for a numbers of reasons:

1. It keeps track of the performance and progress of their students.
2. It enables students to measure their own performance. What areas students already demonstrate competencies? What areas they need to focus their energy on?

3. It informs the instructors when the curriculum, modules of training, units of lesson plans must be modified in order to meet the students' needs.
4. Last but not least, it is a means to inform the instructors the level of achievement that students have demonstrated their competencies, required by the level of instruction and whether or not they are ready to move on to the next level.

**Course of Study for World Language
Mong I
Beginning Level**

I. Course Description

The general purpose of this course is to develop Mong high school students' ability to communicate and **negotiate meanings** in basic Mong language at the **interpersonal level** in the classroom and/or school setting through meaningful input. The emphasis of the course is on vocabulary development related to topics and functions to self, which are **Family: the Mong (Moob), Mong Marriage (Kaabtshoob Kevkug Moob), friends: the Mong clans (Moob Lub Xeem), Guest Accommodation (Kev Txaisqhua), home: Construction of a Mong home (Lub Cheebtsev Moob), rooms (One Day in a Mong Home), health: Herbal Medicines (Tshuaj), leisure activities (Mong New Year Celebration), food (Vegetables, Grains for the Next Generation)**. Students will be introduced to the Romanized Popular Alphabets (RPA) system, phonemic awareness, sound-symbol relationship, decoding, and word attack skills. Students will acquire the fundamental Mong language survival skills needed to satisfy immediate needs with learned utterances and to function successfully in the classroom and/or school setting. At the end of the course, students **will be able to produce formulaic language (memorized words, phrases and sentences) and will be able to** read Mong by blending sounds into words and combining words into sentences and relating them to meanings (**moving from grapho-phonetic or letter-sound relationship to morphology to syntax to semantics**). Students will also be introduced to the basic characteristics of the Mong culture.

This course curriculum is structured around five categories of the Language Learning Continuum: Function, Context, Text type, Accuracy, and Content.

The major goals for the course are to:

1. Develop Mong high school students' communicative competence in Mong to function successfully in the school settings;
2. Assist Mong high school students acquire the basic Mong language skills required for high school foreign language Competence.

II. Learning Outcomes

A. Listening Comprehension

Function

1. Understand the RPA system;
2. Blend the Mong phonemes to form words and phrases through grapho-phonetic (letter-sound) relationship, decoding, and word attack skills;

3. When, listening, students are able to comprehend when memorized content (formulaic language) is well re-hearsed and when speakers are highly sympathetic.
4. Understand words and phrases used in statements of greetings, introductions and responses, expressions of likes and dislikes, requests, obtaining information and having some ideas and familiar details pertaining to the **basic interpersonal communication level** dealing with topics related to self.

Context

Students can perform when listening, in social interaction and using audio or videotexts;

Text Type

Students can:

1. Understand short sentences, learned words and phrases, and simple questions and commands
2. Understand some ideas and familiar details when presented in clear, uncomplicated speech when listening;

Accuracy

Students are able to understand most important information for Stage I functions;

Content

Students understand familiar topics related to themselves, such as **Family: the Mong (Moob), Mong Marriage (Kaabtshoob Kevkug Moob), friends: the Mong clans (Moob Lub Xeem), Guest Accommodation (Kev Txaisqhua), home: Construction of a Mong home (Lub Cheebtsev Moob), rooms (One Day in a Mong Home), health: Herbal Medicines (Tshuaj), leisure activities (Mong New Year Celebration), food (Vegetables, Grains for the Next Generation)** using appropriate registers in Mong culture.

B. Speaking

Function

Students develop the ability to:

1. Be able to produce utterances by using intelligible pronunciation and tone distinction patterns;

2. Be able to articulate and express themselves in simple, affirmative, interrogative, negative, and declarative sentences related to daily topics outlined in #A.

Context

Students can perform face-to-face social interaction when speaking;

Text Type

Students can use short sentences, learned words and phrases, and simple questions and commands when speaking;

Content

Students are able to talk about familiar topics related to themselves, such as **Family: the Mong (Moob), Mong Marriage (Kaabtshoob Kevkug Moob), friends: the Mong clans (Moob Lub Xeem), Guest Accommodation (Kev Txaisqhua), home: Construction of a Mong home (Lub Cheebtsev Moob), rooms (One Day in a Mong Home), health: Herbal Medicines (Tshuaj), leisure activities (Mong New Year Celebration), food (Vegetables, Grains for the Next Generation)** using appropriate registers in Mong culture.

