

World Languages Grades 7-12 Update

Ardsley USFD
April 19, 2022





Introduction

The Larger Context of the
the 7-12 Curriculum.

- Historical Changes on World Language Instruction have been studied for many years in Ardsley:
 - Declining Enrollments
 - Possible FLES Programs
 - Other Trends
 - Changing College Trends
 - Cost/Benefits of options
- Focus on 7-12 Program
- Proficiency Model: Aligned with National Standards
- Introduction of the Seal of Biliteracy at the State Level
- Return to a NEW Larger Context

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MAJOR CHANGES

NYS Board of Regents adopted revised learning standards for WL

RECENT WORK

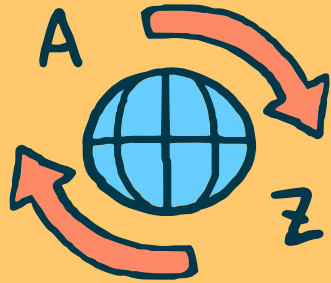
Work that's going on this school year 2019

NYSSBL

A brief description of the New York State Seal of Biliteracy

NEXT STEPS

Spring 2022 plans and curriculum work for next school Year



Singing (and language) is not just for the super stars.

The more people that stay in the group singing, the better—even the less talented singers. Everyone can learn a language. Everyone can participate.

Language learning is for all—not just the academically gifted.





DISTRICT VISION

Building on a tradition of academic excellence and success for every student, we cultivate passionate learners and informed global citizens who actively influence their world.



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2 Major Changes in WL

In 2021, the NYS Board of Regents adopted **revised learning standards** for Languages Other than English (LOTE) and subsequently approved a **name change** from LOTE to **World Languages**.

Key Implications for our WL Department - Part 1

National Alignment

The revised standards are aligned to the national World-Readiness Standards for Learning Languages ACTFL (American Council on the Teaching of Foreign Languages.)



College, Career, Civic, and World Readiness

Changes reflect 21st Century priorities as they prepare students to engage in real-world communication while developing biliteracy and interculturality.



Key Implications for our WL Department - Part 2

Language Learning


Focuses on what **students know about the language** (vocabulary, grammar, verbs, etc.) or what they learned **ABOUT** the language.

Language Acquisition

Focuses on what **students can do with the language** or their **PROFICIENCY** in using the language.

Revised NYS Learning Standards for World Languages (2021)

Modern Languages	Classical Languages
Anchor Standard 1: Communication	Anchor Standard 1: Communication
<ol style="list-style-type: none"> Interpretive Communication Interpersonal Communication Presentational Communication 	<ol style="list-style-type: none"> Interpretive Communication Presentational Communication Interpersonal Communication
Anchor Standard 2: Cultures	Anchor Standard 2: Cultures
<ol style="list-style-type: none"> Relating Cultural Practices and Products to Perspectives Cultural Comparisons 	<ol style="list-style-type: none"> Relating Cultural Practices and Products to Perspectives Cultural Comparisons

2021-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-Implementation Professional Learning	*Checkpoint A 7 th Grade	Checkpoint A 8 th Grade	Checkpoint B 9 th Grade	Checkpoint B 10 th Grade	Checkpoint C 11 th Grade	Checkpoint C 12 th Grade
 Ongoing Professional Learning						

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A) Novice High

B) Intermediate Mid

C) Intermediate High



ORAL PROFICIENCY LEVELS IN THE WORKPLACE

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ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
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ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none">Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none">Heritage speakers, informal learners, non-academic learners who have significant contact with languageUndergraduate majors with year-long study in the target language culture
Advanced Low	2		K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none">Undergraduate language majors
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none">Language learners following 6–8 year sequences of study [e.g., AP] or 4–6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low	1			<ul style="list-style-type: none">Language learners following 4-year high school sequence or 2-semester college sequenceLanguage learners following an immersion language program in Grades K–6
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none">Language learners following content-based language program in Grades K–6
Novice Mid	0			<ul style="list-style-type: none">Language learners following 2 years of high school language study
Novice Low				



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ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment



