



The Mango Curriculum

An All-in-One Solution for K-12 Language Classrooms

by George Smith & Kaitlyn Tagarelli

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Summary

The Mango Curriculum is a comprehensive world language curriculum designed to help educators overcome the challenges of implementing quality foreign language instruction in K-12 classrooms. It combines the conversation-based lessons from Mango Languages' [award-winning](#) flagship software with classroom-based activities designed to align with state and national world language standards, including ACTFL's¹ World-Readiness Standards for Learning Languages (WRSLL; The National Standards Collaborative Board, 2015). Tailored to meet the specific requirements of K-12 world language educators, the Mango Curriculum provides ready-to-use lesson plans, slide decks, and worksheets that emphasize communication and culture and save teachers valuable lesson preparation time. The curriculum materials were designed with ease of implementation in mind and can be easily adapted to suit the needs of individual classroom environments. The Mango Curriculum also supports teachers' professional development through the *Teacher Toolkit*, a collection of best practices and resources for fostering classroom environments conducive to engaged learning. Overall, the Mango Curriculum is the ideal solution for schools looking to be at the cutting edge of world language education, making it an indispensable tool for the modern world language classroom.

¹ ACTFL stands for the American Council on the Teaching of Foreign Languages.

Challenges in K-12 Language Education

It is increasingly vital for students to start studying a foreign language at a young age. Foreign language study prepares students for a world where people from diverse cultures, communities, and language backgrounds interact daily. Students who persist in their language studies are known to have a competitive advantage when they enter the job market (New American Economy, 2017). Studying another language at school has also been linked to higher academic performance, problem-solving skills, memory, and creativity (Lazaruk, 2007).

Recognizing these benefits, researchers, educational organizations, and expert practitioners alike have rallied behind instructional frameworks designed to produce students with real-world communication abilities (ACTFL, 2024; The National Standards Collaborative Board, 2015). Unlike traditional methods of language instruction, which focus almost exclusively on grammar, repetition, and drills, modern frameworks emphasize the development of communicative skills and cultural awareness. Key components of a communicative framework include:

- emphasizing interpersonal communication and target language use;
 - using authentic materials² to introduce students to language and culture;
 - teaching grammar as a concept in context; and
 - using desired outcomes as the starting point of curriculum design.
- (Ritz & Sherf, 2023)

Curricula following such a communicative framework are desirable because they reflect the practical end goal of language learning – the ability to use language to meet real-world needs. They also align with theories of second language acquisition that promote the acquisition of form through a focus on meaning (Doughty & Williams, 1998), and lay the groundwork for creating a positive and engaging classroom environment.

However, there are many roadblocks to the successful implementation of communicative curricula. For one, institutional barriers such as limited resources, varying school sizes, and teacher shortages hamper the coordination needed for communicative-oriented programs to succeed (American Councils for International Education, 2017). Developing a communicative curriculum also takes time – time that teachers, who are already stretched thin with lesson planning, grading, and administrative duties, simply do not have. Take the example of authentic materials, a cornerstone of modern language teaching frameworks. Many teachers have reported that it is difficult to find time to design activities around authentic materials that are appropriate in theme and level for their students (Kato, 2020). And while there are plenty of

² Authentic materials are any text or media that have been created for speakers of the target language (e.g., newspapers, blogs, movies, television, radio, etc.), as opposed to content created specifically for students (e.g., textbooks, graded readers).

communicative materials available for use (e.g., texts, workbooks, online resources), few of these are easily adaptable, potentially adding to, rather than alleviating, teachers' workloads.

Language learning software can help address some of these challenges by taking on some of the tasks involved in language teaching. For example, apps can be a primary source of comprehensible input (Krashen, 1982) and are an easy way to increase student motivation and engagement (Szymkowiak et al., 2021). However, teachers may feel overwhelmed by apps if they lack experience or are uncomfortable using them (Liu et al., 2017). Furthermore, many teachers feel lost when integrating apps into their curricula. It is therefore critical to provide teachers with clear guidance on merging apps with existing classroom structures. But apps can only go so far – students also need opportunities to use language communicatively, make connections with culture, and reflect on their learning progress. What is needed is a hybrid solution that combines the advantages of digital technology with classroom activities that follow a communicative framework. Here, we introduce the Mango Curriculum, a comprehensive, hybrid solution that caters to the specific needs of K-12 world language education.

The Mango Curriculum

The Mango Curriculum promotes language learning through a conversation-based methodology that interweaves communication, language, and culture. It combines lessons from Mango Languages' award-winning flagship software application, Mango Conversations, with classroom activities that align with ACTFL's WRSLLs and state-level world language standards.

Organizationally, the curriculum comprises eight semesters of study that follow the progression of a typical K-12 world-language curriculum (e.g., Spanish 1 through Spanish 4). Each semester includes five³ chapters framed around realistic communicative contexts and linked to a corresponding chapter in the Mango software. Figure 1 provides a schematic representation of the Mango Curriculum.

³ The second semester of Year 4 includes 6 chapters.

FIGURE 1.

Schematic overview of the Mango Curriculum, showing how chapters correspond to language semesters and ACTFL proficiency levels (ACTFL, 2024)⁴. Also shown is an overview of a chapter breakdown for Unit 1 Chapter 1.