C. Reading

Function

Students develop the ability to recognize, utter, and comprehend various lexicons introduced using the RPA system both in isolation in context used in statements of greetings, introductions and responses, expressions of likes and dislikes, requests, obtaining information and having some ideas and familiar details pertaining to the **basic interpersonal communication level** dealing with topics related to self;

Context

Students can use authentic materials, e.g. menus, photos, posters, schedules, charts, signs and short narratives, when reading;

Text Type

Students can read and understand short texts enhanced by visual clues when reading.

Accuracy

Students are able to read utterances with simple sentences and comprehend written passages in Mong dealing with topics to themselves by using the concept of phonemic awareness, blending, decoding, and word attack skills.

Content

Students are able to read familiar topics related to themselves, such as **Family: the Mong (Moob), Mong Marriage (Kaabtshoob Kevkug Moob), friends: the Mong clans (Moob Lub Xeem), Guest Accommodation (Kev Txaisqhua), home: Construction of a Mong home (Lub Cheebtsev Moob), rooms (One Day in a Mong Home), health: Herbal Medicines (Tshuaj), leisure activities (Mong New Year Celebration), food (Vegetables, Grains for the Next Generation)** using appropriate registers in Mong culture.

D. Writing

Function

Students are able to use the RPA system to write words, simple phrases, sentences, and short paragraphs in Mong using the RPA system both in isolation in context used in statements of greetings, introductions and responses, expressions of likes and dislikes, requests, obtaining information and having some ideas and familiar details pertaining to the **basic interpersonal communication level** dealing with topics related to themselves;

Context

Students can write notes, lists, poems, postcards, and short letters.

Text Type

Students can write short sentences, learned words and phrases, and simple questions and commands when writing;

Accuracy

Students can write to communicate effectively with some hesitation and errors, which do not hinder comprehension when writing;

Content

Students are able to write familiar topics related to themselves, such as **Family: the Mong (Moob), Mong Marriage (Kaabtshoob Kevkug Moob), friends: the Mong clans (Moob Lub Xeem), Guest Accommodation (Kev Txaisqhua), home:**

Construction of a Mong home (Lub Cheebtsev Moob), rooms (One Day in a Mong Home), health: Herbal Medicines (Tshuaj), leisure activities (Mong New Year Celebration), food (Vegetables, Grains for the Next Generation) using appropriate registers in Mong culture.

E. Cultural Awareness

1. Develop an understanding of the basic characteristics of the Mong culture and their brief history;
2. Familiarize with the geography and areas of concentration of the Mong speakers in the United States; and use language to address Mong native speakers in cultural, sensitive, and appropriate setting.

III. Class Activities

- A. Use a balanced curriculum grounded in various effective foreign language methodology utilizing new and varied pedagogical and instructional approaches, such as systematic explicit phonic instruction, Total Physical Response (TPR), the Whole language approach including the language experience approach, Specially Designed Academic Instruction in English (SDAIE), and cooperative learning throughout the course and systematic direct teaching by maintaining and encouraging communication through a flow of comprehensible input in Mong.
- B. Use a variety of effective foreign language instructional methods that employ activities including the use of TPR, the systematic explicit phonic instruction in Mong, the whole language approach, and the direct teaching method to provide comprehensible input through modeling, props, flash cards, computer-mediated and assisted program, realia, objects, and audio-visual equipment.
- C. Make **connections** to school and community-related activities, such as the Mong mutual assistance associations, local gatherings, etc.
- D. Provide independent student reading of high quality books through individualized instruction.

IV. Evaluation

- A. Instructor's observation, feedback and students' midterm and final evaluation.
- B. Class participation
- B. Listening and Speaking Quizzes
- C. Writing Quizzes, Unit tests and short essay tests

V. Requirement of the Course

Completion of all assignments as scheduled including:

- A. Complete reading and writing tasks as assigned

VI. Recommended Texts

Xyooj, Xeev Nruag et al. *Kawm Ntawv Moob*. Wheaton, IL: Mong Volunteer Literacy Group, 1981.

Thoj, Xaiv Phaj et al. *Kawm Ntawv Moob 2*. Wheaton, IL: Mong Volunteer Literacy, Inc., 1984.

Since there is only a dearth of current instruction materials available in Mong, when these courses of study are taught for Mong high school students, it is expected that more materials will be developed in the near future.

