

World Language Curriculum Review

June 10, 2014

Cambridge Public Schools Curriculum Review Cycle

- Phase I – Reflection on critical questions such as alignment to Mass. Frameworks
- Assess existing program using data
- Assess current curriculum materials and practices
- Review current research
- Review new materials and technology
- Plan for development phase



Process

- Formed review committee representing all languages and levels
- Three days to review research, current practices, best practices
- Review of alignment with Curriculum Frameworks
- Community survey; time with expert consultants
- Pilot of new materials (French textbooks Gr. 6-12)
- Training for all World Language staff on Understanding by Design (two days)

A snapshot of our program

- ACTFL recommendations – 90% use of target language
- Nationally-normed assessments for benchmarking AAPPL, STAMP
 - DDM – Growth measurement
- UbD curriculum development
- Common assessments, rubrics, calibration for reliability
- Integration of native speakers, graduates of immersion programs, advanced options
- This review includes Gr. 6-12 Chinese, French and Spanish and Gr. 9-12 Latin and Arabic
- Instructional Coach
- Updates to Advanced Placement programs



Language and communication are at the heart of the human experience.

Language Teachers incorporate the C's into their curriculum as follows:

Communication-Communicate in Languages other than English

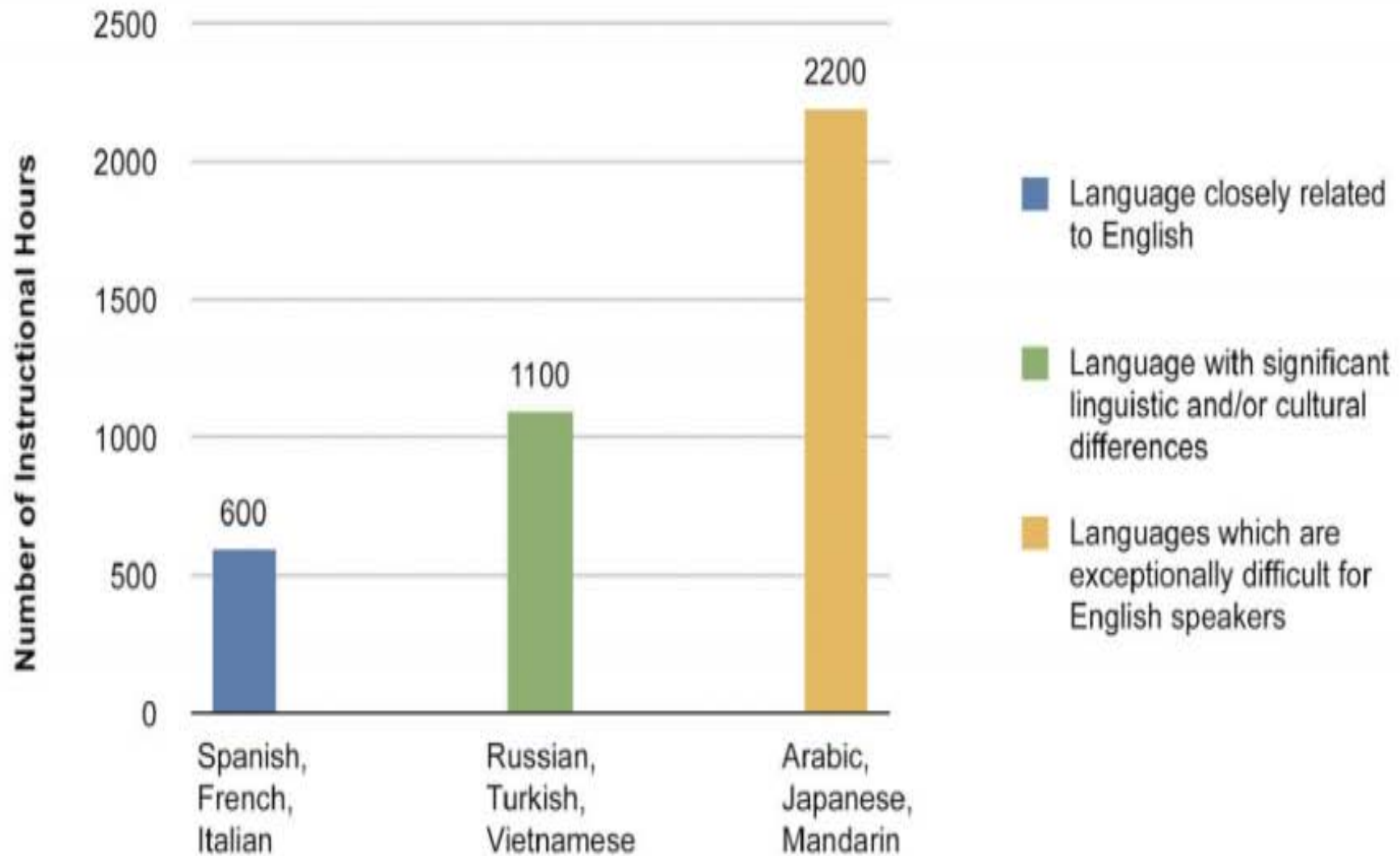
Cultures-Gain Knowledge and Understanding of other cultures

