

# World Languages Course Descriptions

an Update

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January 19, 2012

# Agenda

- Mission Statement
- The Process
- Course Descriptions
- A Detailed Look...Then and Now
- Technical Assistance for Teachers
- Questions

# Mission Statement

- “The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.
- This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non- English backgrounds should also have opportunities to develop further proficiencies in their first language.”

From ACTFL Mission Statement

# The Process

# Proficiency Levels

- The most evident change to the World Languages Standards was replacing grade level standards with proficiency level expectations.
- The proficiency levels are: novice, intermediate, advanced and superior. Additionally, each of these levels (except superior) is further subdivided into low, mid and high.
- The proficiency levels are defined separately by the ability to listen, speak, read and write in the target language.

# Standards

- The framing of the standards was based on the Common European Framework of Reference for Languages (CEFR) which provides a basis for the mutual recognition of language qualifications, thus preparing students for this new interdependent world.
- One of the conditions to developing new standards is to review existing research based standards. The Department complied with this step by utilizing the CEFR, the Language Arts Common Core standards, and the American Council on the Teaching of Foreign Languages (ACTFL) standards, along with other states' standards.

# Standards

- The World Languages Standards were framed differently than standards in the past. A Novice Low proficiency level, whether taught to a first grader or a tenth grader would contain the same standard content.
- During the standards setting process it was determined that Advanced-Mid to the Superior level would allow the flexibility to provide students with the rigor needed to pass national and international assessments and adequately prepare our youth for college and the workforce.

# Standards

- The Florida World Languages Standards reflect the themes in the Standards for Foreign Language Learning in the 21st Century (1999), known as "The Five C's" published by ACTFL. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.
- These standards describe the content of world languages and form the core of standards-based instruction in the world languages classroom.

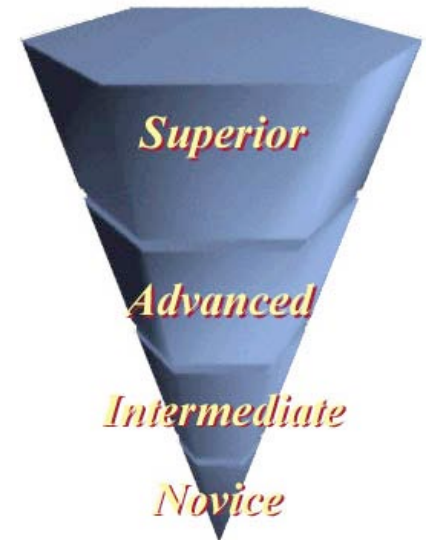
# Standards

- Note: Florida's Proficiency levels do not necessarily correlate with ACTFL's proficiency levels.
- For example, the Superior level for Florida is different from the Superior level for ACTFL.
- Presently, any World Language course for Florida at a level three (3) or above is considered "Honors".

# Benchmarks

- Benchmarks are measurable descriptors of student knowledge and expected student learning outcomes based on grade level, or for World Languages, proficiency level.
- Benchmarks assist in teaching to the Standard and are statements that describe concrete learning outcomes.
- Benchmarks provide a learning target.

# Course Description Definition



State Board of Education Rule 6A-1.09412. Course Requirements - Grades K-12 Basic and Adult Secondary Programs reads:

- A course description directs district personnel by providing the essential content and course requirements for each course in grades K-12 contained in the "Course Code Directory and Instructional Personnel Assignments" adopted by Rule 6A-1.09441, F.A.C. Course requirements approved by the State Board of Education and are (available) online.
- Course descriptions (requirements) define content standards for all subject area and grades K-12.

# Course Descriptions

Course descriptions allow for:

- the necessary flexibility of instruction
- teachers to utilize appropriate instructional strategies for students at different grade levels and students with different language experience, including those who take a language for more than two years in high school or are studying their home language, and
- for students to attain **higher levels of proficiency** in the language being taught with more rigor.