**Course of Study for World Language
Mong II
Stage II Intermediate Level**

I. Course Description

The general purpose of this course is to develop the Mong high school students' ability to communicate for negotiating and **discovering meanings** to satisfy most survival needs and limited social demands in the Mong language **at the interpretive level** through non-print and print materials on a variety of topics both at the school and community setting. Students will be introduced to short aural and written passages (**moving from the concept of sentences to paragraphs to main ideas and to cause and effect**). The contents of this course are above and beyond the Stage 1 or Level 1 Beginning. Students will use the knowledge acquired to comprehend spoken and written messages and to discover meanings in this process. Topics related in this course cover general and short stories beyond themselves: **Dangerous poison (tshuaj lom ntseg), Making Clothes (Kev ua-ntaub ua xuv), Equipments for Making Clothing (Cuabyeej Ua Ntaubxuv), Mong Equipments Used for Farming (Cuabyeej Tomtxeem Moob), cultural figures and work: Mong Careers (Cov Kws Moob) and Equipment for Cultivating the Rice Field (Twj Ua Laj), Music Instruments (Khoom Saab Kev Lomzem), Entertainment (Khom Ua-Si Lomzem), Hunting (Yos Haav Zoov), Animal Trapping Equipment (Cuabyeej Caws Tsaj), Domestic Animals (Tsaj Nyeg), Wild Animals (Tsaj Qus), and Cold Blood Animals (Tsaj Ntshaav Txag)** using appropriate register. Students will be introduced to essential reading strategies needed for successful critical reading of authentic materials. The major goals for the course are to:

1. Develop Mong high school students' communicative competence in Mong to satisfy most survival needs and limited social demands through non-print and print materials on a variety of topics within and beyond the school setting (specifically involving the Mong culture **at the community level**);
2. Assist Mong high school students acquire the Mong language skills required for satisfying the foreign language competence requirements at the high school level.

II. Learning Outcomes

A. Listening Comprehension

Function

1. Understand the differences in the **organization** of short aural and written passages;
2. Distinguish the **topic** from the main ideas from short aural or written passages;
3. Identify the **main ideas** of short aural or written passages in which the main ideas are either stated or implied.

4. Identify the **cause and effect** of short aural or written passages whether stated or implied.
5. Identify **supporting details** and **conclusions** in the aural or written passages whether stated or implied.
6. Understand words and phrases used in statements, questions, or commands pertaining to both the basic **interpersonal and interpretive** levels dealing with topics related to self and the immediate environment in some informal and transactional settings and use basic language to **communicate with the native Mong speakers in a culturally sensitive and appropriate manner**.
7. Understand words and phrases used in statements in Level I, making requests, expressing needs, understanding and expressing important ideas and some details, describing and comparing, and using and understanding expressions indicating emotion pertaining to the **basic interpersonal communication level** dealing with topics related to self and beyond self.

Context

Students can understand social social interaction and audio or video texts when listening;

Text Type

Students can understand learned expressions, sentences, and strings of sentences, questions, and polite commands when listening;

Accuracy

Students can understand oral and written discourse, with few errors in comprehension when listening and demonstrate culturally appropriate behavior for Stage II functions;

Content

Students understand familiar topics related to themselves and beyond their self: **Dangerous poison (tshuaj lom ntseg), Making Clothes (Kev ua-ntaub ua xuv), Equipments for Making Clothing (Cuabyeej Ua Ntaubxuv), Mong Equipments Used for Farming (Cuabyeej Tomtxeem Moob), cultural figures and work: Mong Careers (Cov Kws Moob) and Equipment for Cultivating the Rice Field (Twj Ua Laj), Music Instruments (Khome Saab Kev Lomzem), Entertainment (Khom Ua-Si Lomzem), Hunting (Yos Haav Zoov), Animal Trapping Equipment (Cuabyeej Caws Tsaj), Domestic Animals (Tsaj Nyeg), Wild Animals (Tsaj Qus), and Cold Blood Animals (Tsaj Txag)** using appropriate register.

B. Speaking

Function

Students expand their ability to all the functions developed in Stage I. They also develop the ability to:

1. Make requests;
2. Express their needs;
3. Express important ideas and some details;
4. Describe and compare;
5. Express emotions;
6. Be able to talk about topics introduced in the course with clarity and appropriate syntax, pragmatics, and organization using a breadth of vocabulary that are culturally sensitive and appropriate for the audience;
7. Be able to produce utterances using correct and intelligible pronunciation and appropriate tone distinction patterns;
8. Be able to articulate and express themselves in simple, affirmative, interrogative, negative, and declarative sentences related to daily topics outlined pertaining to the self and beyond self.

