

World Language Curriculum Review Year 1

June 9, 2015

The LPS World Language Department

- **Seven** Languages (ASL, French, German, Italian, Latin, Mandarin, Spanish)
- **Three** Languages (French, Mandarin, Spanish) represented in the Middle School
- **Twenty-One** World Language Curriculum Review Members
- **Six** Curriculum Review Meetings

World Readiness Standards For Learning Languages

- The original National Standards defined the five goal areas, the 5 Cs- Communication, Cultures, Connections, Comparisons and Communities and what it means to communicate in a language other than English.
- Massachusetts developed its World Language Frameworks in 1999, based on the National Standards.
- The National Standards called, The World Readiness Standards For Learning Languages (2015) have been revised based on what language educators have learned while implementing the original Standards.
- The World Readiness Standards align to both 21st Century Skills and the Common Core Standards.

Principles of the World Readiness Standards

The 5 C's

COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

CULTURE - Interact with cultural competence and understanding.

CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use language to function in academic and career-related situations

COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence.

COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

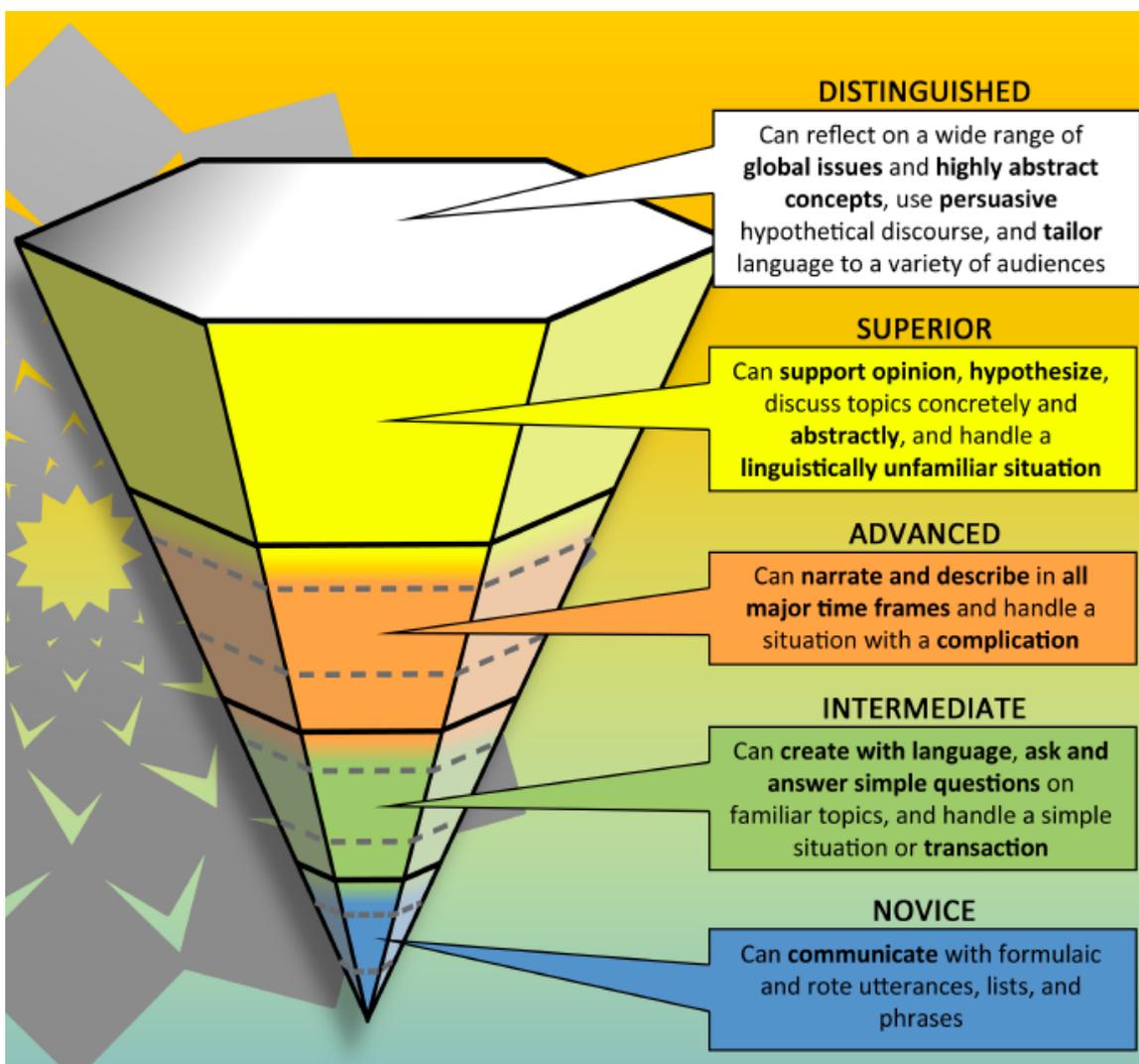
The Framework of Communicative Modes

Interpersonal	Interpretive	Presentational
<p>Direct oral and written communication between individuals who are in personal contact where there is <u>active negotiation</u> of meaning</p> <p>(two-way conversation, text messages, online chats)</p>	<p>Appropriate cultural interpretation of meanings that occur in written, spoken, or visual form where there is <u>no active negotiation</u> of meaning with the writer, speaker or producer</p> <p>(one-way reading, listening, viewing)</p>	<p>Creation of messages in a manner that facilitates interpretation by members of the other culture where <u>no active negotiation</u> of meaning between members of the two cultures exists</p> <p>(one-way writing of reports and articles, presentation of speeches or videos)</p>

Language Proficiency

The national trend is to organize programmatic goals around proficiency attained, as well as to keep a focus on how a student can use the language within a variety of contexts.

