

**International Education Summit
Seattle, Washington
September, 2003**

Developing Curriculum for Foreign Language Learning

AGENDA

Analyze: how well are our students performing now?

Determine: how well would we like to see our students perform?

Write: performance objectives for students

Review: possible approaches to curriculum development

Design: a sample unit of instruction based on performance indicators

Myriam Met
National Foreign Language Center

ACTFL Performance Guidelines for K-12 Learners
INTERMEDIATE LEARNER RANGE
(Grade K-8, Grade 5-12, Grade 7-12, Grade 9-12)

COMPREHENSIBILITY: How well are they understood?

Interpersonal

- ▶ Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time;
- ▶ Are understood by those accustomed to interacting with language learners;
- ▶ Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners;
- ▶ Make false starts and pause frequently to search for words when interacting with others;
- ▶ Are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames.

Presentational

- ▶ Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics;
- ▶ Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners;
- ▶ Make false starts and pause frequently to search for words when interacting with others;
- ▶ Communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented.

COMPREHENSION: How well do they understand?

Interpersonal

- ▶ Comprehend general concepts and messages about familiar and occasionally unfamiliar topics;
- ▶ May not comprehend details when dealing with unfamiliar topics;
- ▶ May have difficulty comprehending language supported by situational context.

Interpretive

- ▶ Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts;
- ▶ Use background knowledge to comprehend simple stories, personal correspondence, and other contextualized print;

- ▶ Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video or live and computer-generated presentations, although comprehension may be uneven;
- ▶ Determine meaning by using contextual clues;
- ▶ Are aided by the use of redundancy, paraphrase, and restatement in order to understand the message.

LANGUAGE CONTROL: How accurate is their language?

Interpersonal

- ▶ Comprehend messages that include some unfamiliar grammatical structures;
(Grade K-8, Grade 5-12, Grade 7-12, Grade 9-12)
- ▶ Are most accurate when creating with the language about familiar topics in present time using simple sentences and/or strings of sentences;
- ▶ Exhibit a decline in grammatical accuracy as creativity in language production increases;
- ▶ Begin to apply familiar structures to new situations;
- ▶ Evidence awareness of capitalization and/or punctuation when writing in the target language;
- ▶ Recognize some of their own spelling or character production errors and make appropriate adjustments.

Interpretive

- ▶ Derive meaning by comparing target language structures with those of the native language;
- ▶ Recognize parallels between new and familiar structures in the target language;
- ▶ Understand high-frequency idiomatic expressions.

Presentational

- ▶ Formulate oral and written presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation, in past and future time.
- ▶ May show inaccuracies as well as some interference from the native language when attempting to present less familiar material;
- ▶ Exhibit fairly good accuracy in capitalization and punctuation (or production of characters) when target language differs from native language in these areas.

VOCABULARY USE: How extensive and applicable is their vocabulary?

Interpersonal

- ▶ Use vocabulary from a variety of thematic groups;
- ▶ Recognize and use vocabulary from a variety of topics including those related to other curricular areas;
- ▶ Show some understanding and use of common idiomatic expressions;
- ▶ May use false cognates or resort to their native language when attempting to communicate beyond the scope of familiar topics.

Interpretive

- ▶ Comprehend an expanded range of vocabulary;
- ▶ Frequently derive meaning of unknown words by using contextual clues;
- ▶ Demonstrate enhanced comprehension when listening to or reading content which has a recognizable format.

Presentational

- ▶ Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions;
- ▶ Supplement their basic vocabulary, for both oral and written presentations, with expressions acquired from other sources such as dictionaries;
- ▶ In speech and writing, may sometimes use false cognates and incorrectly applied terms, and show only partial control of newly acquired expression

COMMUNICATION STRATEGIES: How do they maintain communication?

Interpersonal

- ▶ May use paraphrasing, question-asking, circumlocution, and other strategies to avoid a breakdown in communication;
- ▶ Attempt to self-correct primarily for meaning when communication breaks down.

Interpretive

- ▶ Identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs;
- ▶ Infer meaning of many unfamiliar words that are necessary in order to understand the gist of an oral or written text;
- ▶ Use contextual clues to assist in comprehension.

Presentational

- ▶ Make occasional use of reference sources and efforts at self-correction to avoid errors likely to interfere with communication;
- ▶ Use circumlocution when faced with difficult syntactic structures, problematic spelling, or unfamiliar vocabulary;
- ▶ Make use of memory aids (such as notes and visuals) to facilitate presentations.

