

Level One Curriculum Framework

INTRODUCTION

The Shelby County Schools (SCS) World Language Program fully embraces a performance-driven curriculum that is focused on two guiding principles:

1. Learning episodes and ultimately the curricula that guides these episodes must be student-centered, *and*
2. World Language learning should focus on building measurable proficiency for real world purposes.

Our students are our most important customers; therefore “real world” is dictated by the students’ perspective. Real world is also defined as learning tasks and situations that students would actually experience in the real world. While fanciful and imaginary scenarios can be fun and entertaining ultimately achieving immediate attentiveness from most students, the necessary meaningful context the brain needs to retain information is lacking and subsequently does not yield the retention necessary for building proficiency. It should be noted that the following curricula topics have been developed with kids in mind and through focus groups with actual SCS students.

Secondly, research provides multiple compelling rationales for focusing on performance driven programs. We acknowledge this is a departure from traditional teaching methods and is a paradigm shift for many teachers as this was not the way we learned languages. The recent national focus on growth (in addition to achievement) supports this paradigm shift and departure from traditional methods to both grow our students and to grow ourselves as professionals. We acknowledge that this is a shift and fully support the growth of you as a professional through a concerted effort and focus on high-yield, model teaching practices.

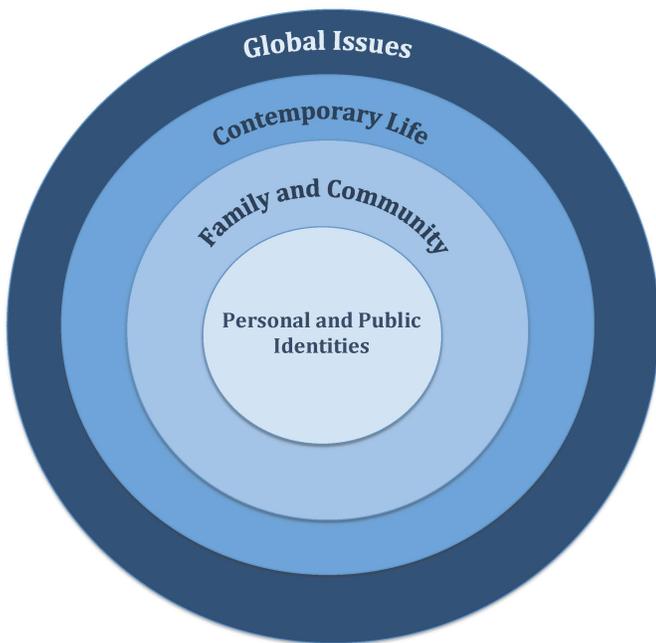
The Teacher Effectiveness for Language Learning Project Criteria support and define the Teacher Effectiveness Measure (TEM) Evaluation Criteria used in SCS in a content specific manner. The curricula are developed to provide teachers the necessary tools to develop student proficiency via a series of performances throughout the year. These performances become the basis of your Alternative Growth Measures Portfolio and directly affect your evaluation. An example of the correlation between TEM and TELL follows with a rationale for how the curricula support the identified criteria.

TEM Criteria	TELL Criteria	Curricula Support
Teach 1: Objective-Driven Lesson & Teach 3: Appropriately Challenging Work	P1: I plan learning experiences based on local curriculum and state and national standards.	Curricula are developed to promote proficiency growth through carefully structured and sequenced units of learning designed to promote success on your annual portfolio submission.

A complete crosswalk can be found at <http://scsworldlanugages.weebly.com/professionalgrowth>.

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INTRODUCTION (CONTINUED)



The 2015 Curricula design was developed using the backward design process beginning with the Advanced Placement (AP) themes. Through unpacking the AP themes and analyzing how each theme manifests at designated proficiency levels, we were able to design the curricula to provide ample performance opportunities for students. These performances empower students to build their language skill in addition to content knowledge in a manner that prepares the students for future AP coursework and to be life-long language learners.

Each year, the AP themes replicate in the same pattern to provide concrete scaffolding of content as linguistic skill develops, improves and refines. The replicating pattern is demonstrated in the image on the left. Two remaining AP themes: Beauty and Aesthetics and Science and Technology, are integrated throughout the units as they impact all of the topics studied. Our goal is through intentional planning and supportive implementation of the designed curricula, AP enrollment will continue to increase district wide as well as scores continue to increase providing successful language learning opportunities to as many students as possible.

TARGETS



ANNUAL PERFORMANCE TARGET: INTERMEDIATE LOW OR HIGHER

Intermediates can:

- participate in simple direct conversations
- ask and answer questions
- handle basic uncomplicated communication needed in daily life (survival language)
- "create" with the language by combining language to express their own thoughts
- use discrete sentences and strings of sentences; can use sentence connectors

For more information visit:

- American Council on the Teaching of Foreign Languages (ACTFL) Performance Descriptors:
<https://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>
- American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines:
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
- ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL) Rubrics:
<http://aappl.actfl.org/scores>

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Performance Descriptor by Skill



Speaking

Novice level speakers can communicate short messages on highly predictable every day topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.



Writing

Writers at the novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can produce practiced material to convey the most simple messages. In addition, they can transcribe familiar words and phrase, copy letters of the alphabetic to reproduce basic characters with some accuracy.



Listening

At the novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as, those found in introductions and basic courtesies. Novice level listeners understand words and phrases from simple questions, statements, and high frequency commands. They typically require repetition, rephrasing, and or a slowed rate of speech for comprehension. They rely heavily on extra-linguistic support (i.e. pictures) to derive meaning.



Reading

At the novice level, readers can understand key words and cognates., as well as formulaic phrases that are highly contextualized. Novice level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar such as a hotel bill, a credit card receipt, or a weather map. Readers at the novice level may rely heavily on their own background knowledge and extra-linguistic support (such as imagery on the weather map or the format of a credit card bill) to derive meaning.