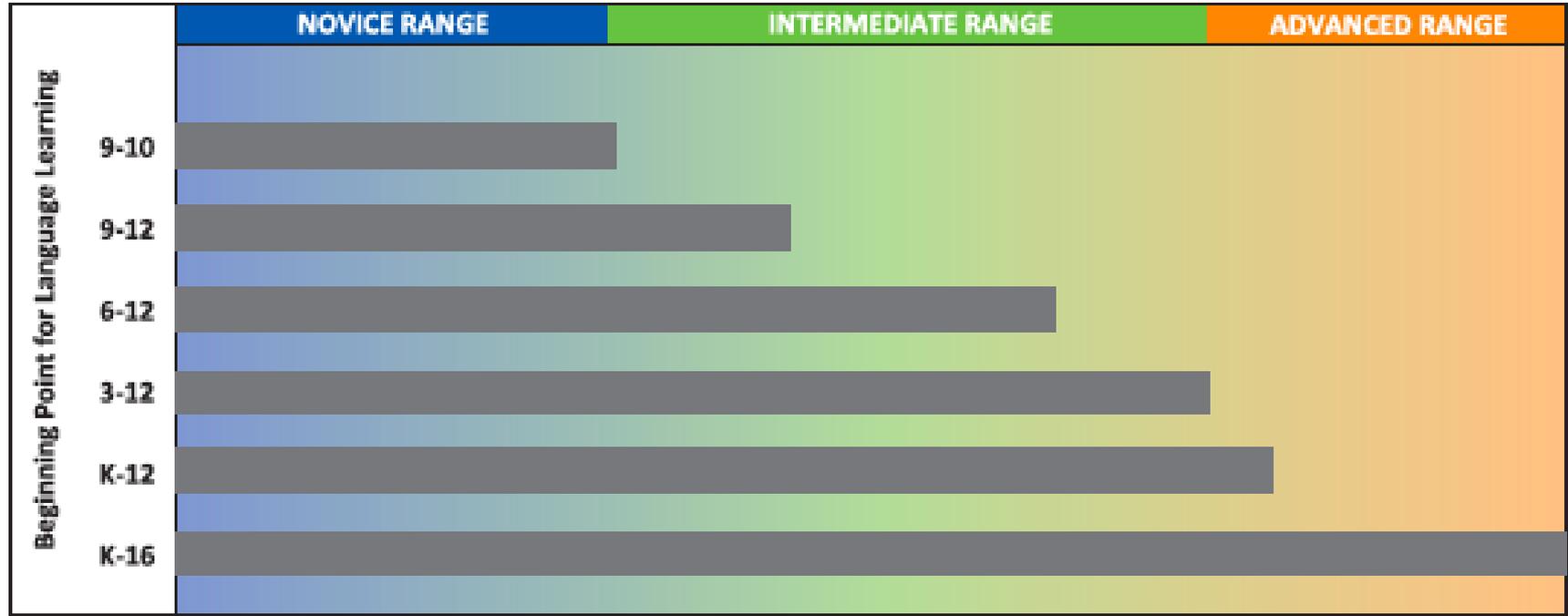
Language Functions - *expressing opinions, describing events, attracting attention, etc...*



ACTFL Proficiency Guidelines Assess

- how well a person uses the language independent of how they learned the language
- language use in unrehearsed, less predictable situations

Example of Language Performance Over Time



From the ACTFL Performance Descriptors For Language Learners (2012)

Changes in Curriculum and Instruction

<u>Traditional World Language Classroom</u>	<u>21st Century World Language Classroom</u>
Focus on grammar and vocabulary with explanations in English	Focus on purposeful communication in the target language
Culture is often separated from language	Culture and language are integrated (authentic materials)
Teacher talks, students listen and take notes	Teacher models, students work collaboratively to practice language use
Teacher asks questions of individual students and evaluates response	Teacher coaches and monitors collaborative work, provides timely and useful feedback
Classroom is relatively quiet	Classroom is lively, highly interactive and engaging

Year 2 Curriculum Review Goals

- Finalize mission/vision statement
- Establish program goals and outcomes based on language functions and proficiency levels
- Utilize the district Director of Planning and Assessment for guidance on assessment development and analyze student performance data in order to assess programmatic strengths and weakness
- Conduct a guided workshop focused on the development of effective performance assessments facilitated by an ACTFL trainer
- Research and discuss effective performance assessments and instructional strategies
- Create Thematic Units using the Backwards Design principles
- Identify professional learning needs for all World Language teachers
- Recommend the purchase of appropriate resources

Questions?