Communities-Participate in Multilingual communities & Around the World

Connections-Connect with other Disciplines and Acquire information

Comparison-Develop insight into the Nature of Language & Culture

Time to proficiency



SUPERIOR

Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation

ADVANCED

Can narrate and describe in all major time frames and handle a situation with a complication

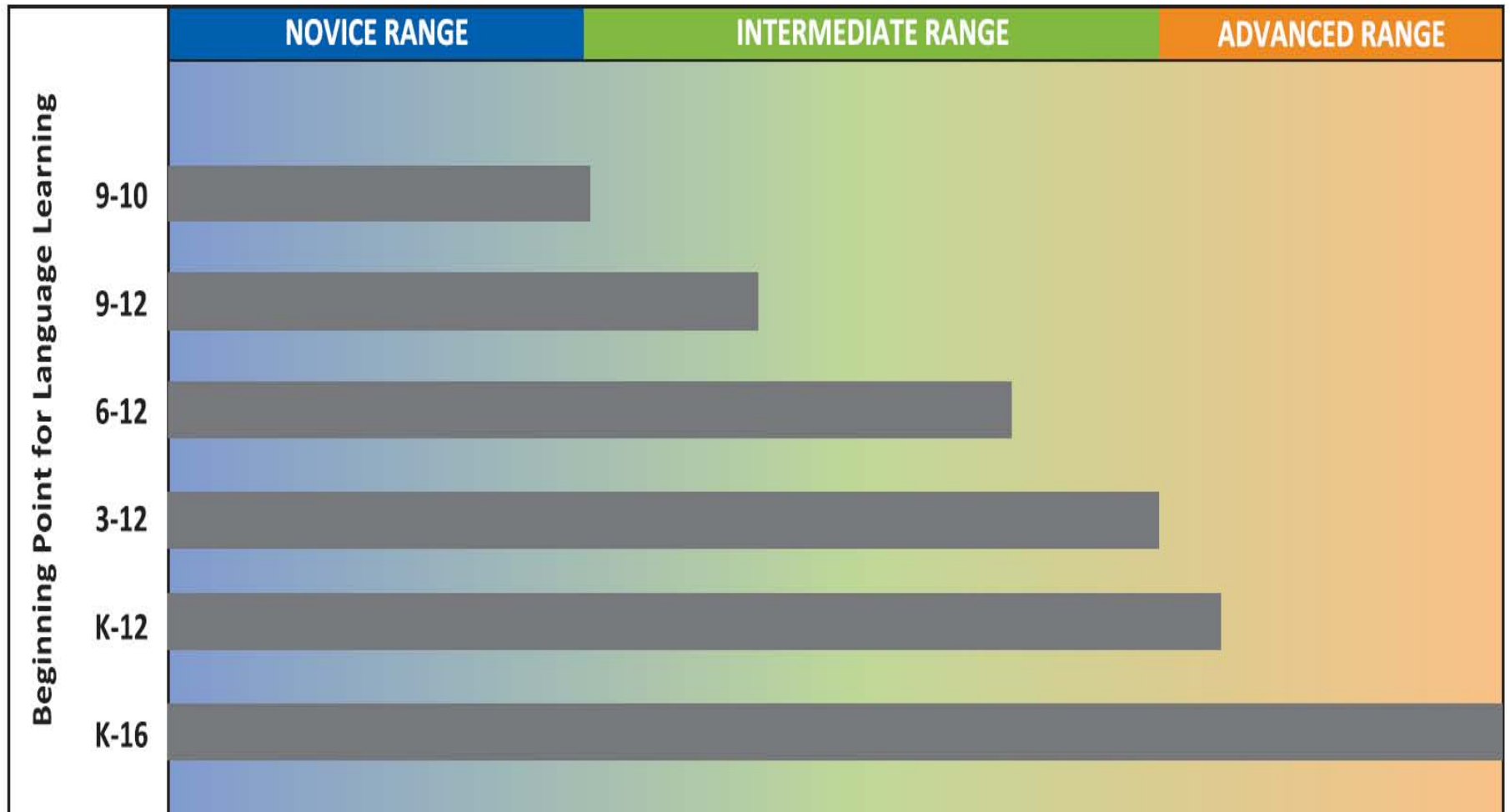
INTERMEDIATE

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

NOVICE

Can communicate minimally with formulaic and rote utterance, lists and phrases

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



Program Strengths



- Ample resources – technology, materials, job embedded professional development
- Tradition of high AP scores
- Instruction geared to learning styles – focused on communicating in target language

Program strengths



- Extensive staff experience
- Many opportunities to use language in community, trips, exchanges, language clubs
- Collaborative culture

