

World Language Curriculum

Grades 4 - 12

May 19, 2015





Buenas noches

Buonasera

Bonsoir

Wan shang hao

Bonam vesperam

Good evening



A BRIEF OVERVIEW OF OUR PROGRAM

Spanish

Grades 4, 5

twice per week for 25 minutes

Spanish or French

Grades 6, 7 Level 10

Grade 8 Level 20

daily for 46 minutes



Spanish or French

Grade 9 Level 30

Grade 10 Level 40

Grade 11 Level 50

Grade 12 Level 60/AP

every other day for 85 minutes



French, Italian, Latin, Mandarin, Spanish

Grade 9 Level 10

Grade 10 Level 20

Grade 11 Level 30

Grade 12 Level 40

Latin grade 12 Level 40 or AP



Spanish

Grades 4, 5

twice per week for 25 minutes

Spanish or French

Grades 6, 7

Level 10

Grade 8

Level 20

daily for 46 minutes



Spanish or French

Grade 9	Level 30
Grade 10	Level 40
Grade 11	Level 50
Grade 12	Level 60/AP

every other day for 85 minutes



French, Italian, Latin, Mandarin, Spanish

Grade 9 Level 10

Grade 10 Level 20

Grade 11 Level 30

Grade 12 Level 40

Latin grade 12 Level 40 or AP



THE PROCESS OF WRITING THE CURRICULUM

World Language Rounds - Fall 2012

National Conferences

ACTFL - American Council on the Teaching of Foreign Languages

NADSFL - National Association of District Supervisors of Foreign Languages

2014 - 2015

THE DOCUMENTS

May	Teacher training
June - August	Writing teams
August - November	Internal review by teachers
October	Visit to Glastonbury
December - January	Edits to documents
February	Parent focus groups
February	Documents posted to district website
March - April	Final edits made to documents
May	Board presentation

2014 - 2015

SELECTION OF TEXTS

January - March	Initial review of resources by teachers
March	Vendor presentations
April	Review of resources by parents
May	Final review of feedback
May	Recommendation to Dr. Title

World Language Rounds - Fall 2012

National Conferences

ACTFL - American Council on the Teaching of Foreign Languages

NADSFL - National Association of District Supervisors of Foreign Languages

2014 - 2015

THE DOCUMENTS

May

Teacher training

June - August

Writing teams

August - November

Internal review by teachers

October

Visit to Glastonbury

December - January

Edits to documents

February

Parent focus groups

February

Documents posted to district website

March - April

Final edits made to documents

May

Board presentation

2014 - 2015

SELECTION OF TEXTS

January - March

Initial review of resources by teachers

March

Vendor presentations

April

Review of resources by parents

May

Final review of feedback

May

Recommendation to Dr. Title

THE PRIMARY GOAL OF THE FAIRFIELD PUBLIC SCHOOLS WORLD LANGUAGE PROGRAM

The Primary Goal of the Fairfield Public Schools World Language Program

To create global citizens and lifelong learners who have developed the ability "to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world."



National Standards in Foreign Language Education Project, p. 11

Learners in the Fairfield Public Schools are immersed in a World Language program which emphasizes "knowing **how** (grammar), **when** (context), and **why** (purpose) to say **what** (vocabulary) to **whom** (audience)"



National Standards in Foreign Language Education Project, p. 11

The Primary Goal of the Fairfield Public Schools World Language Program

To create global citizens and lifelong learners who have developed the ability "to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world."



National Standards in Foreign Language Education Project, p.11.

Learners in the Fairfield Public Schools are immersed in a World Language program which emphasizes “knowing **how** (grammar), **when** (context), and **why** (purpose) to say **what** (vocabulary) to **whom** (audience)”



Major shifts in our curriculum

World-Readiness Standards

Thematic Units

Vertical and Horizontal Alignment

Emphasis on the 3 Modes of Communication

From
2005 Connecticut World Language Curriculum Framework
To
2015 World-Readiness Standards For Learning Languages



From
Textbook driven curriculum
To
Theme driven curriculum
Based on the AP Themes



From
2007 and 2009 - Alignment - among some levels
To
2015 - Alignment - both vertical and horizontal

From
Emphasis on 1 mode of communication
Interpersonal writing
To
Emphasis on the 3 modes of communication
Interpersonal
Intrapersonal
Presentational

From

2005 Connecticut World Language Curriculum Framework

To

2015 World-Readiness Standards For Learning Languages



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

Presentational Communication

From
2005 Connecticut World Language Curriculum Framework

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

To
2015 World-Readiness Standards For Learning Languages

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers .

Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Grade 4 - My Personal Puzzle

What are the pieces that make up my personal puzzle?

Learners will introduce themselves.