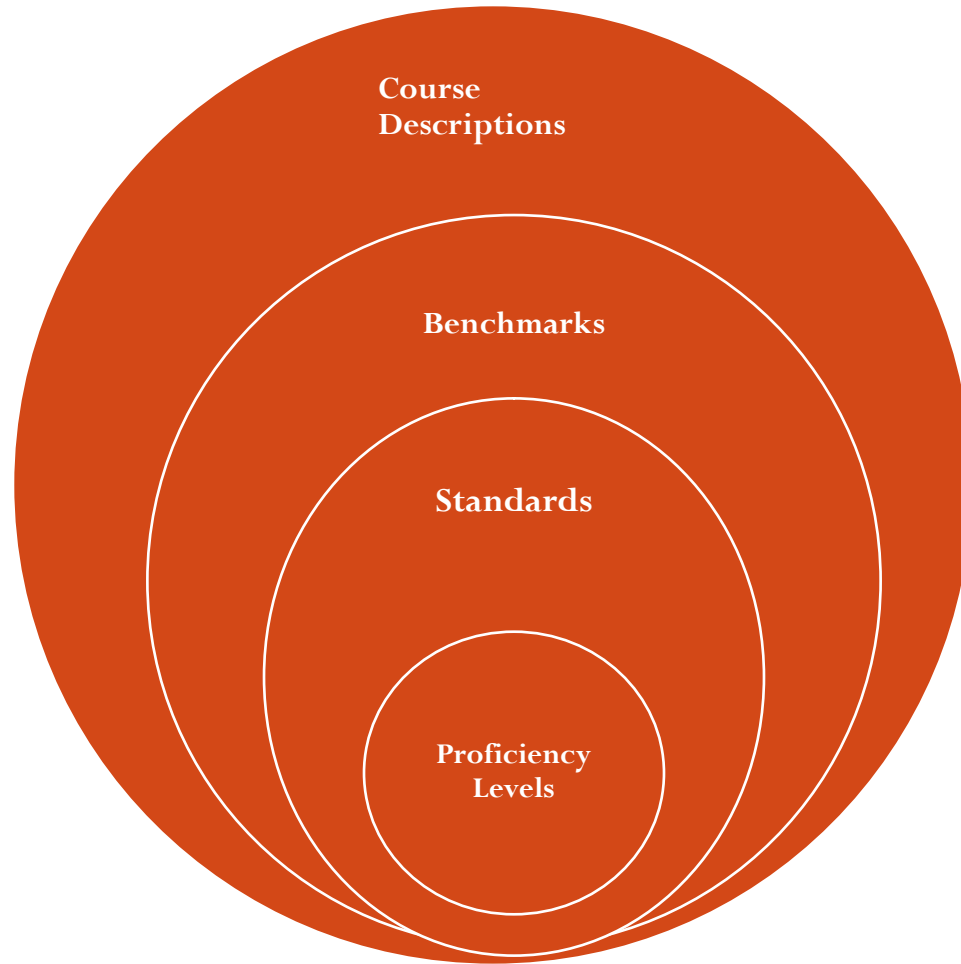
# Random Acts of Rigor

- Rigor can be added periodically
- Rigor does not have to appear in every lesson
- Using review strategies you can spiral rigor
- Rigor, NOT Rigor mortis. . . Tony Wold, Ed.D.
- The course descriptions reflect a much higher level of rigor than previous versions.
- Curriculum that combines rigor and relevance leads to enhanced personalized learning for the student and provides the hallmark for education today that will prepare students for success in school and in life.

# Writing the Course Descriptions

- As with the standards, where experts in the field were chosen to write the standards, the Department solicited requests from stakeholders to work on the course descriptions.
- The course descriptions had been drafted by one of the World Languages Standards' committee writers. This provided a foundation to facilitate discussion.

# Thus, the development of a Course Description!



# Course Descriptions and the Course Code Directory

- Once approved by the Commissioner of Education, all revised course descriptions will be placed on the Bureau of Curriculum and Instruction website in draft form.
- At that time, courses will be available for use, with the caveat that they are in draft until approved by the State Board of Education.
- Districts may wish to use draft course descriptions to assist in planning for the 2012-13 school year.

# Course Descriptions and the Course Code Directory

- It is the requirement that all course revisions, in every content area, and the Course Code Directory (CCD) go before the State Board of Education for approval at the same time and that both documents contain the same information.
- It is also required that this process occur only once a year.
- Every course in the CCD had to be revised this year **to align with the Next Generation Sunshine State Standards and Common Core State Standards.**
- Currently, we expect that these documents will be on the State Board agenda for approval at the March, 2012 meeting.

A Detailed Look...Then and Now

**A Comparison of Existing  
Florida Foreign Language Course Description with the  
New World Language Course Description  
Superior Level**