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Speaking Proficiency Targets for Ardsley Union Free School District



<i>At the end of</i>	<i>Acceptable Proficiency Level for Speaking</i>	<i>At the end of</i>	<i>Acceptable Proficiency Level for Speaking</i>
Year 1	Novice High		
Year 2	Intermediate Low		
Year 3	Intermediate Mid-	[prerequisite to Year 4 Honors]	Intermediate Mid
Year 4	Intermediate Mid	Year 4 Honors	Intermediate High-
Year 5	Intermediate High-	Year 5 Honors	Intermediate High
Year 6 (SUPA)	Intermediate High	Year 6 Honors (AP)	Advanced Low-

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World Language Professional Development



2A

**Greg Duncan & Lea
Kennedy**

World Language
Consultants

2B

Weekly Curriculum Hour

Weekly time to
collaborate and continue
learning together

2C

NYS Department of Bilingual and World Education

Offers free online live
and recorded PD for new
standards



2A Recent Timeline of work with Greg Duncan



Dec. 2019

Proficiency Primer:
What does it mean to
be proficient?



Spring 2021

Small PD setting
up work for this
school year



Feb. 2020

Outline of
Language Neutral
Scope & Sequence
Year 1-6



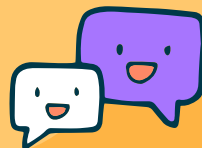
**Oct. & Dec. 2021;
Feb. & March 2022**

Year 1 and Year 3
Unit Creation

Ardasley Middle and High Schools - Tentative Scope & Sequence - Last Updated April 2022



AP Theme	Year 1 (Novice High) (*Checkpoint A if started at HS)	Year 2 A (Int. Low) (Checkpoint A)	Year 3 (Inter. Mid-) (*Checkpoint B if started at HS)	Year 4 (Inter. Mid) (Checkpoint B)	Year 5 (Inter. High-)	Year 6 (Inter. High) (Checkpoint C)
Global Challenges		#3 - Taking care of myself! (Healthy Living)	#4 - Eating Global	(4) Make the difference! (Volunteerism) (5) Save the planet! (The earth day challenge / Environment)	(Spa/SUPA) Our World Ital 4/4b - Politics, Government & The Migrant Crisis The environment Women's Issues Political Systems Spa 4H The Environment	Spa AP - Effects of Technology and society
Science & Technology				(2) Social Media: A blessing or a curse? How do trends affect us? Women in Science	Spa/SUPA The Media Impact of technology on our lives Social media: how it affects teens Technology Spa 4H Health	How does innovation impact morals? Effects of Science, Medicine and Technology on society, life, the planet and morals
Contemporary Life	#3 - My Life as a Panther (School) #2 - Me Time (Leisure) #5 - What do I eat?	#1B - Eating In & Eating Out #4 - My Dream House & How to keep it clean! (Home/Housing) #5 - Community & Community Members (It takes a village!)	#1 - A Day In The Life of an AHS Student. #6 - Let's go to Paris/Rome/Madrid	(1) La bella vita! La belle vie! A gozar! (sports / entertainment / travel / vacation)	(Spa/SUPA) Personal Relationships (Spa) Living in the City Ital 4/4H - City vs Suburb vs Country life City vs country living, quality of life Spa 4H - El Turismo	
Personal & Public Identities	#1 - Me, Myself & I	#1A - My Complicated Identity as a [Nationality] [Language] speaker	#3 - Social Media & Me; Staying Safe in a Digital World	(3) How do traditions & their origins reflect our identity? (food, family) Gender	Ital 4/4b - Relationships Hobbies & Talents Spa 4H Sports	The quest for oneself (what makes up identity) Spa AP - Alienation and assimilation - "cuando era puertorriqueña" Spa AP The heroes and historical figures
Families & Communities	#4 - My Inner Circle (Community, Family & Friends)	#2 - Let's party!	#2 - The Family That I Choose		(Spa/SUPA) Generations: The family Indigenous Cultures Spa 4H - The Home Generations: how age impacts understanding each other	Ap Spa. Traditions and values
Beauty & Aesthetics	#6 - Dressing for the occasion		#5 - Beauty to me is . . .	Women in the Arts	Italian 4/4b - Art, Architecture and Music	How do art/theater/literature/ music affect culture? SPA - AP Definition of Beauty