Level 20 - Health and Wellness

What does it mean to maintain a balanced lifestyle?

Learners will persuade others to maintain a healthy lifestyle.

Level 50 - Immigration

How does immigration create and change communities?

Learners will explore why people immigrate and the obstacles they face in various countries and prepare a presentation.

Presentational Communication

From

2005 Connecticut World Language Curriculum Framework

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

To

2015 World-Readiness Standards For Learning Languages

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers .

Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Grade 4 - My Personal Puzzle

What are the pieces that make up my personal puzzle?

Learners will introduce themselves.

Level 20 - Health and Wellness

What does it mean to maintain a balanced lifestyle?

Learners will persuade others to maintain a healthy lifestyle.

Level 50 - Immigration

How does immigration create and change communities?

Learners will explore why people immigrate and the obstacles they face in various countries and prepare a presentation.

Major shifts in our curriculum

World-Readiness Standards

Thematic Units

Vertical and Horizontal Alignment

Emphasis on the 3 Modes of Communication

From
2005 Connecticut World Language Curriculum Framework
To
2015 World-Readiness Standards For Learning Languages



From
Textbook driven curriculum
To
Theme driven curriculum
Based on the AP Themes



From
2007 and 2009 - Alignment - among some levels
To
2015 - Alignment - both vertical and horizontal

From
Emphasis on 1 mode of communication
Interpersonal writing
To
Emphasis on the 3 modes of communication
Interpersonal
Intrapersonal
Presentational

From

Textbook driven curriculum

To

Theme driven curriculum

Based on the AP themes





AP[®] FRENCH LANGUAGE
AND CULTURE



AP[®] LATIN



AP[®] SPANISH LANGUAGE
AND CULTURE

Global Challenges
Science and Technology
Contemporary Life
Personal and Public Identities
Families and Communities
Beauty and Aesthetics

Literary Genre and Style
Roman Values
War and Empire
Leadership
Views of Non-Romans
History and Memory
Human Beings and the Gods

Major shifts in our curriculum

World-Readiness Standards

Thematic Units

Vertical and Horizontal Alignment

Emphasis on the 3 Modes of Communication

From
2005 Connecticut World Language Curriculum Framework
To
2015 World-Readiness Standards For Learning Languages



From
Textbook driven curriculum
To
Theme driven curriculum
Based on the AP Themes



From
2007 and 2009 - Alignment - among some levels
To
2015 - Alignment - both vertical and horizontal

From
Emphasis on 1 mode of communication
Interpersonal writing
To
Emphasis on the 3 modes of communication
Interpersonal
Intrapersonal
Presentational

From

**2007 and 2009 - Alignment - among
some levels**

To

**2015 - Alignment - both vertical
and horizontal**

Major shifts in our curriculum

World-Readiness Standards

Thematic Units

Vertical and Horizontal Alignment

Emphasis on the 3 Modes of Communication

From
2005 Connecticut World Language Curriculum Framework
To
2015 World-Readiness Standards For Learning Languages



From
Textbook driven curriculum
To
Theme driven curriculum
Based on the AP Themes



From
2007 and 2009 - Alignment - among some levels
To
2015 - Alignment - both vertical and horizontal

From
Emphasis on 1 mode of communication
Interpersonal writing
To
Emphasis on the 3 modes of communication
Interpersonal
Intrapersonal
Presentational

From

Emphasis on 1 mode of communication

Presentational writing

To

Emphasis on the 3 modes of communication

Interpersonal
Interpretive
Presentational

The 5 Cs



Communication
Cultures
Connections
Comparisons
Communities

PRODUCT

bread

PRACTICE

When it is served

PERSPECTIVE

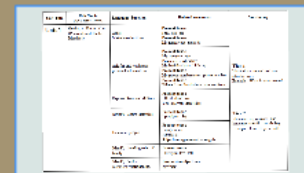
Why is it important?

Product
Practice
Perspective



**World Language Curriculum
Level 10
French, Italian, Mandarin, and Spanish**

THE OVERVIEW IN EACH DOCUMENT



Level 10 World Language: Description

The primary goal of the Fairfield Public Schools World Language Curriculum is to create global citizens and lifelong learners who have developed the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world” (National Standards in Foreign Language Education Project, p.11).



Students in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the newly released National Standards, World-Readiness Standards for Learning Languages, State Standards, and the AP Themes, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The learner in **level 10** will:

- communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
- understand words, phrases, and formulaic language that have been memorized in order to get meaning of the main idea from simple, highly predictable oral or written texts.
- derive meaning from authentic texts that are supported by visuals or when the topic is very familiar.
- show emerging evidence of the ability to make inferences based on background and prior knowledge.
- write lists and short messages and notes using highly practiced sentences and formulaic questions.