Year 1 Novice Low	Year 1 Semester 1	1.1	Unit 1 Chapter 1: Salutations and Small Talk		
		1.2			
		1.3			
		1.4			
		2.1			
	Year 1 Semester 2	2.2			
		2.3			
		2.4			
		2.5			
		2.6			
Year 2 Novice Mid	Year 2 Semester 1	2.7			
		2.8			
		2.9			
		2.10			
		3.1			
	Year 2 Semester 2	3.2			
		3.3			
		3.4			
		3.5			
		3.6			
Year 3 Intermediate Low	Year 3 Semester 1	3.7			
		3.8			
		3.9			
		4.1			
		4.2			
	Year 3 Semester 2	4.3			
		4.4			
		4.5			
		4.6			
		4.7			
Year 4 Intermediate Low	Year 4 Semester 1	4.8			
		4.9			
		5.1			
		5.2			
		5.3			
	Year 4 Semester 2	5.4			
		5.5			
		5.6			
		5.7			
		5.8			
		5.9			

Unit 1 Chapter 1: Salutations and Small Talk		
Essential Question:	How does the <i>practice</i> of greetings change based on cultural <i>perspectives</i> ?	
Key Culture Points:	- Greeting customs - Tú vs. usted - Climate across Latin America	
Learning Objectives:	<i>I can:</i>	
	- Greet people - Express how someone feels - Express gratitude - Comment on the weather - Say goodbye	- Use personal pronouns - Be introduced to subject-verb agreement - Use the verb <i>estar</i> - Create affirmative sentences and questions - Recognize gender agreement of adjectives - Learn when to use <i>tú</i> and <i>usted</i>

Lesson Number, Topic, and Content	Corresponding Digital Lesson(s)	Suggested Time
Lesson 1 - Greetings - Personal Learning Goals - Chapter Preview: KWL - Interpersonal Speaking Activity: ¡Hola! - Cultural Activity: Hello and Goodbye	Chapter 1 Lesson 1	55 - 80 minutes
Lesson 2 - Small Talk Intro - Cultural Activity: ¿Tú o usted? - Vocabulary Activity: ¿Cómo estás? - Interpersonal Speaking Activity: ¿Quién soy yo? - Grammar Activity: Los pronombres personales, parte 1	Chapter 1 Lesson 2	75 - 100 minutes
Lesson 3 - Responding to Simple Queries - Vocabulary Activity: ¿Cómo están? - Grammar Activity: Gender and Number - Grammar Activity: Sentence Builder - Vocabulary Activity: Memory Game - Cultural Activity: Real Academia Española - Dialogue Writing Activity: Greetings	Chapter 1 Lesson 3	100 - 140 minutes
Lesson 4 - Weather - Conversation Annotation Part 1 - Interpretive Listening Activity: El tiempo - Interpretive Reading Activity: El clima en... - Grammar Activity: Los pronombres personales, parte 2 - Homework Challenge	Chapter 1 Lesson 4 Chapter 1 Lesson 5	80 - 115 minutes
Lesson 5 - Saying Goodbyes - Vocabulary Activity: Weather Forecast - Conversation Annotation Part 2 - Vocabulary Activity: Calendar Talk - Interpretive Reading: Alejandro y Juanita - Interpersonal Speaking Activity: Conversación - Closer: Timed Production Exercise	Chapter 1 Lesson 6 Chapter 1 Lesson 7	85 - 120 minutes
Cumulative Activities - Cumulative Interpretive Activity: Listening - Cumulative Interpretive Activity: Reading - Fórum Hispanohablante: El clima - Reflexión: Mi equipo y yo - Soy yo Project, parte 1 - Cumulative Chapter Quiz - Chapter Closure: KWL		4 - 5 hours

⁴ ACTFL proficiency levels for reference only and do not constitute an official ACTFL rating. ACTFL Proficiency Guidelines: all rights reserved, ACTFL 2024.

Alignment to World-Language Standards

The Mango Curriculum is designed to align with the ACTFL's WRSLLs and [targets](#) student progression on the ACTFL proficiency scale. In each chapter, students complete lessons from the Mango software and classroom activities that provide ample opportunities to develop a range of standards-based skills. Table 1 provides an overview of the main activities in the curriculum that align with each WRSLL.

TABLE 1.

Targeted Alignment Between World-Readiness Standards for Learning Languages and Mango Curriculum Activity Types.

WRSLL	Activity Types
Communication	
1.1 Interpersonal Communication	• Interpersonal Speaking / Writing Activities • Dialogue Writing Activities • Lesson Openers and Closers • Digital Lessons • Cumulative Activities / Semester Projects
1.2 Interpretive Communication	• Interpretive Reading / Listening Activities • Digital Lessons • Cumulative Activities / Semester Projects
1.3 Presentational Communication	• Presentational Speaking / Writing Activities • Lesson Openers and Closers • Cumulative Activities / Semester Projects
Cultures	
2.1 Relating Cultural Practices to Perspectives	• Cultural Activities • Interpretive Reading / Listening Activities • Digital Lessons • Cumulative Activities / Semester Projects
2.2 Relating Cultural Products to Perspectives	• Cultural Activities • Interpretive Reading / Listening Activities • Digital Lessons • Cumulative Activities / Semester Projects
Connections	
3.1 Making Connections	• Cultural Activities • Interpersonal, Interpretive, and Presentational Activities • Digital Lessons • Cumulative Activities / Semester Projects
3.2 Acquiring Information and Diverse Perspectives	• Cultural Activities • Interpretive Reading / Listening Activities • Cumulative Activities / Semester Projects

