

# **Brookfield Public Schools Foreign Language Curriculum Review**

Report to Board of Education

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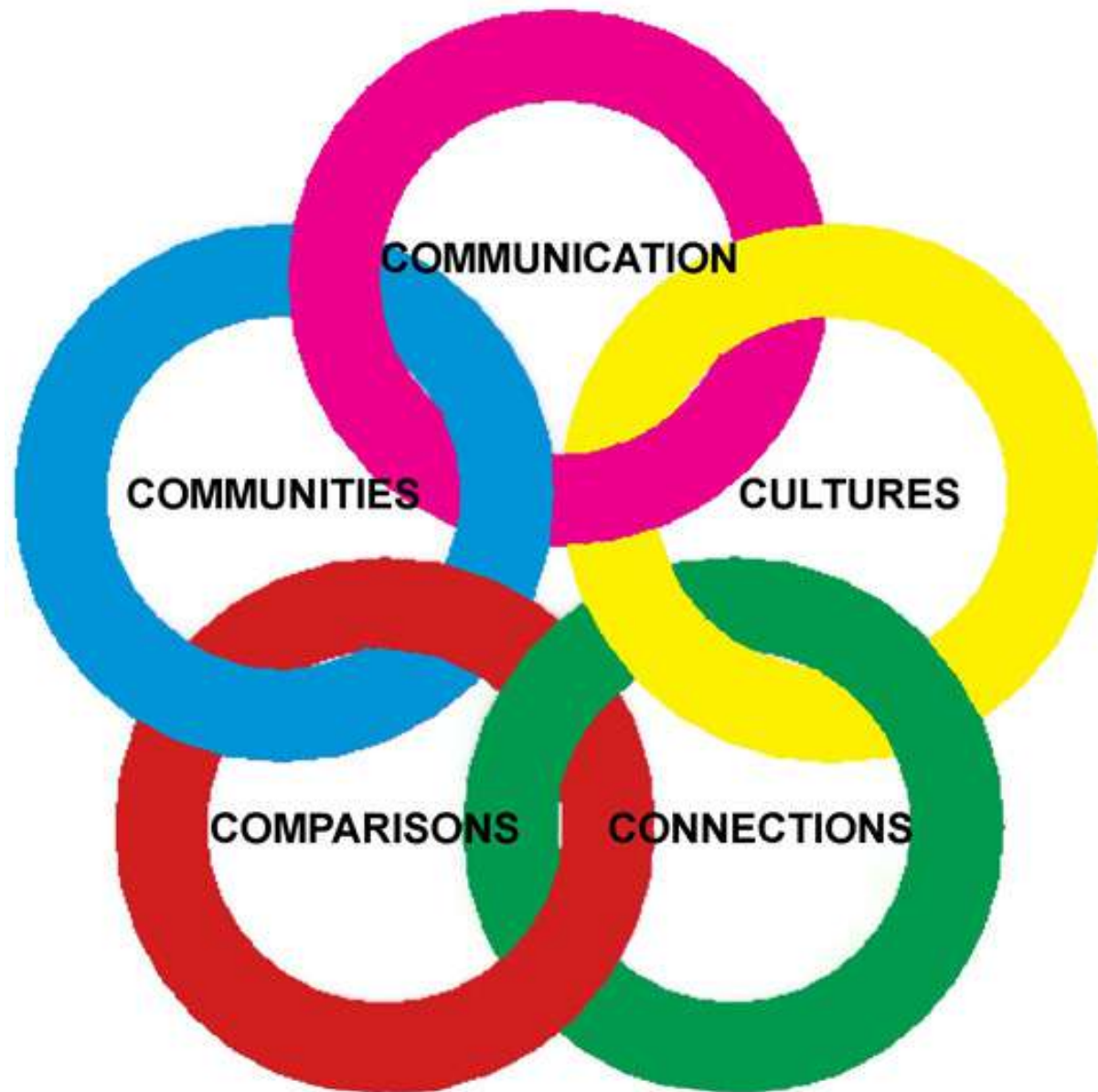


# Program Goals

- Learning a foreign language is an integral component to educating 21<sup>st</sup> century citizens to become productive members of our global society. Their study of a foreign language develops language and communication skills, cultural knowledge as well as critical 21<sup>st</sup> century skills that students need to be successful in the future.

# Immediate Goals

- consistent use of target language,
- embrace the goal of graduating students who are proficient in at least one language in addition to English,
- classrooms that are culturally appropriate with print rich materials,
- review of current research, pedagogy, and language documents (Standards, Common Core Crosswalk with foreign language, The Keys to Assessing Language Performance, etc.)
- use of all available professional development and meeting time to bring the entire department together to begin to build an articulated program



# *Standards for Foreign Language Learning*

## *Communication*

### *Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## *Cultures*

### *Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## *Connections*

### *Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## *Comparisons*

### *Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## *Communities*

### *Participate in Multilingual Communities at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

# Target Language Use

- The teacher will use the target language in the classroom as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible beyond the classroom. Effective foreign language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency.

