

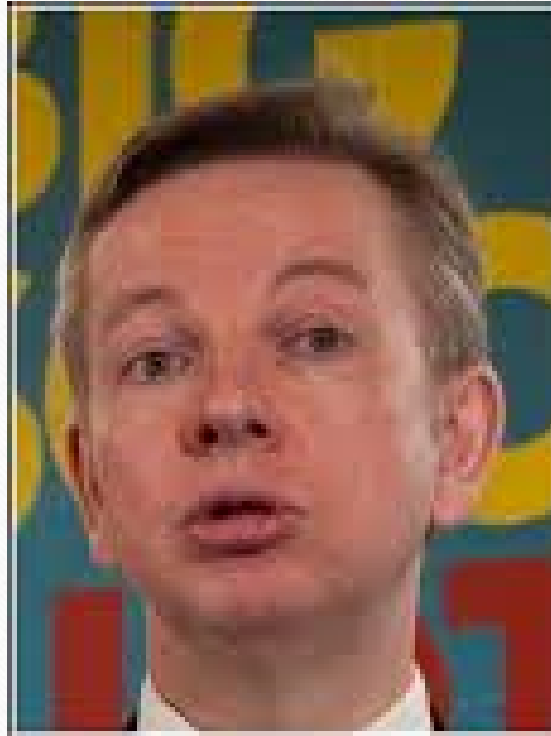


World Language Conversation

Presented by:

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Director of Curriculum



Learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children.

— *Michael Gove* —

AZ QUOTES

Frame Our Thinking

- Current Course Offerings
- Conversations
- Things to Consider
- Next steps

Elementary School and Middle School Course Offerings

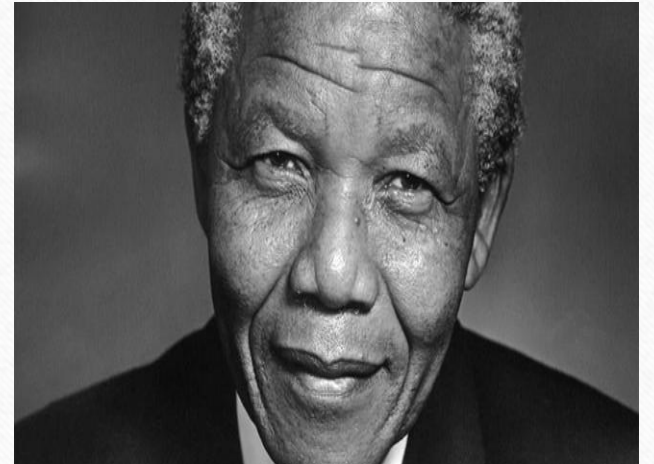
- **Elementary**
 - Spanish
- **Middle**
 - Spanish
 - French

High School Course Offerings

- Spanish
- Spanish for Heritage Speakers @ West
- French
- Latin
- German @ HS East
- Italian @ HS West

**“If you talk to a man in a language he understands,
that goes to his head. If you talk to him in his own
language, that goes to his heart.”**

–Nelson Mandela



The Conversation

- Current World Language Conversation began in 2011 with several Central Office Staff and Principals
- 2015 Presentation to the C & I Committee by Mr. Alex Rosenwald
- In-service days facilitated by Dr. Mahan and Mrs. Chinn Parker with WL teachers
- Curriculum Revisions and updates to Rubicon Atlas starting at the HS level (ongoing - began 2015)
- Seal of Biliteracy (ongoing - implemented 2016)
- English as a Second Language Program (ongoing)

Things to Consider

- Student interest - sustainability- population from year to year
- Consideration of other world languages
- Cost
- Resources
- Teacher Certifications
- What level (ES,MS,HS) to introduce course and impact on building schedule
- Curriculum - course sequence that will provide opportunity to advance (AP/ SAT II)
- Commitment for students to succeed in the global market



Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness

From **Early Learning** To **Careers**

	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills, ability to effectively collaborate and communicate with people in cross-cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency — ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context

Foundation of Discipline-Specific Knowledge and Understanding

Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economics, technology and forms of government in order to work effectively in cross-cultural settings to address social, environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

January 2017

Certification

Requirement:	Oral English	Written English	Oral Second Language	Written Second Language
<p>Ways to demonstrate proficiency for each requirement:</p>	<p>Achieve “Intermediate High” score or greater^[1] on the English Oral Proficiency Interview (OPI) Assessment.</p> <p>[1] A complete list of all possible scores a candidate can receive on the OPI and WPT are available on the American Council on the Teaching of Foreign Languages website.</p>	<p>Pass the Basic Skills Assessment (Praxis CORE);</p> <p>OR</p> <p>Achieve “Advanced Low” or greater on the English Written Proficiency Test (WPT);</p> <p>OR</p> <p>Achieve “Intermediate High” or greater on the WPT if Second Language WPT score is “Advanced Low” or better.</p>	<p>Achieve “Advanced Low” or greater on the Oral Proficiency Interview Test in the foreign language;</p> <p>OR</p> <p>Establish that he/she was primarily educated at the undergraduate or graduate level in that language.</p>	<p>Achieve “Advanced Low” or greater on the Written Proficiency Test (WPT) in the foreign language;</p> <p>OR</p> <p>Achieve “Intermediate High” or greater on the WPT if English WPT score is “Advanced Low” or better</p>

Next Steps - Short Term

(April 2017 - October 2017)

- Discuss overall World Language Program grades 1st - 12th
- Collect data on World Language Programs throughout the state
- Analyze the state of our current World Language Program
 - positives
 - areas for improvement/development
- Discussion and recommendations for next steps

Next Steps - Long Term (October 2017 - June 2018)

- Recommendations for overall World Language Program
- Budget development for the 2018 - 2019 academic year
 - October 2017 - January 2018
- World Language Curriculum Audit - basic framework and revisions
 - Curricular framework for any proposed changes to the overall program
 - Revisions to current course curriculum Grades 1st - 8th
(grades 9 -12 revised during the 2016 - 2017 school year)

~
One language
sets you in a corridor
for LIFE.

~*Two languages*~
open EVERY DOOR
along the way.

-Frank Smith