Comparisons	
4.1 Language Comparisons	• Grammar Activities • Vocabulary Activities • Digital Lessons
4.2 Cultural Comparisons	• Cultural Activities • Interpretive Reading / Listening Activities • Digital Lessons
Communities	
5.1 School and Global Communities	• Homework Challenges • Cumulative Activities / Semester Projects
5.2 Lifelong Learning	• Personal Learning Goal Activity • KWL Activity

The three Communication standards – Interpersonal (WRSLL 1.1), Interpretive (WRSLL 1.2), and Presentational (WRSLL 1.3) Communication – are primarily addressed through meaning-focused activities embedded in each chapter that guide students to apply their language skills in realistic scenarios. In **Interpersonal**, **Interpretive**, and **Presentational Activities**, students participate in spoken and written conversations, access and understand authentic materials, and use the language they have learned to present information orally and in writing, respectively. These activities are appropriately matched to students’ expected language knowledge and proficiency. The language skills laid out in the three Communication standards are also practiced in many of the **Opener** and **Closer** activities that bookend each lesson, as well as in **Dialogue Writing Activities**. **Cumulative Activities** at the end of each chapter and semester also provide opportunities for learners to go deeper and integrate these communicative skills.

The Communication standards are additionally addressed in the **Digital Lessons** from the Mango software. In these lessons, students gradually build up the language needed to fulfill common interpersonal functions (e.g., give information about yourself, get information about others, ask for help and clarification) in a conversational context (WRSLL 1.1). In doing so, they are exposed to new words and grammatical structures and nurture the core comprehension skills needed to understand more complex oral and written materials (WRSLL 1.2). Students are also frequently exposed to language forms (i.e., vocabulary, grammar) and helpful notes on grammar and culture that help them build toward other standards, such as Presentational Communication (WRSLL 1.3), Cultures (WRSLL 2.1, 2.2), Connections (WRSLL 3.1, 3.2), and Comparisons (WRSLL 4.1, 4.2).

While many of the communication-focused activities seamlessly integrate cultural standards, the curriculum also includes standalone **Cultural Activities** built around cultural comparisons and the three P's: Products, Practices, and Perspectives (WRSLL 2.1, 2.2, 4.2). Many Cultural Activities also guide students to make interdisciplinary connections (WRSLL 3.1) and rely on authentic resources that illustrate the unique perspectives of individuals from the target culture (WRSLL 3.2).

Students are also given plentiful opportunities to compare the structures and patterns of the target language with English through **Grammar** and **Vocabulary Activities** (WRSLL 4.1), and to engage with their communities of practice through **Homework Challenges** and **Semester Projects** (WRSLL 5.1). Furthermore, activities such as **Personal Learning Goals** and **Chapter Preview: KWL** focus on raising learners' metacognitive awareness and equipping them with the tools needed to become lifelong learners (WRSLL 5.2). These activities encourage students to set goals, monitor learning progress, and develop independent learning skills.

Taken together, the activities within the Mango Curriculum provide several opportunities for students to meet world language standards and develop into well-rounded speakers of the target language. In what follows, we provide an overview of the different components of the Mango Curriculum and dive into the activities that make up this comprehensive world language solution.

Chapter Components

The core content of the Mango Curriculum consists of learning resources created and evaluated by linguists and K-12 world language experts, divided into two editions: the Teacher Edition and the Student Edition. Each chapter of the Teacher Edition contains everything a teacher needs for lesson planning and instruction: a title page listing conversation and language goals, a pacing guide, a vocabulary reference page, detailed lesson plans, ready-to-use slide decks, answer keys, and summative activities for reviewing and assessing knowledge of chapter content. The parallel Student Edition for each chapter comprises materials directly intended for students, including worksheets, readings for the chapter, and vocabulary lists.

Chapter Title Page

The chapter title page provides an overview of what students will learn in the chapter (see Figure 2). It includes an **Essential Question** that frames the activities in the chapter and links to the 3 P's culture: Products, Practices, and Perspectives. **Key Culture Points** are also found on this page. These are synthesized from culture notes within the Mango Digital Lessons and any other aspects of culture covered in the chapter activities. Additionally, the title page lists the **Learning Objectives** for the chapter (conversation- and language-focused learning goals that target NCSSFL-ACTFL Can-Do Statements) and contains a link to the slide deck that dictates the flow of each lesson.

FIGURE 2.

The title page of each chapter contains orienting information to prepare teachers' expectations for that chapter.

Unit 1 Chapter 1: Salutations and Small Talk CHAPTER SLIDES		
Essential Question:	How does the <i>practice</i> of greetings change based on cultural <i>perspectives</i> ?	
Key Culture Points:	- Greeting customs <i>Tú</i> vs. <i>usted</i> - Climate across Latin America	
Learning Objectives:	<i>Students can:</i>	
	- Greet people - Express how someone feels - Express gratitude - Comment on the weather - Say goodbye	- Use personal pronouns - Be introduced to subject-verb agreement - Use the verb <i>estar</i> - Create affirmative sentences and questions - Recognize gender agreement of adjectives - Learn when to use <i>tú</i> and <i>usted</i>

Pacing Guide

The Pacing Guide provides an at-a-glance snapshot of the content and organization of a chapter (Figure 3). It shows the main activities of each lesson, indicates the corresponding Mango Digital Lesson(s), provides a time estimate to help teachers spread the content across their class periods, and lists the WRSLLs targeted in each lesson. The guide also gives an overview of the Cumulative Activities for the chapter – summative activities that assess students' knowledge of the chapter content and provide additional opportunities for practicing learned content.