[www.actfl.org](http://www.actfl.org)

A word cloud featuring various skills and competencies. The words are arranged in a roughly circular pattern, with some larger and more prominent than others. The colors of the words include shades of red, orange, yellow, green, and dark red.

Accountability  
Information Literacy  
Adaptation  
Collaboration  
Productivity  
21st Century Skills  
Media Literacy  
Creativity Innovation  
Critical Thinking  
Self Direction  
Communication  
Leadership  
Social Cross Cultural Skills  
Flexibility Problem Solving  
Technology Literacy  
Responsible  
Initiative

# Help Kids See the Big Picture

In education systems tilted toward standardized tests, grades, and “if-then” rewards, students often have no idea why they’re doing what they’re doing. Turn that around by helping them glimpse the big picture. Whatever they’re studying, be sure they can answer these questions: *Why am I learning this? How is it relevant to the world I live in now?* Then get out of the classroom and apply what they’re studying. If they’re learning Spanish, take them to an office, a store, or a community center where they can actually speak the language.

From Drive By Daniel H. Pink



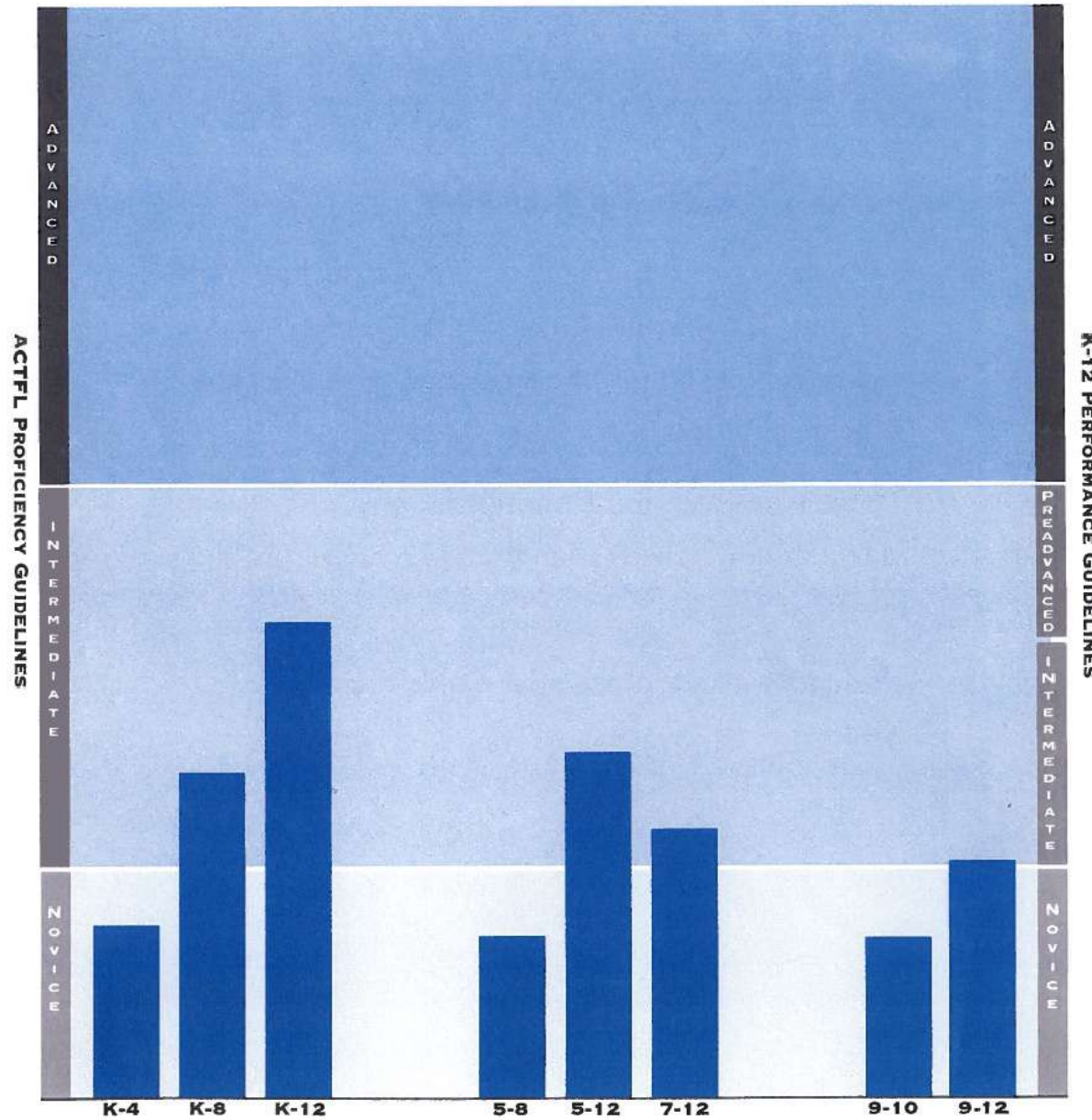
# Short Term Goals- 1-2 years

- expansion of elementary Spanish program to the younger grades
  - 1.0 FTE to deliver Spanish to grades K-1 for 15 minutes 3 days per week
  - 1.0 FTE to deliver Spanish to grade 2-3 for 15 minutes 3 days per week
- introduce a Mandarin program 1.0 FTE
  - For 2013-2014: .2 FTE at Whisconier (one section for grade 7), .2 FTE at Brookfield High School in year 1 (grade 9), with .2 for curriculum development and planning and .4 middle and high school after school support for students, after school clubs, and in school activities/performances in year one

## **Short Term Goals - 1-2 years, cont.**

- dedicated funds for curriculum development for an elementary Spanish program
- dedicated curriculum development time for foreign language in light of 21<sup>st</sup> century skills and the new Common Core State Standards
- establishment of a multimedia language lab at the middle school
- review middle school schedule to allow for daily instruction in Spanish in 5th and 6th grades
- continue to offer a minimum of three World Language choices to high school students

Visual Representation of Anticipated Performance Outcomes As Described in the  
**ACTFL Performance Guidelines for K-12 Learners<sup>1</sup>**



# Why Chinese?

- The rise of China presents new economic, political and social realities that demand greater U.S. engagement at every level. As the foundation of that engagement, we need to raise the number of Americans who can demonstrate a functional proficiency in Chinese.
- China 's tremendous economic growth creates new opportunities and challenges for U.S. businesses. Between 1978 and 2002, China's annual GDP growth reached three times the world's average, and in recent years China accounted for one third of global economic growth.

# More about why Chinese

- China's political importance in the Asia-Pacific region is broadly acknowledged and, particularly since 9/11, its help has been sought on difficult issues like North Korea and terrorism. Collaboration with China is increasingly deemed essential for solving a range of global issues, from nuclear proliferation to the environment, from currency exchange to trade laws.