Context

Students can perform face-to-face social interaction when speaking;

Text Type

Students can understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking;

Accuracy

Students can communicate effectively with some patter of error, which may interfere slightly with full comprehension when performing Stage II functions;

Content

Students can talk about familiar topics related to themselves and beyond their self:

Dangerous poison (Tshuaj lom ntseg), Making Clothes (Kev ua-ntaub ua xuv),

Equipments for Making Clothing (Cuabyeej Ua Ntaubxuv), Mong Equipments Used for Farming (Cuabyeej Tomtxeem Moob), cultural figures and work: Mong Careers (Cov Kws Moob) and Equipment for Cultivating the Rice Field (Twj Ua Laj), Music Instruments (Kهوم Saab Kev Lomzem), Entertainment (Kهوم Ua-Si Lomzem), Hunting (Yos Haav Zoov), Animal Trapping Equipment (Cuabyeej Caws Tsaj), Domestic Animals (Tsaj Nyeg), Wild Animals (Tsaj Qus), and Cold Blood Animals (Tsaj Txag) using appropriate register.

C. Reading

Function

Students expand their ability to:

1. Perform all the functions developed in Stage I;
2. Develop the ability to recognize, utter, and comprehend various lexicons introduced using the RPA system both in isolation in context used in familiar topics related to themselves and beyond their self, e.g. geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, professional and work, the Mong and their brief history and culture using appropriate register at the interpretive level;
3. Identify the differences in the **organization** of **short written passages**;
4. Distinguish the **topic** from the main idea from written passages;
5. Identify the **main ideas** of short written passages in which the main ideas are either stated or implied.
6. Identify the **cause and effect relationship** of short written passages whether stated or implied.
7. To identify **supporting details** and the **conclusion** in the written passages whether stated or implied.
8. Identify key linguistic markers, keywords and phrases used in written passages dealing with topics introduced during the course.

Context

Students can read authentic materials, e.g. short narratives, advertisements, tickets, brochures, and other media when reading;

Text Type

Students can understand important ideas and some details in highly contextualized authentic texts when reading;

Accuracy

Students can:

1. Demonstrate increasing fluency and control of vocabulary;
2. Understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions;

Content

Students can read about familiar topics related to themselves and beyond their self: **Dangerous poison (tshuaj lom ntseg), Making Clothes (Kev ua-ntaub ua xuv), Equipments for Making Clothing (Cuabyeej Ua Ntaubxuv), Mong Equipments Used for Farming (Cuabyeej Tomtxeem Moob), cultural figures and work: Mong Careers (Cov Kws Moob) and Equipment for Cultivating the Rice Field (Twj Ua Laj), Music Instruments (Khoom Saab Kev Lomzem), Entertainment (Khom Ua-Si Lomzem), Hunting (Yos Haav Zoov), Animal Trapping Equipment (Cuabyeej Caws Tsaj), Domestic Animals (Tsaj Nyeg), Wild Animals (Tsaj Qus), and Cold Blood Animals (Tsaj Txag)** using appropriate register.

D. Writing

Function

Students are able to:

1. Use the RPA system to write words, simple phrases, sentences, and short paragraphs in Mong using the RPA system both in isolation in context used in statements of making requests, expressing their needs, expressing important ideas and some detail, describing and comparing, and expressing emotions pertaining to the interpersonal and interpretive communication levels dealing with topics related to the self and beyond self, e.g. geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, professional and work, the Mong and their brief history and culture using appropriate register;
2. Produce written communication with a clear purpose that reflects a good organization of a well-written passage using the RPA system - that is consistent with the task and the intended audience. Construct short essays with a minimum of 100-250 words;

3. Produce written communication that is cohesive, coherent and appropriate to the audience;
4. Translate written communication assignments of the short passages from American English to Mong with accurate syntax and mechanics.

Context

Students can write short-guided composition when writing letters;

Text Type

Students can create simple paragraphs when writing;

Accuracy

Students can write to communicate effectively with some hesitation and errors, which do not hinder comprehension when writing when performing Stage II functions.

Content

Students are able to write familiar topics related to themselves, and beyond self, e.g. **Dangerous poison (tshuaj lom ntseg), Making Clothes (Kev ua-ntaub ua xuv), Equipments for Making Clothing (Cuabyeej Ua Ntaubxuv), Mong Equipments Used for Farming (Cuabyeej Tomtxeem Moob), cultural figures and work: Mong Careers (Cov Kws Moob) and Equipment for Cultivating the Rice Field (Twj Ua Laj), Music Instruments (Khoom Saab Kev Lomzem), Entertainment (Khom Ua-Si Lomzem), Hunting (Yos Haav Zoov), Animal Trapping Equipment (Cuabyeej Caws Tsaj), Domestic Animals (Tsaj Nyeg), Wild Animals (Tsaj Qus), and Cold Blood Animals (Tsaj Txag)** using appropriate register;

E. Cultural Awareness

1. Develop an understanding of the concept of the Mong culture and their brief history;
2. Use Mong to address Mong native speakers in a culturally sensitive, and appropriate manner.
3. Produce written communication recognizing that Mong culture uses different patterns of interaction, practices, products, and accept perspectives of the Mong.