FIGURE 3.

Pacing guide for the first chapter of the Spanish curriculum.

Lesson Number, Topic, and Content	Corresponding Digital Lesson(s)	Suggested Time	World-Language Standards ¹
Lesson 1 - Greetings - Personal Learning Goals - Chapter Preview: KWL - Interpersonal Speaking Activity: ¡Hola! - Cultural Activity: Hello and Goodbye	Chapter 1 Lesson 1	55 - 80 minutes	1.1 - Interpersonal Communication 1.2 - Interpretive Communication 2.1 - Relating Cultural Practices to Perspectives 3.2 - Acquiring Information and Diverse Perspectives 5.2 - Lifelong Learning
Lesson 2 - Small Talk Intro - Cultural Activity: ¿Tú o usted? - Vocabulary Activity: ¿Cómo estás? - Interpersonal Speaking Activity: ¿Quién soy yo? - Grammar Activity: Los pronombres personales, parte 1	Chapter 1 Lesson 2	75 - 100 minutes	1.1 - Interpersonal Communication 1.2 - Interpretive Communication 4.1 - Language Comparisons 4.2 - Cultural Comparisons
Lesson 3 - Responding to Simple Queries - Vocabulary Activity: ¿Cómo están? - Grammar Activity: Gender and Number - Grammar Activity: Sentence Builder - Vocabulary Activity: Memory Game - Cultural Activity: Real Academia Española - Dialogue Writing Activity: Greetings	Chapter 1 Lesson 3	100 - 140 minutes	1.1 - Interpersonal Communication 1.2 - Interpretive Communication 1.3 - Presentational Communication 3.1 - Making Connections 3.2 - Acquiring Information and Diverse Perspectives 4.1 - Language Comparisons 4.2 - Cultural Comparison
Lesson 4 - Weather - Conversation Annotation Part 1 - Interpretive Listening Activity: El tiempo - Interpretive Reading Activity: El clima en... - Grammar Activity: Los pronombres personales, parte 2 - Homework Challenge	Chapter 1 Lesson 4 Chapter 1 Lesson 5	80 - 115 minutes	1.2 - Interpretive Communication 3.2 - Acquiring Information and Diverse Perspectives 4.2 - Cultural Comparisons 5.1 - School and Global Communities
Lesson 5 - Saying Goodbyes - Vocabulary Activity: Weather Forecast - Conversation Annotation Part 2 - Vocabulary Activity: Calendar Talk - Interpretive Reading: Alejandro y Juanita - Interpersonal Speaking Activity: Conversación - Closer: Timed Production Exercise	Chapter 1 Lesson 6 Chapter 1 Lesson 7	85 - 120 minutes	1.1 - Interpersonal Communication 1.2 - Interpretive Communication 1.3 - Presentational Communication
Cumulative Activities - Cumulative Interpretive Activity: Listening - Cumulative Interpretive Activity: Reading - Fórum Hispanohablante: El clima - Reflexión: Mi equipo y yo - Soy yo Project, parte 1 - Cumulative Chapter Quiz - Chapter Closure: KWL		4 - 5 hours	1.2 - Interpretive Communication 1.3 - Presentational Communication 2.1 - Relating Cultural Practices to Perspectives 3.1 - Making Connections 5.1 - School and Global Communities 5.2 - Lifelong Learning

¹Estimated alignment with ACTFL's World Readiness Standards for Language Learning are for reference only and do not constitute an official ACTFL rating.

Lesson Plans & Slide Decks

The chapters of the Mango Curriculum are divided into 5 to 9 lessons that each focus on a subset of vocabulary, grammar, conversational, and culture-related goals related to the overall learning objectives of the chapter. Each lesson includes about 60 to 120 minutes of modular instructional activities that can flexibly adapt to a variety of classroom schedules. All lesson plans begin with an overview of the learning objectives, core vocabulary, targeted WRSLLs, a time estimate, and a link to the slide deck for the lesson (see Figure 4 below). Each activity in the lesson is accompanied by a detailed description, easy-to-follow instructions, optional modifications that teachers can implement at their discretion, and links to any required materials. Additional information attached to each activity includes Bloom's Taxonomy level(s), targeted WRSLLs, and an estimated time for completion.

The curriculum also contains a ready-to-go slide deck that matches the progression of the lesson plan. All slides contain clear activity instructions, embedded activity timers, animations, and visuals that help keep students engaged. Teachers can follow the slide decks to advance through a lesson during class, streamlining teaching and saving valuable lesson preparation time.

FIGURE 4.

A chapter lesson plan with activity titles, descriptions, and other key information.