National Standards in Foreign Language Education Project (NSFLEP). (2015). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author. Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>



Level 10 World Language: Overview

Course Essential Questions

Who am I?

How do family and community influence me?

How do I manage my time?

How do I use my imagination?

What makes a travel destination special?

Unit Title	Unit Topic (AP Course Theme)	Language Function	Related structures	Vocabulary
Unit 1	Getting to Know You (Personal and Public Identities)	Greet. Make introductions.	Present tense I am/You are Present tense My name/your name is	Tier 1 Vocabulary related to basic introductions. Example: What is your name? Tier 2 Idiomatic expressions and language specific vocabulary Example: I am 10 years old.
		Ask for and exchange personal information.	Present tense My age/your age Possessive adjective My birthday/your birthday Present tense My phone number/your phone number Present tense Where I am from/where you are from	
		Express likes and dislikes.	Present tense I like/I don't like You like/you don't like	
		Identify leisure activities.	Present tense I play/you play	
		Describe people.	Present tense I am/you are He/she is Adjective agreement – singular	
		Identify dwelling/role of family.	Present tense I live/you live with	
		Identify family members/relationships.	Possessive adjectives My/your	

Unit 1

AP Theme	Personal and Public Identities
Topic	Getting to Know You
Overview of Unit	Learners will take on a new cultural identity in order to begin their journey. They will introduce themselves to others and elicit information from others, reflecting their perspectives as citizens of the world. In addition, they will talk about the world that immediately surrounds them, including family and extracurricular activities. Learners will explore the advantages of being bilingual in the twenty-first century.
Essential Question	Who am I?
Unit Focus	Learners will: <ul style="list-style-type: none">• respond to classroom instructions.• identify where the target language is spoken.• locate the countries on a map.• identify how geographical location impacts leisure activities.• differentiate between informal and formal exchanges.• use appropriate forms of address to peers and adults when making introductions.• use appropriate gestures and expressions of greeting and leave taking.• choose appropriate adjectives to describe physical appearance and personality attributes.• ask and respond to simple questions about well-being, age, and birthdate.• describe typical dwellings in the U.S. and in the target culture.• identify family members and relationships.• compare the role of the family in the target culture and in the U.S.• list extracurricular activities in the U.S. and target culture.• compare extracurricular activities in the US with the target culture.

THE 5 Cs

Communication and Cultures

LEVEL: HIGH SCHOOL SENIORS (LEVEL 5) - STUDENTS LEARNING ENGLISH AS A SECOND LANGUAGE

2. COMMUNICATIVE COMPETENCE
 Students must be able to use the language to communicate with others in a variety of contexts and for a variety of purposes.

3. CULTURAL AWARENESS
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.

4. LINGUISTIC AWARENESS
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.

5. LINGUISTIC PROFICIENCY
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.

6. LINGUISTIC PROFICIENCY
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.

Connections, Comparisons and Communities

LEVEL: HIGH SCHOOL SENIORS (LEVEL 5) - STUDENTS LEARNING ENGLISH AS A SECOND LANGUAGE

1. COMMUNICATIVE COMPETENCE
 Students must be able to use the language to communicate with others in a variety of contexts and for a variety of purposes.

2. CULTURAL AWARENESS
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.

3. LINGUISTIC AWARENESS
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.

4. LINGUISTIC PROFICIENCY
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.

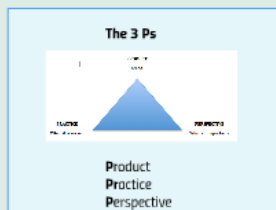
5. LINGUISTIC PROFICIENCY
 Students must be able to understand and appreciate the role of language in the lives of people from different cultures and to use language to express their own cultural identity.



Communication and Cultures

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit

<p>Communication</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>	
	<p>Unrehearsed Speaking <i>Example:</i> Learners will introduce themselves to one another in their roles as students in the target culture.</p>	
	<p>2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	
	<p>Listening <i>Example:</i> Learners will listen to an audio clip or watch a video clip of native speakers introducing themselves and others and demonstrate comprehension.</p>	<p>Reading <i>Example:</i> Learners will read a passage about leisure time activities in the target culture and will demonstrate comprehension.</p>
	<p>3) Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i></p>	
<p>Cultures</p> <p>Interact with cultural competence and understanding</p>	<p>Rehearsed Writing and Speaking <i>Example:</i> Learners will introduce their new identity.</p>	
	<p>1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>	
	<p>Learners will demonstrate an understanding of the relationship between cultural <u>practices</u> and perspectives of the cultures.</p>	
<p>2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		
<p>Learners will demonstrate an understanding of the relationship between the cultural <u>products</u> and perspectives of the cultures. <i>Example:</i> Learners will identify documents used as a means of identification in the target culture, explore how and when they are used, and demonstrate an understanding of why these are the documents that are used.</p>		





