Shelby County Schools
WorldLanguages
Go Global: Learn Another Language

Level Two Curriculum Framework Overview

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.
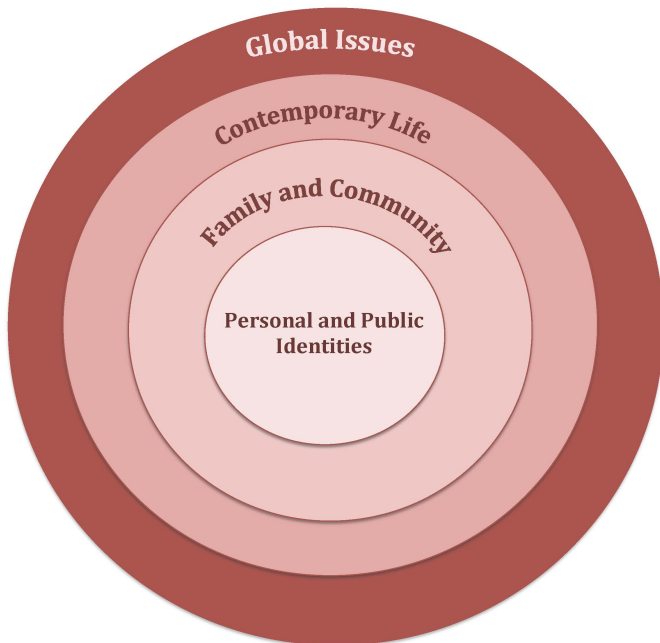
The Teacher Effectiveness for Language Learning Project Criteria support and define the Teacher Effectiveness Measure (TEM) Evaluation Criteria used in SCS in a content specific manner. The curricula are developed to provide teachers the necessary tools to develop student proficiency via a series of 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.

Level Two Curriculum Framework

INTRODUCTION (CONTINUED)

Global Issues

Contemporary Life

Family and Community

Personal and Public Identities

The 2016 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 MID (I3) OR HIGHER

Intermediates can:
- maintain conversations about themselves and their life
- can connect sentences together
- ask and answer a variety of questions
- handle basic uncomplicated communication needed in daily life (survival language)
- "create" with the language by combining language to express their own thoughts

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

Level Two Curriculum Framework

Speaking

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Intermediate Mid speakers are generally understood by sympathetic **speakers** accustomed to dealing with non-natives.

Writing

Writers at the Intermediate Mid can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

Writers at the Intermediate Mid writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives..

Listening

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Reading

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.