Unit 1 | Chapter 1 | Lesson 1

Lesson 1

55 - 80 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives		Core Vocabulary / Phrases	
Greet people		- Hola. - Buenos días. - Buenas tardes. - Buenas noches.	
Standards Addressed			
1.1 - Interpersonal Communication 1.2 - Interpretive Communication 2.1 - Relating Cultural Practices to Perspectives 3.2 - Acquiring Information and Diverse Perspectives 5.2 - Lifelong Learning			

Opener	Display the slides ¡A calentar! - ¡Bienvenidos a Mango!. Introduce students to Mango and walk them through the interface of Lesson 1. NOTE: Each Opener and Closer should take 5 mins unless otherwise noted. NOTE: Teachers may implement a “flipped classroom” model by assigning the Digital Lessons as homework to be completed before the class. Valuable class time can then be spent on reinforcing the concepts through the activities.
Personal Learning Goals <i>WRSLL 5.2</i>  5 - 10 Mins	Display the slides. Introduce students to the Learning Objectives of the chapter and have them complete the Personal Learning Goals worksheet. NOTE: Scaffold this activity by introducing students to different strategies, tools, and resources that can help them meet their goals. For more information about setting SMART goals, see the Teacher Tip below.  TEACHER TIP
Digital Lesson 1   15 - 20 Mins	Students complete Lesson 1 in the Mango platform. When finished, they complete one session of daily review if time allows. NOTE: The lessons found in the Mango learning platform will be referred to as “Digital Lessons” to distinguish them from the Curriculum Lessons found in this document. There will likely be more than one Digital Lesson per Curriculum Lesson.

Lesson Activities

The lessons in the Mango Curriculum feature several types of activities, including openers and closers to bookend class periods, learning sequences within the Mango software (i.e., Digital Lessons), communication-focused activities, and activities for building students' metacognitive skills. There are also dedicated activities for reinforcing students' knowledge of vocabulary and grammar, as well as activities centered around culture and connecting with one's community.

Openers & Closers

Openers and **Closers** are short, 5- to 10-minute activities that bookend each lesson in a chapter. Openers warm students up and get the class started, typically by introducing a new topic or reviewing content from the previous lesson (e.g., "Students walk around the room and greet 5 people in the class. They should try to use different greetings with each new encounter."). Closers review an important concept from the lesson and often take the form of a written or verbal exit ticket or collaborative round-robin class activity (e.g., "As a verbal exit ticket, students choose an appropriate way to say goodbye from the list."). The final Closer of each chapter is a *Timed Production Exercise*, which is focused on fluency practice. Students are given a prompt and have to either speak or write freely for a fixed period (30 seconds/5 minutes in Year 1, which progressively increases to 75 seconds/8 minutes by Year 4 for speaking and writing, respectively).

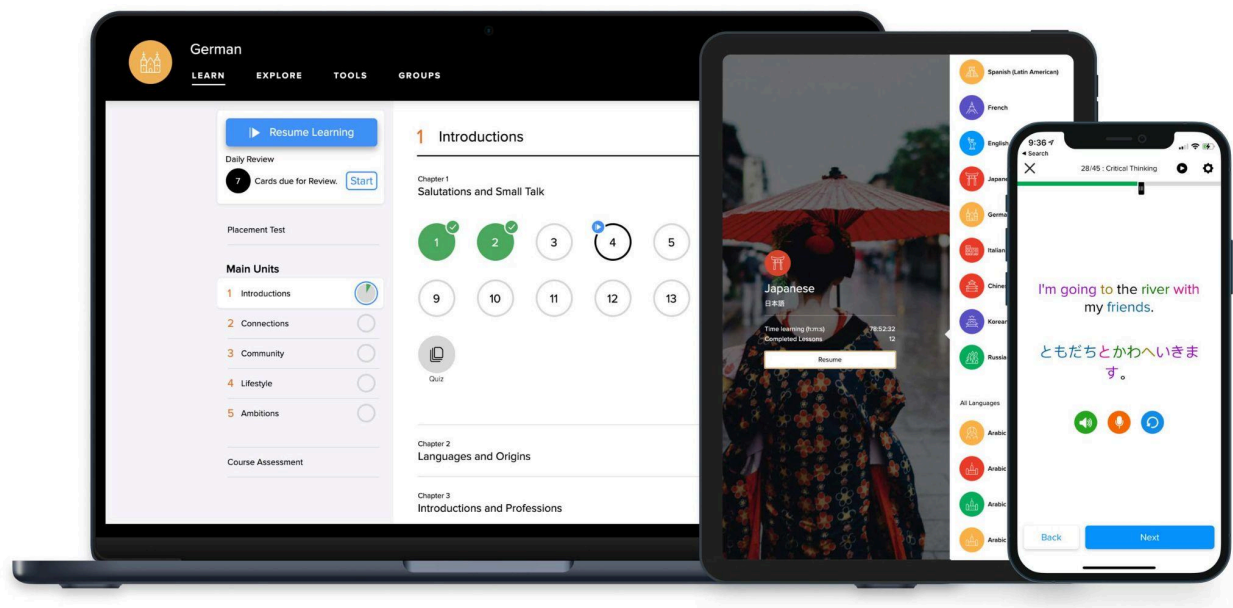
Digital Lessons

Digital Lessons are the learning sequences that appear in the Mango software. They set the foundational theme, learning goals, and vocabulary on which the other curriculum activities are based. There are typically one to three Digital Lessons per curriculum lesson, all of which can be completed in class or, in a flipped classroom approach, as homework. The first Digital Lesson of each chapter begins with a short conversation related to that chapter's theme. The remaining Digital Lessons present key language from this conversation and challenge students to apply what they have learned to novel conversational contexts. Students are guided to break the language down as the lesson progresses and build it back up through retention exercises, listening quizzes, and speaking practice. They also encounter strategically placed notes on grammar and culture. Studying with the Digital Lessons alone has been shown to be highly effective, with notable improvements in oral proficiency, reading, vocabulary, and grammar in as little as two hours of study (Vesselinov & Grego, 2019).