III. Class Activities

- A. Use a balanced curriculum grounded in various effective foreign language methodology utilizing new and varied pedagogical and instructional approaches, such as the Whole language approach including the language experience approach,

SDAIE, the Cognitive Academic Language Learning Approach (CALLA), cooperative learning throughout the course and systematic direct teaching by maintaining and encouraging communication through a flow of optimal comprehensible input.

- B. Activities include the use of direct teaching instruction, the whole language approach and direct teaching to provide optimal comprehensible input through modeling, props, computer-mediated and assisted program, realia, objects, and audio-visual equipment.
- C. Make **connections** to school and community-related activities, such as the Mong mutual assistance associations, Mong New Year Celebration, and local gatherings, etc.
- D. Provide independent student reading of high quality books through individualized instruction.

IV. Evaluation

- A. Instructor's observation, feedback and students' midterm and final evaluation.
- B. Class participation
- D. Listening and Speaking Quizzes
- E. Writing Quizzes, Unit tests and short essay tests

V. Requirement of the Course

Completion of all assignments as scheduled including:

- A. Complete reading and writing tasks as assigned

VI. Recommended Texts

Thoj, Xaiv Phaj et al. *Kawm Ntawv Moob 2*. Wheaton, IL: Mong Volunteer Literacy, Inc., 1984.

References

ACTFU Performance Guidelines for K-12 Learners. (1998). Yonkers, N.Y.: American Council of Teachers of Foreign Languages.

A Challenge to Change: The Language Learning Continuum. (1999). Ed. By Claire W. Jackson. New York: College Entrance Examination Board, 21-43.

Goals 2000: Educate America Act. (1994). HR 1804. Retrieved on August 9, 2004 from the World Wide Web: <http://www.ed.gov/>

Review of Literature Used by the Committee

During the course of the development of this Mong high school curriculum, the committee did a review on the resources and materials in Mong language that have been used by the committee to develop the syllabi of course instruction for the Mong language. The committee found that there is a lack of resources and materials in Mong available through current publishers to address the needs for the preparation of Mong high school students to take the Mong high school challenge test. The committee wants to express our concerns that there is a great need in the area of material development in the Mong language in order for us to deliver a high quality of a Mong language program at the high school level and to effectively prepare Mong high school students to pass the Mong high school challenge test in the Mong language as required by the California Department of Education.

The following list of citations is a manifestation of the committee's concern and needs. It was compiled from the committee's recommended textbooks listed in the course syllabi currently used to prepare Mong high school students to take the Mong high school challenge test in the Mong language required for the foreign language competence required by the California Department of Education (see the next page for more details).

**Resources Used by the Committee for Instruction
For the Mong High School Language Courses**

Lyman, T. A. (1979). *Grammar of Mong Njua (Green Miao), A Miao (Meo) Language of Southeast Asia*. The Hague: Mouton.

Thao, P. (1997). *Kevcai siv lug Moob [Foundations of Mong language]*. Marina, CA: PT Publishing.

_____. (1999a). *Mong education at the crossroads*. Lanham, MD: University Press of America.

_____. (1999b). Mong linguistic awareness for mainstream teachers. In Park, C. & Chi, M. (1999). *Asian-American education: Prospects and challenges*. Westport, CT: Bergin & Garvey, pp.

Thoj, P. (1983). *Paaj Lug Moob [Mong Proverbs]*. Wheaton, IL: Mong Volunteer Literacy, Inc.

_____. (1982). *Phoo Qha Siv Lu Lug Meej hab Tsi Meej [Usage of Minimal Pairs]*. Wheaton, IL: Mong Volunteer Literacy, Inc.

Thoj, P. and Xyooj, X. (1984). *Kawm Ntawv Moob Phoo 2 [Mong Primer Book 2]*. Wheaton, IL: Mong Volunteer Literacy, Inc.

_____. (1984). *Phoo/Phau Kawm Koom, Moob Leeg/Hmoob Dawb [Mong Leng/Hmong Dawb Primer]*. Wheaton, IL: Mong Volunteer Literacy, Inc.

Xyooj, X. (1981). *Kawm Ntawv Moob [Mong Primer]*. Wheaton, IL: Mong Volunteer Literacy, Inc.

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