EXISTING COURSE DESCRIPTION	NEW COURSE DECIPTION
<p><b>Course Title:</b> Target Language VI  <b>Course Number:</b> 0708390  <b>Credit:</b> 1.0</p>	<p><b>Course Title:</b> Target Language (H) - Superior  <b>Course Number:</b> 0708390  <b>Credit:</b> 1.00  <b>Grade Level:</b> 10-12</p>
<p><b>Major concepts/content:</b>  The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following:  -reinforcement of skills to communicate and express ideas, feelings, and opinions in oral and written forms  -further development of comprehension skills through the study of literary selections  -reading and interpretation of works of great target language-speaking writers, while developing an understanding of major literary movements .</p>	<p><b>Major Concepts/Content:</b>  Target Language 6 expands the communication skills acquired by students in target language 5. Specific content includes, but is not limited to:  1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms  2) further development of comprehension skills through the study of literary selections and  3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.</p>
	<p><b>Standard 1:</b>  <b>Interpretive Listening:</b> <i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i></p>
<p>2. Follow accurately the essentials of conversations, telephone calls, radio broadcasts, standard news items, oral reports, and public addresses on nontechnical subjects.</p>	<p><b>WL.K12.SU.1.1:</b>  Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language is spoken.  <b>WL.K12.SU.1.2:</b>  Connect and synthesize the essentials of complex extended discourse in academic and professional settings.  <b>WL.K12.SU.1.3:</b>  Analyze cultural references and make inferences and predictions within the cultural framework of the language.  <b>WL.K12.SU.1.4:</b>  Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.  <b>WL.K12.SU.1.5:</b>  Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.  <b>WL.K12.SU.1.6:</b>  <b>Follow information from recorded authentic complex passages.</b></p>

	<p><b>Standard 2:</b>  <b>Interpretive Reading:</b> <i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i></p>
3. Read standard newspaper items, reports, and materials in a field of interest.	<p><b>WL.K12.SU.2.1:</b>  Interpret information and draw conclusions of concepts, and ideas with ease from culturally authentic sources on a variety of topics.</p>
4. Read with understanding most literary genres in the original, including the identification of comedy, tragedy, satire, romance, and irony in specific literary works.	<p><b>WL.K12.SU.2.2:</b>  <b>Detect and interpret</b> hidden meaning and recognize tone and subtlety from a variety of literary genres.  <b>WL.K12.SU.2.3:</b>  Interpret and analyze forms of written language including abstract, structurally complex or highly colloquial non-literary writings.  <b>WL.K12.SU.2.4:</b>  Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.</p>
	<p><b>Standard 3:</b>  <b>Interpersonal Communication:</b> <i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i></p>
5. Use the written language effectively in most formal and informal exchanges on a variety of topics.	<p><b>WL.K12.SU.3.1:</b>  Use language for all purposes effectively and consistently.</p>
1. Speak with fluency and accuracy and comprehend target language-speaking people on most topics at a normal rate of speech.	<p><b>WL.K12.SU.3.2:</b>  Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.  <b>WL.K12.SU.3.3:</b>  <b>Express and defend viewpoints or recommendations on a variety of topics or statements.</b>  <b>WL.K12.SU.3.4:</b>  Participate with ease in complex discussions with multiple participants on a wide variety of topics.  <b>WL.K12.SU.3.5:</b>  Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.  <b>WL.K12.SU.3.6:</b>  Speak with ease on almost all topics, using appropriate regional and colloquial expressions.  <b>WL.K12.SU.3.7:</b>  Deliver and defend recommendations in business, scientific, academic, or social contexts.  <b>WL.K12.SU.3.8:</b>  Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.</p>

	<p><b>Standard 4:</b>  <b>Presentational Speaking:</b> <i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i></p>
<p>1. Speak with fluency and accuracy and comprehend target language-speaking people on most topics at a normal rate of speech.</p>	<p><b>WL.K12.SU.4.1:</b>  Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.</p> <p><b>WL.K12.SU.4.2:</b>  Give a clearly articulated, well- structured presentation on a complex topic.</p> <p><b>WL.K12.SU.4.3:</b>  Adapt presentation to reflect attitudes and culture of the audience.</p> <p><b>WL.K12.SU.4.4:</b>  Present fluently and with ease in a variety of settings.</p> <p><b>WL.K12.SU.4.5:</b>  <b>Prepare and present original work (e.g., poems, repots, plays, stories) supported by research.</b></p> <p><b>WL.K12.SU.4.6:</b>  Adapt oral presentations spontaneously to meet unexpected needs.</p>
	<p><b>Standard 5:</b>  <b>Presentational Writing:</b> <i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i></p>
<p>5. Use the written language effectively in most formal and informal exchanges on a variety of topics.</p>	<p><b>WL.K12.SU.5.1:</b>  Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.</p> <p><b>WL.K12.SU.5.2:</b>  Write, edit, and prepare for final publication a well-structured critical review of a paper, project, or cultural event.</p> <p><b>WL.K12.SU.5.3:</b>  Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.</p> <p><b>WL.K12.SU.5.4:</b>  Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.</p> <p><b>WL.K12.SU.5.5:</b>  <b>Use humor and irony when writing an essay.</b></p> <p><b>WL.K12.SU.5.6:</b>  Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.</p> <p><b>WL.K12.SU.5.7: Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.</b></p>

	<b>Standard 6:</b> <i>Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i>
6. Describe and compare issues dealing with Hispanic cultures and United States culture, including geography, literature, history, art, customs, behavioral patterns, current events, and national policies.	<b>WL.K12.SU.6.1:</b> Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom. <b>WL.K12.SU.6.2:</b> Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance. <b>WL.K12.SU.6.3:</b> Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials. <b>WL.K12.SU.6.4:</b> Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).