CULTURAL AWARENESS: How is their cultural understanding reflected in their communication?

Interpersonal

- ▶ Use some culturally appropriate vocabulary and idiomatic expressions;
- ▶ Use some gestures and body language of the target culture.

Interpretive

- ▶ Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately;
- ▶ Recognize target culture influences in the products and practices of their own culture;
- ▶ Recognize differences and similarities in the perspectives of the target culture and their own;

Presentational

- ▶ Use some culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors;
- ▶ Demonstrate some cultural knowledge in oral and written presentations.

Rating Scale for Student Oral Proficiency Assessment (SOPA)
 Adapted from CAL Oral Proficiency Exam (COPE)
 Revised 2000

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR INTERMEDIATE LOW	JR. INTERMEDIATE MID
Fluency	<ul style="list-style-type: none"> -Produces only isolated words in very specific topic areas and/or high-frequency expressions such as <i>good morning</i>. -Has essentially no functional communicative ability. -Lacks awareness of grammar and syntax. 	<ul style="list-style-type: none"> -Uses a limited number of isolated words and two- or three-word phrases within predictable topic areas. -May use longer memorized expressions well, and attempt to create sentences, but is not successful. -Memorized expressions and two- or three-word phrases may be accurate, but inaccuracies are common. Does not use verbs to speak creatively in sentence-level speech. -Long pauses are common during searches for words. May use native language and/or gestures. 	<ul style="list-style-type: none"> -Uses high-frequency expressions and other memorized expressions with reasonable ease. -Signs of originality beginning to emerge. -Creates some sentences successfully with conjugated verbs, but is not able to sustain sentence-level speech. -In attempted sentences, verbs may be lacking or unconjugated. -Other inaccuracies are common. -Uses vocabulary centering on basic objects and places in predictable topic areas. May use native language. 	<ul style="list-style-type: none"> -Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a number of everyday social and academic interactions. -Verbs are conjugated in present tense, but may be inaccurate. Many other grammatical inaccuracies present. -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs. 	<ul style="list-style-type: none"> -Maintains simple sentence-level conversation. May initiate talk without relying on question prompts. May attempt longer sentences. Connectors used. -Gives simple descriptions. -Uses mostly present tense verbs although awareness of other tenses may be evident. -Grammatical inaccuracies present. -Has basic vocabulary for discussing personal topics and limited academic topics. -Uses native language to
Comprehension	<ul style="list-style-type: none"> -Recognizes isolated words and high-frequency expressions. 	<ul style="list-style-type: none"> -Understands predictable questions, statements and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions. 	<ul style="list-style-type: none"> -Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. -May require repetition, slower speech, or rephrasing. 	<ul style="list-style-type: none"> -Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support. -Follows conversation at a fairly normal rate of speech. 	<ul style="list-style-type: none"> -Understands sentence-level speech in normal contexts at a normal rate of speech although some slow-down may be necessary for unfamiliar topics. -Carries out communication without prompting

Starting With the End in Mind: An Approach to Curriculum Development

Adapted from:
Grant Wiggins and JayMcTighe, 1998. Understanding By Design. ASCD.

1. What is worthy and requiring of understanding?

Consider: National, state, district standards

Result: Curriculum, units framed around enduring understandings and essential questions.

2. What is evidence of understanding?

Consider: What would it look like if a student knew/could do the objectives?

What would be acceptable evidence of learning?

Result: Assessments tied to goals, objectives

3. What instructional and learning experiences will lead to student understanding and skill acquisition?

Consider: Research-based repertoire of instructional options that lead to desired outcomes

Result: Instruction tied to objectives and assessments

PLANNING A THEMATIC OR CONTENT-BASED UNIT

1. Identify language objectives
Identify culture objectives
Identify content objective(s)
Identify theme
2. Select an organizing objective/theme
3. Brainstorm related language, culture, content objectives
and/or possible activities that align with related objectives
4. Sequence activities according to principles of language
learning, hierarchy of linguistic or conceptual challenge.
5. Develop an overall unit plan.
6. Develop lessons within the unit.
7. Create a unit matrix/database that includes
 - a. language objectives (vocabulary, grammar, other)
 - b. culture objectives
 - c. content objectives
 - d. skills addressed
 - e. materials needed
 - f. lesson in which objectives are addressed
 - g. lesson in which skills are addressed
- 9 . Sort database to create checklist. Use checklist to ensure
that all objectives are covered sufficiently