The intuitive design of the Mango software ensures that teachers and students can make the most of it. In particular, teachers can use built-in tools such as custom vocabulary flashcard decks and activity tracking to customize students' learning experiences and monitor their learning progress.

FIGURE 5.

Mango Languages's language learning software forms the backbone of the Mango Curriculum.



Communication-Focused Activities

The Mango Curriculum gives students ample opportunities to practice reading, writing, listening, and speaking through activities explicitly designed to span the three core modes of communication specified in the WRSLLs: interpersonal, interpretive, and presentational communication. In these activities, students draw on vocabulary and grammar learned in the digital lessons to engage in meaningful communication.

Recognizing the view that real-life examples of language use provide unique information about the perspectives and conventions of a target culture, many of the communication-focused activities are centered around authentic materials (see Figure 6).

FIGURE 6.

Interpretive reading activity using authentic content.

Focus on the Interpretive
Unit 4 | Chapter 2 | Lesson 6

Nombre: _____

¿Qué se celebra el Cinco de Mayo?

INSTRUCCIONES: Con un compañero/a, responde las preguntas en la sección **ANTES DE LEER**. Después lee [el artículo](#) por secciones y responde las preguntas.

ANTES DE LEER

¿Por qué el 5 de mayo se ...

mexicodesconocido.com.mx



1. Think

Mayo? What does it celebrate?

Sección 1

IDEA PRINCIPAL

2. What

El 5 de mayo es una fecha histórica mexicana celebrada con gran emoción en Estados Unidos ...

DETALLES

3. **True or False:** Mexican Independence Day is celebrated on May 5th.
- True
 - False

DEDUCE EL SIGNIFICADO USANDO EL CONTEXTO

4. What do you think the word *acontecimiento* means? _____
5. What do you think the word *ejército* means? _____
- How did you arrive at your answer? _____

Sección 2: La Batalla de Puebla y la victoria de México

IDEA PRINCIPAL

6. What are the origins of *Cinco de Mayo*? What happened on May 5 1862 and why was it worth celebrating?



MANGO

Mango Languages | P.O. Box 773164 | Detroit, MI 48277-3164
mangolanguages.com | 877-626-4611 | support@mangolanguages.com

Using these materials, students are often asked to observe how members of the target language culture perform common social or cultural functions and then carry out a role-play to practice linking these functions with appropriate language forms. They also explore various written and spoken texts (e.g., websites, infographics, videos) and extract key information about content and culture – all with the help of scaffolding designed to make these authentic materials accessible (e.g., vocabulary glossaries, “before, during, after” activities, guided comprehension strategy application, etc.). These same texts are used as inspiration for the products that students are expected to create and present, such as a short story or an informational poster of their own.

In addition to using authentic materials, the communication-focused activities also guide students to make interdisciplinary connections between language study and other academic courses and offer a chance to explore the 3 P’s of culture: Products, Practices, and Perspectives.

The communication-focused activities, along with other activities, are meant to be completed in the classroom. Students might get up and move around and use the target language with their classmates in pairs or small groups.

Metacognitive Activities

Woven throughout the Mango Curriculum are activities designed to raise students’ awareness of their learning processes and to nurture a growth mindset. In the first lesson of each chapter, students complete two activities designed to build their metacognitive learning skills. In the **Personal Learning Goals** activity, they learn about the chapter conversation goals (modeled after ACTFL’s Can-Do statements), choose two that they want to focus on, and discuss strategies for how they will achieve these goals. In the **Chapter Preview: KWL** activity, they listen to the chapter conversation⁵ and indicate “What I already know” (K) and “What I want to know” (W) as they progress through the chapter. At the end of the chapter, students complete the “What I learned” (L) section of this same worksheet and reflect on the progress they have made toward their goals. Students also discuss chapter-relevant prompts that encourage thoughtful reflection on learning cognition, linguistic systems, and culture.

⁵ Each chapter in the Mango software begins and ends with a conversation around a realistic scenario related to the theme and linguistic targets of the chapter.

FIGURE 7.
Personal Learning Goals and Chapter Preview: KWL Activities

Personal Learning Goals
Unit 1 | Chapter 1 | Lesson 1

Student Name: _____

 **METACOGNITION**

Personal Learning Goals

INSTRUCTIONS:
Read the chapter goals listed in the chart. Put a checkmark next to two goals you would especially like to achieve (or write your own goal related to the chapter theme). Then, jot down what strategies, tools, or resources you can use to achieve that goal. Finally, think about the questions below and discuss them with a partner or small group.