Connections, Comparisons and Communities

<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>1) Making Connections <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p>Examples of connections to other disciplines: <u>Geography:</u> Location of target language countries on a map</p>
	<p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p><i>Example:</i> Learners will develop an understanding of the importance of formal and familiar address in the target culture.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>1) Language Comparisons <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p><i>Example:</i> Learners will examine how to tell someone their name.</p>
	<p>2) Cultural Comparisons <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p><i>Example:</i> Learners will compare and contrast the role of family in the target culture and in their own.</p>
	<p>1) School and Global Communities <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p><i>Example:</i> Learners will share the value of learning about another culture.</p>
<p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p><i>Example:</i> Learners will reflect on the importance of being bilingual in the 21st century.</p>

FUNCTIONS, RELATED STRUCTURES AND VOCABULARY

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Greetings Making introductions	Present tense I am/You are Present tense My name/your name	Tier 1 Vocabulary related to basic introductions. Example: What is your name? Tier 2 Idiomatic expressions and language specific vocabulary Example: I am 10 years old. Tier 3 Domain- specific vocabulary for interpretive tasks
Ask for and exchange personal information	Present tense My age/your age	
	Possessive adjective My birthday/your birthday	
	Present tense My phone number/your phone number	
Express likes and dislikes	Present tense Where I am from/where you are from	
	Present tense I like/I don't like You like/you don't like	
Identify leisure activities	Present tense I play/you play	
Describe people	Present tense I am/you are He/she is	
	Adjective agreement – singular	
Identify dwelling/role of family	Present tense I live/you live	
Identify family members/relationships	Possessive adjectives My/your	
State the negative	Negation I don't, He isn't, etc.	

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Greetings Making introductions	Present tense I am/You are Present tense My name/your name	Tier 1 Vocabulary related to basic introductions. Example: What is your name? Tier 2 Idiomatic expressions and language specific vocabulary Example: I am 10 years old. Tier 3 Domain- specific vocabulary for interpretive tasks
Ask for and exchange personal information	Present tense My age/your age	
	Possessive adjective My birthday/your birthday	
	Present tense My phone number/your phone number	
Express likes and dislikes	Present tense Where I am from/where you are from	
	Present tense I like/I don't like You like/you don't like	
Identify leisure activities	Present tense I play/you play	
Describe people	Present tense I am/you are He/she is Adjective agreement – singular	
	Present tense I live/you live	
Identify dwelling/role of family	Possessive adjectives My/your	
Identify family members/relationships	Negation I don't, He isn't, etc.	
State the negative		

How will this new curriculum be evaluated?

Common internal assessments

Midterms and finals

Unit communicative assessments

Common rubrics

National assessments

AAPPL

ACTFL Assessment of Performance in Languages

ALIRA

ACTFL Latin Interpretive Reading Assessment

Advanced Placement exams

Classroom observations

What are the budgetary implications?

French - T'es branché?

Level 10 \$45,491.00

Level 20 \$30,327.00

Spanish - ¡Qué chevere!

Level 10 \$101,639.00

Level 20 \$71,485.00

Latin - Cambridge Latin

Level 10 \$10,000.00

Level 20 \$10,000.00

Total texts \$268,942.00

Curriculum implementation

Professional development \$4,000.00

Implementation guides \$20,350.00

5 days X 5 hours X 20 teachers X \$40.70 = \$20,350.00

Total implementation \$24,350.00



The Primary Goal of the Fairfield World Language Program

To create global citizens and lifelong learners who have developed the ability "to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world."



Thank you

French

Viviane Grebert
Vlasta Grech
Marie Lavigne
Carmela Lostumbo
Rabia Mairech
Barbara Marrash
Eileen Wargo

Italian

Matthew Festa
Laura Finneran
Giulia Risita

Latin

Julia Fedoryk
Mary Jane Haymond
Amy Scatenato

Spanish

Dana Benczkowski
Gail Benko
Nelda Carrion-Gloade
Anthony Catapano
Susan Christoffersen
Diana DiMarino
Steve Farkas
Mary Grasso
Andrea Hagenbach
Lindsey Jeger
Rina Kaplan
Sandy Kryspin
Marcello Mancuso
Karin Martel
Angelina McClain
Shawn Munday
Rosanna Neri
Elisa Polonio

Bari Rabine
Cristina Romano
Nayla Seara
Leanne Searles
Jaclyn Sheehy
Peggie Shore
Melisa Silva
Suzanne Sugrue
Jane Vigliotti
Maria Vincent
Susan Welch
Laura Williams

Mandarin

Chia-Ying Chung
Rose Healy