Key recommendations



- Additional support for students at all levels with IEPs
- WL as a core at the Upper School Level
- At CRLS, World Language required as a consecutive sequence
- At CRLS, a focus on completing the WL graduation requirement early in a student's career

Key recommendations



- New technology options: chrome books, middle school language laboratory
 - Pinyin/tones – “si”
- Expand Upper School World Language week, community outreach, and low cost travel/exchange opportunities
- Increase options for AP for all students
- Create pathways for secondary sequencing – Utah model



PD goals

- Deepen understanding of Common Core - FL
- Build awareness of ACTFL professional standards, progress indicators
- Vertical team training – with College Board to strengthen our Advanced Placement program
- Training on language acquisition strategies such as Total Physical Response Storytelling (instruction that provides meaningful communication & interactive feedback to develop language proficiency)
- New ways for students to develop cultural proficiency
- Continue Chinese Flagship Partnership with Utah
- Build upon best practices – e.g. Glastonbury, CT
- Continued work on standards-based report cards
- Continued training on UbD planned for 2014-15
 - Based on ACTFL standards, MA Frameworks
 - Clear Benchmarks/Ranges and Vision for what students “Can Do” in each of the 3 modes of communication defined by ACTFL (interpersonal, interpretive, presentational)



Common Core & WL

- Focus on what students can do with the language (= results) not on how languages should be taught (=means)
- Focus on modes of communication (Interpersonal, Interpretive, Presentational) not on isolated skills
- Research and media skills are entailed in Interpretive and Presentational Modes
- World languages teachers also develop literacy skills; Connections standard puts emphasis on informational text (not just literature)

BEGINNING CHINESE – Level 1 Curriculum Map

Grade Level: 7-12

Time: 50 minutes daily, M-F

Level 1 Theme: My World ...**Unit 1 Theme: I Am ...**

ENDURING UNDERSTANDING:	ESSENTIAL QUESTIONS :
Students will understand that each individual has unique biological, physical, and psychological characters	<ul style="list-style-type: none"> ❖ How do I survive in my immersion-based Chinese language classroom? ❖ How different is Chinese language from my home language? ❖ Who am I in my Chinese class?

What will students be able to do by the end of the unit?

Interpretive		Interpersonal	Presentational	
Listening	Reading	Person-Person	Speaking	Writing
<ul style="list-style-type: none"> ✓ I can recognize some common greetings and expressions ✓ I can understand someone talking about their name, age, and their phone number 	<ul style="list-style-type: none"> ✓ I can recognize the numbers 1-100 ✓ I can read my Chinese name. ✓ I can recognize some common characters taught in this lesson 	<ul style="list-style-type: none"> ✓ I can greet and say goodbye to people ✓ I can introduce myself and ask someone their name ✓ I can answer questions about my name, age, and phone number ✓ I can use different greetings at different times of the day ✓ I can use and understand common courtesy phrases such as thank you, please, excuse me 	<ul style="list-style-type: none"> ✓ I can greet people ✓ I can introduce myself ✓ I can tell my name ✓ I can tell my age ✓ I can tell my telephone number 	<ul style="list-style-type: none"> ✓ I can write my phone number. ✓ I can write numbers 1-10 with the correct stroke order ✓ I can write some common characters taught in this lesson with the correct stroke order

Topic	Weeki	Vocab & Structure
Nihao!	Week 1	[起立, 敬礼, 坐下]; [老师, 同学, 我是 xxx; 你是 xxx; 你好, 您好, 老师好, 同学们好, 是不是, 是/不是]; [你好吗? 我很好; 谢谢, 再见一 二 三 四 五 六 七 八 九 十]; [一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 你好]
	Week 2	Concept of Pinyin
	Week 3	Concept of Stroke Order
My Chinese name is	Week 4	[早/早上好; 第几声/第 xxx 声; 再一次, 练习]; [请问, 你叫什么名字? 你姓什么? ;我叫 xxx,我姓 xxx;他/她叫什么名字? 他/她姓什么? ;他/她叫 xxx, 他/她姓 xxx;你/我/他/她/你们/他们/她们/我们;好了吗? 好了/还没]; [我的中文名字叫 xxx,我的英文名字叫 xxx;你的/他的/她的中文名字/英文名字叫]; [谢谢, 不客气, 对不起, 没关系, 请说中文]
I am learning Chinese	Week 5	[你几岁, 你多大, 我 xxx 岁, 也, 吗]; [你的电话是多少? 我的电话是 xxx];



Phase I - Curriculum Review

- World Language teachers learned a lot about our curriculum this year
- Developed common understandings about our beliefs, what we are doing well and what we need to work on
- District Curriculum Review Cycle provided a clear roadmap for our work for this year and the years ahead
- Team coherence, increased visibility, community outreach
- Greater understanding of the many ways parents are involved in World Language learning