Chapter 1 Theme: Salutations and Small Talk	
Goals	Strategies, Tools, Resources
<i>I want to be able to...</i>	<i>To achieve these goals, I will...</i>
☐ greet people	EXAMPLES: <i>...focus on how my teacher says hello and goodbye</i> <i>...ask my teacher if I get stuck</i> <i>...use an online dictionary (like WordReference) to look up new words</i>
☐ express how someone feels	
☐ express gratitude	
☐ comment on the weather	
☐ say goodbye	
☐ _____	

Discussion Questions:

- Why did you choose to focus on these two goals?
- What strategies, tools, and resources can help you meet these goals?

Chapter Preview & Closure
Unit 1 | Chapter 1 | Lesson 1

Student Name: _____

 **METACOGNITION**

KWL

INSTRUCTIONS:
As a class, listen to the conversation below and complete the **K** and **W** of the KWL chart. You will complete the **L** section and the questions at the end of the chapter.

Adriana: ¡Hola! ¿Cómo está usted?
Jaime: ¡Buenos días! Estoy bien, gracias. ¿Y usted?
Adriana: Estoy bien también. Gracias.
Jaime: ¡Qué día tan frío!
Jaime: Bueno, que tenga un buen día.
Adriana: Igualmente. Adiós.

K	W	L
What I <u>already know</u>	What I <u>want to know</u>	What I <u>learned</u>
...		

Discuss these questions with a partner at the end of the chapter:

- Go back to the goals you chose at the beginning of the chapter. Based on what you've learned (L), how much progress have you made toward meeting those goals? What do you still need to work on?
- Which activities from the chapter were most helpful for learning how to talk about the weather?
- As you have learned, the pronouns *tú* compared to *usted* are used in different situations when talking to different people. Can you give any examples?

In addition to these two activities, the curriculum also features opportunities for students to assemble a repertoire of research-backed strategies for facilitating language learning. In **Learning Strategy** activities, students are introduced to different strategies for learning and remembering language (e.g., using a dictionary), facilitating comprehension (e.g., using root words, guessing meaning from context), and organizing learning (e.g., choosing which words to learn). Opportunities to meaningfully apply these same strategies are incorporated throughout the curriculum as a part of the communication-focused activities.

Other Activities

Although the Mango Curriculum emphasizes the discovery of language through meaningful communication, we recognize the need to also draw students' attention to certain aspects of language form (Ellis, 2005). This is accomplished through **Grammar** and **Vocabulary Activities**, which aim to raise students' metalinguistic awareness while helping them understand the concepts *behind* the surface forms. Students further hone this awareness in **Conversation Annotation**, in which they listen to the framing conversation of the chapter, and are guided to create a personal annotation scheme for marking up that transcript. In doing so,

they come to learn how certain conversational functions are encoded in the language they are learning, and make deeper connections between language and meaning (Tseng et al., 2015).

In addition to language-focused activities, and in recognition of the deep connection between language and culture, the Mango Curriculum also contains dedicated **Cultural Activities** that help students gain valuable insight into the artifacts, values, and traditions of cultures that speak the target language. For example, when learning about dates and numbers in the Spanish curriculum, students also learn about Quinceañeras and their associated products and practices. Other Cultural Activities focus on teaching students ways to communicate that are culturally appropriate and sensitive to native cultural norms.

Lastly, **Homework Challenges** sprinkled throughout the curriculum help students make connections between their target language and their community or personal experiences. For example, in a chapter on weather forecasts, students might be assigned a country, find a weather broadcast in the target language, take notes on what they understand, and report their findings to the class.

Cumulative Activities

Each chapter in the Mango Curriculum culminates in a set of **Cumulative Activities**, which contains up to eight hours' worth of instructional materials that provide options for reviewing and assessing students' holistic knowledge of the chapter content. In the Teacher Edition, they are formatted similarly to the lesson plans (e.g., titles, descriptions, Bloom's levels, time estimates, and resources). The Cumulative Activities for each chapter always include three activities from the Mango software: the Reading and Listening exercises for the chapter and the Chapter Post Quiz. Students also revisit the **KWL** worksheet introduced in the first lesson to complete the "What I learned" (L) section and discuss the metacognitive, cultural, and linguistic discussion prompts. There are also Cumulative Activities that vary from chapter to chapter including structured conversation activities, progress reflections, and activities focused on social and emotional learning. For example, to cap off a chapter about hospitality, students might be asked to write and present a review of an apartment listed on a rental website from a foreign country, pretending that they had stayed there.

Semester Projects

The 41 chapters of the Mango Curriculum are divided into sets of five or six chapters that, together, make up a semester's worth of learning content. These chapters are unified by Semester Projects, which require students to synthesize all of the skills they've gained over the course of the semester and apply them to a real-world purpose. The project for each semester is broken down into stages that are completed during each chapter's Cumulative Activities. For example, for the project at the end of the first semester of Spanish 1 – *Fórum hispanohablante* – students give a presentation on a Spanish-speaking country with visual aids to their teacher, classmates, and other invitees from the community (see Figure 8). At the end of each chapter, students research a different piece of information about their chosen country (e.g., the climate, languages spoken, celebrities, its flag and food, and important cities and landmarks), and add it to their presentation.

FIGURE 8.

Chapter-level assignments culminate in a semester project for the first semester of Spanish 1.

