District World Language Curriculum

Dr. James Baker, Interim Superintendent
Dr. Lissette Gonzalez-Perez, Assistant Superintendent

Curriculum Writers:
- Susana Bastos
- Janneth Ospina
- Lociano Benjamin
- Marie Jacques
- Merida Jhong
- Suze Kelly
- Guillermo Lopez-Salazar
- Gustavo Verzbickis

District Supervisor: Daryl Wainer
Mission Statement

The mission of the Roselle World Languages Department is to promote global citizenship of our students through the development of foreign language and multicultural competence. We envision a future in which students will develop and maintain proficiency in at least one other foreign language. Emerging technologies expand communication and give our students access to information. Multiple languages will permit our children to take full advantage of the Information Age and become successful leaders and productive citizens of the world. To this end, courses in the Department of World Languages emphasize the five national standards: Communicate in Languages Other Than English; Gain Knowledge and Understanding of Other Cultures; Connect with Other Disciplines and Acquire Information; Develop Insight Into the Nature of Language and Culture; and Participate in Multilingual Communities at Home and Around the world.
World Language Curriculum: Overview
K-12

This is an overview of the Roselle Public School District’s World Language Curriculum. Our elementary, middle school, junior high school and high school course offerings are currently as follows:

**Elementary Level Grades K-4:**

- Kindergarten Success Academy 40 minutes 1 x per week
- Harrison – Spanish (45 minutes 1 x per week)
- Polk – Spanish (45 minutes 1 x per week)
- Washington – Spanish (45 minutes 1x per week)

**Middle:**

- Leonard V. Moore – Spanish (126 minutes per week for 1 marking period

**Junior High School**

- Grace Wilday Junior High School – Spanish and French 195 minutes per week – two marking periods per school year

**High School**

- **Abraham Clark High School**- Spanish and French
The purpose of this section of the curriculum is to provide general information about the World Language content area. Our curriculum is designed to reinforce the skills of speaking, reading, writing and understanding in the target language using developmentally appropriate methodologies.

New brain research about language acquisition and current technological advances couple to bring enhanced and exciting programming to the student’s language education. All courses are aligned with New Jersey Student Learning Standard for World Languages.

**Global Literacy**

The intent and spirit of Roselle’s World Language Curriculum is the vision to develop a population of students who will exhibit attitudes, values and skills that embrace different cultures and who will value global literacy for personal, work-related and/or financial success. As such, Roselle’s World Language curricula explore holidays, rituals, food, gestures, national identity, familial systems, role of government, history, politics, ethics and more in order to explore and embrace our inter-connected world.

**Resources & Methodologies**

The World Language department utilizes Total Physical Responses (TPR) in addition to text books, workbooks, online assignments and performance assessments, audio files, recording software, videos, etc. to assist in language instruction. Students use technology for activities such as:

- Exploring and researching Web Quests
- Discovering geographic regions with the use of Web Cams, software and the internet
- Creating, recording, listening to and/or observing broadcasts, podcasts, and videos
Language Proficiency

Second language acquisition is spiraling and recursive. Topics are revisited on an ongoing basis. Research shows that the brain’s ability to understand and respond in the target language is related to its ability to recognize comprehensible input. This requires review and expansion, review and expansion.

Unlike other NJ Student Learning Standards, the World Language Standards are benchmarked by proficiency levels as opposed to grade levels. Language learners can be expected to move through levels of proficiency at varying rates.

The American Council on the Teaching of Foreign Language (ACTFL) has set forth the following nationally recognized guidelines:

- **Novice-Mid Level**: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

- **Novice-High Level**: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- **Intermediate-Low Level**: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.

• **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

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**World Language Standard**

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 (operational as of 2012) standard are as follows:

• The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.

• World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.

• Linguistic content varies and is dependent on the mode of language use. **Proficiency does not occur at the same rate for all students in all skill areas.** For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
• Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the Partnership for 21st Century Skills Framework are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.

• Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Languages Standard

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.

The NAEP graphic illustrates that the overarching goal of language instruction is the development of students’ **communicative skills** (the central “C” of five Cs in the graphic is for “communication”). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

**Three Strands**
The revised world languages standard continues to include three strands, one for each of the three modes of communication: **interpretive, interpersonal, and presentational** (in the NAEP graphic, these are shown around the inner triangle).
Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or web page, creating and posting a podcast or videocast, and writing an article for a newspaper.

Please see Appendix G for the ACTFL (American Council for the Teaching of Foreign Language) CAN-DO STATEMENTS
For the complete World Language progression please see:
French • Spanish in Roselle Public Schools

Curriculum is delivered thematically to reflect relevant, age-appropriate situations. Topics include:

Greetings/Salutations
Weather/Seasons
Food/At the Café/The Table
In the Classroom & School
Numbers /Quantities/Time/Size
Calendar/Appointments/Schedules/Holidays
Expressions of preferences
Animals & Pets
Colors
Self, Family and Friends
The Home
My town/ Giving & Receiving Directions
Shopping/Clothes
Daily activities – Hobbies, Sports, Games,
Musical instruments
Professions
Expressions about Technology
My body / Expressions of Hygiene and Health
Assessing the World Language Learner
### Acceptable Evidence of Student Growth in World Languages: based on the modes of communication at a specific proficiency benchmark

<table>
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<tr>
<th>An interpretive listening task that assesses a student’s ability to meet a CPI at a specific proficiency level within a context defined in the cultural content statements of the NJSLS for World Languages. There should be a real-world reason for the students to listen to the selection. The selection should be culturally authentic: created by and for native speakers of the language.</th>
<th>An interpretive reading task that assesses a student’s ability to meet a CPI at a specific proficiency level within a context defined in the cultural content statements of the NJSLS for World Languages. There should be a real-world reason for the students to read the selection. The selection should be culturally authentic: created by and for native speakers of the language.</th>
<th>An interpersonal speaking task that assesses a student’s ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJSLS for World Languages. There should be a real-world reason for the students to participate in the conversation. There should be an information gap, providing a need to exchange information, ideas, or opinions. The students speak spontaneously, do not know what will be said next, have a real reason for listening, and both ask and respond to each other.</th>
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<td>An interpersonal writing task that assesses a student’s ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJSLS for World Languages. There should be a real-world reason for the students exchanging information by writing, such as via text messaging. There should be an information gap. The students do not know what will be written next, have a real reason for reading, and respond to the message.</td>
<td>A presentational speaking task that assesses a student’s ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJSLS for World Languages. What students are asked to do should simulate an authentic task that has the potential to be presented to a real-world audience. The students have time to think about their content, organize it, and then present it.</td>
<td>A presentational writing task that assesses a student’s ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJSLS for World Languages. What students are asked to do should simulate an authentic task that has the potential to be presented to a real-world audience. The students have time to think about their content, organize it, and then present it.</td>
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Please see Appendix D for Examples of Integrated Performance Assessments