- As the most enduring world civilization, China has a major international cultural presence, in literature and cuisine, in music and film, dance and art, religion and philosophy, drawing on its tremendous heritage to enrich our present.

# More about why Chinese

- An official language of the United Nations, Chinese is the most widely spoken first language in the world, extending beyond the People's Republic of China and Taiwan to Indonesia , Thailand, Malaysia, Singapore, Brunei, to the Philippines, and to Mongolia.
- In the United States the Asian and Pacific Islander population is projected to grow 213 percent, from 10.7 million to 33.4 million, in the next 50 years, a substantial demographic shift. Their share of the nation's population will double, from 3.8 percent to 8 percent.

# More about why Chinese

- China has a major international cultural presence—literature and cuisine, music and film, dance and art, religion and philosophy—drawing on its tremendous past heritage.
- As China develops and gains economic and political strength, China will soon become the most important single strategic relationship facing the United States.
- One quarter of the world's population speaks Chinese. It is recognized as one of the critical languages that is in high demand.

# More about why Chinese

“It’s a great way to gain insight into the fastest growing player in the global community.”

“It’s challenging and fun. We are exposed to a lot of Chinese culture.”

“I would recommend this class for practical purposes. In the real world and future, it will most likely be useful to have a base understanding of Mandarin.”



**“THE SONY VIRTUOSO™  
DIGITAL LANGUAGE  
LAB GIVES STUDENTS  
MORE OPPORTUNITIES  
TO PRACTICE THEIR  
INTERPERSONAL  
SKILLS IN THE TARGET  
LANGUAGE. STUDENTS  
ARE COMFORTABLE  
WITH COMPUTERS  
AND HEADSETS. MY  
STUDENTS LOVE THE  
LAB. WHEN I PAIR  
THEM UP, THEY  
WORK TOGETHER  
AND FOCUS ON  
THEIR PARTNER  
AND JUST THE  
TASK AT HAND.”**

—Meghan Zingle, Spanish Teacher

Engage today's digital learners with scalable technology incorporated into a smart curriculum.

Maximize their time to develop core language skills and build confidence for successful outcomes.

Using 21st century technology that students are comfortable with gives them ownership of and vested interest in their work.

Create meaningful lessons that incorporate digital media and web resources to make learning interesting and fun.

Easily pair or group students for collaborative learning to stimulate thinking and interpersonal communication.

Guide students and keep them focused using screen, audio, and video monitoring tools.

A real teacher using digital technology to enhance her students' language learning experience at Glastonbury High School in CT.

Teachers are talking.

## Long Term Goals – 3-5 years

- provide World Language department leadership with 1.0 FTE World Language Department Curriculum Specialist
- add Spanish to 4<sup>th</sup> grade for 15 minutes 3 times per week
- dedicated funds for curriculum development for a Mandarin program
- establishment of a multimedia language lab at the high school