**Standard 7:**

**Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

**Standard 8:**

**Comparisons:** *The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.*

**Standard 9:**

**Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

6. Describe and compare issues dealing with Hispanic cultures and United States culture, including geography, literature, history, art, customs, behavioral patterns, current events, and national policies.

**WL.K12.SU.7.1:**

Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.

**WL.K12.SU.7.2:**

Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.

**WL.K12.SU.8.1:**

Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.

**WL.K12.SU.8.2:**

Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.

**WL.K12.SU.8.3:**

Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.

**WL.K12.SU.9.1:**

Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.

**WL.K12.SU.9.2:**

Interact with people of other cultures in the target language about familiar and unfamiliar topics that have a significant impact in our daily lives.

# Technical Assistance

# Technical Assistance @ the District Level

- Share the Department's World Languages' Standards & Course Descriptions booklet with district World Languages teachers.
- Knowing the development process and how national and international guidelines were utilized will allow teachers to understand that the new course descriptions will guide them on what students need to learn, but do not dictate how teachers should teach. Instead, the course descriptions will enable schools and teachers to decide how best to help students reach the standards.
- Please inform teachers that these standards are unique to Florida.
- Encourage teachers to utilize Vygotsky's "zone of proximal development" (ZPD) with these new standards. The child follows the adult's example and gradually develops the ability to do certain tasks without help or assistance.
- In other words, always reach higher!



# How long will it take to become proficient in a foreign language?

- People often ask: "How long will it take me to become proficient in language X?"
- This question is impossible to answer because a lot depends on a person's language learning ability, motivation, learning environment, intensity of instruction, and prior experience in learning foreign languages.
- Last, but not least, it depends on the level of proficiency the person wishes to attain and how well prepared teachers are to take them to that level.

# A French Proverb

à l'impossible, nul n'est tenu - no one can be expected to do the impossible  
(lit.: for what is impossible, nothing is expected)

- Florida World Languages teachers are not expected to do the impossible! Just to be ready to meet the demands of an interdependent world and prepare students to succeed in a global economy.
- NCLB requires requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. According to No Child Left Behind, these subjects are English, reading or language arts, math, science, history, civics and government, geography, economics, the arts and **foreign language**.

# Once the Course Descriptions are Approved...

- The Department plans to provide technical assistance to local school systems for World Languages program development and implementation.
- The Department encourages districts to work with representatives from colleges, universities, embassy representatives, and community and professional organizations to promote world languages and international education.

# Office of Race to the Top Assessments

- The World Languages (French, German, Italian, Latin, and ASL) project primarily focuses on levels one, two and three. These levels were identified because they are associated with the highest enrolled courses (on which Office of Race to the Top Assessments office focuses).
- The other levels are courses associated with IB, AICE, and AP courses that already have rigorous assessments that require high levels of language proficiency.
- This will ensure that our students are offered the opportunity to take rigorous academic courses designed to prepare them for their future academic and career choices.

# FYI – Pre IB

In order to prepare students for the IB Diploma program Florida districts and schools created Pre-IB courses.

- Middle Years Program (MYP) is a 5 year program
- After MYP was created the need for Pre-IB courses remains –
- Most schools are not configured to offer a 6<sup>th</sup>-10<sup>th</sup> grade MYP program
- In order to comply with IB legal requirements all Florida Pre-IB and district created MYP courses are being re-named Florida's Pre-IB and Florida's MYP IB
- Language is being attached to each narrative to make clear that the course is Florida created and also to instruct teachers on components that need to be addressed to prepare students for IB
- All these courses are level three and utilize standards of appropriate rigor

# The Department...

- Welcomes all comments
- Email [lori.rodriguez@fldoe.org](mailto:lori.rodriguez@fldoe.org) or [tatiana.fernandez@fldoe.org](mailto:tatiana.fernandez@fldoe.org) if you have questions or would like to submit information regarding World Languages

# Final Thought

**“To begin with the end in mind means to start with a clear understanding of destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”**

Stephen R. Covey, *The 7 Habits of Highly Effective People*, 1989, p. 98