Fórum hispanohablante

The first part of this project is presentational, and is intended to introduce students to the diversity of the Spanish speaking world. Small groups of students will choose a Spanish speaking country and research various aspects of its geography, culture, and history over the course of the semester. The themes of each chapter are:

Unit 1, Chapter 1	<i>El clima:</i> Students learn about the climate in their country, learning about the weather in different seasons and how the geography of the country affects its climate.
Unit 1, Chapter 2	<i>Los idiomas:</i> Students learn about the languages spoken in their country, and learn about the history of Spanish in their country.
Unit 1, Chapter 3	<i>Celebridades:</i> Students learn about a famous individual from their country.
Unit 1, Chapter 4	<i>La bandera y la comida:</i> Students learn about the flag of their country.
Unit 2, Chapter 1	<i>Las ciudades:</i> Students learn about the capital city of their country, and identify important tourist sites.

In addition to the semester projects, every semester concludes with a **Semester Review Choice Board** – a selection of 25 tasks (five from each chapter targeting five different language skills) that provide additional options for reviewing semester content. Students select up to five tasks (one per chapter and one per skill) to complete before the end of the semester. Teachers can adapt the Semester Review Choice Board to their class schedules to fill additional hours with engaging content that helps reinforce learning.

Additional Resources for Teachers

In addition to the curriculum lessons and activities, the curriculum comes with resources for facilitating implementation of the curriculum and for helping teachers improve their professional classroom practices.

WRSLL Alignment Guide

The WRSLL Alignment Guide provides a detailed index of activities that meet each standard in the Mango Curriculum. The standards-activities format gives teachers the option to choose activities based on standards, which allows for a more *à la carte*, flexible use of the curriculum, as well as the ability to use it as a supplemental tool to fill standards-related gaps in an existing curriculum.

FIGURE 9.

Excerpt from the WRSLL alignment guide for Unit 1, showing a list of activities in the unit that meet the Connections standards.

Connections <i>Connect with other disciplines and acquire information</i>		
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.	APPEARS IN : U1.C1.L3 - Cultural Activity: Real Academia Española U1.C1.L4 - Interpretive Listening Activity: El tiempo U1.C1.L4 - Interpretive Reading Activity: El clima en... U1.C1.CA - Fórum hispanohablante: El clima
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	APPEARS IN : U1.C1.L3 - Cultural Activity: Real Academia Española U1.C1.L4 - Interpretive Reading Activity: El clima en...

Teacher Toolkit

The Teacher Toolkit is a collection of teaching tips for implementing world language instruction. Individual tips are strategically embedded throughout the curriculum to scaffold the delivery of specific learning activities or provide general advice on best practices in teaching. Each tip contains an overview of a teaching strategy or resource, explains its benefits, and provides guidance on how it can be effectively incorporated in a classroom setting. The Teacher Toolkit is a compilation of all of the tips found in the curriculum, organized into meaningful categories, such as “Mango Features”, “Student Engagement and Movement”, and “Learning in the World Language Classroom”.

FIGURE 10.

Sample Teacher Toolkit entry (blue underlined text is hyperlinked to external resources).

 Teacher Tip - Calendar Talk	
WHAT IS IT? Having a conversation with students about everyday topics: the date, weather, and current events.	RESOURCES: • Calendar Talk • How to Use Calendar Talk to Provide Comprehensible Input? - Growing with Proficiency • Calendar Talk UPGRADE with Spanish culture
WHY SHOULD I IMPLEMENT IT? Calendar Talk is a great way to introduce new concepts using Comprehensible Input and repetition on a daily basis. It can also be a great time to introduce culture through talking about the weather during calendar talk.	
HOW CAN I IMPLEMENT IT? Watch the Calendar Talk video linked in the Resources to see an example of a teacher using calendar talk in class. You can additionally watch the Calendar Talk UPGRADE with Spanish Culture video, also linked, to see how another teacher incorporates culture in her calendar talk every day.	

Grammar Toolkit

The Grammar Toolkit is a collection of resources for the grammar points taught throughout the Mango Curriculum. Each toolkit entry contains a link to a reference article that provides a clear overview of the pattern or structure. Many entries also contain at-a-glance reference tables and printable activities that can be assigned for extra grammar practice. These entries are attached to the lesson plans which first introduce the relevant grammar point, allowing teachers to use them for a quick knowledge refresher. All of the articles are available online and can be browsed with an easy-to-use filter and search interface at mangolanguages.com/resources.

FIGURE 11.

Sample Grammar Toolkit entry (blue underlined text is hyperlinked to grammar articles on the Mango Languages website).

 **Grammar Toolkit - The Present Tense**

Review the toolkit to refresh your grammar knowledge and find examples and tips to help students understand tricky grammar concepts. You can use the content in your lessons as supplementary materials, or individually assign articles and activities to students who want to know more.

ARTICLE: [How to use the simple present in Spanish?](#)
TABLES: [Simple present conjugations](#)
ACTIVITIES: [The simple present](#)

Conclusion

This white paper has delineated the myriad features of the Mango Curriculum, highlighting its alignment with national standards for language learning and its ability to cater to diverse classroom needs. In addition to building students' communicative competence in another language, the curriculum seeks to nurture critical thinking, cultural understanding, and the lifelong learning skills needed for success in today's global economy. With its research-backed methodology and emphasis on ease of use, the Mango Curriculum is poised to provide high-quality learning materials as well as much-needed relief to the teachers responsible for shaping the next generation of global citizens.

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