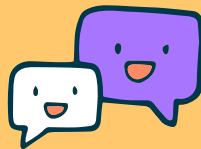
Year 3 Unit 1: A Day In The Life Of A Teenager

1. **I can understand information about what teenagers do (here and in the target culture) on a typical day.**
(AM/PM routine, chores, homework, job, eating, studying, etc.)
 - 1.1. I can understand information about teenagers' daily life when I hear it.
 - 1.2. I can understand information about teenagers' daily life when I view it.
 - 1.3. I can understand information about teenagers' daily life when I read it.

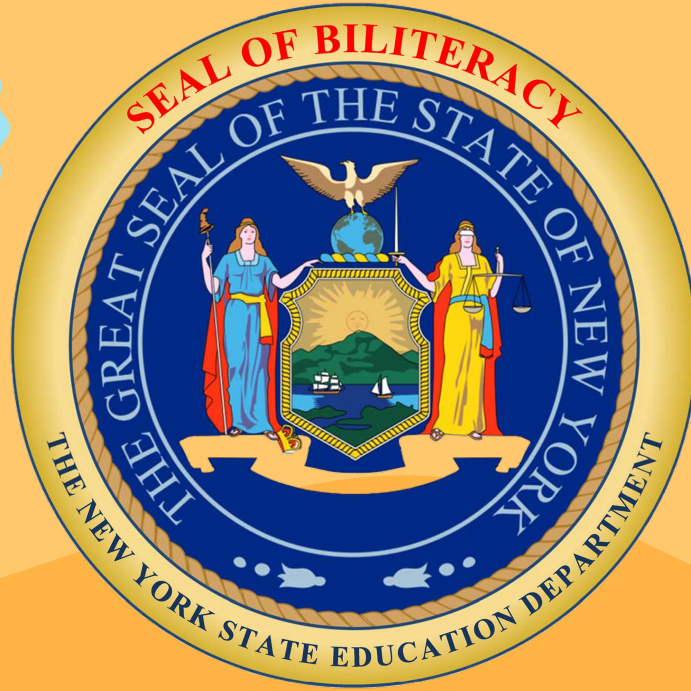
2. **I can understand information about challenges of daily teenage life here and in TL culture.**
 - 2.1. I can understand information about teenagers' challenges when I hear it.
 - 2.2. I can understand information about teenagers' challenges when I view it.
 - 2.3. I can understand information about teenagers' challenges when I read it.
 - 2.4. I can understand information about the differences in daily expectations of teenagers in my community vs. TL culture.

3. **I can tell what I do on a typical day.**
 - 3.1. I can describe my typical school day.
 - 3.2. I can describe my morning and night routine.
 - 3.3. I can share what I do after school.
 - 3.4. I can describe how I relax and take care of myself.
 - 3.5. I can give my opinion about extracurricular activities and sports.
 - 3.6. I can tell others about how I spend my free time with friends and family.
 - 3.7. I can describe how I use social media.

<u>English</u>	<u>French</u>	<u>Italian</u>	<u>Spanish</u>
routine	La routine	La routine quotidiana	La rutina
To wake up	se réveiller	svegliarsi	despertarse



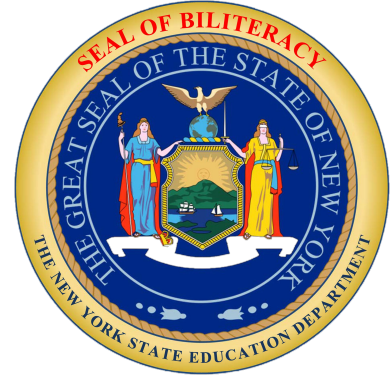
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**New York State
Seal of Biliteracy**

THE NYSSB

The NYSSB is an award given by a school, school district or county office of education that formally recognizes students who have attained **a high level of proficiency in two or more world languages** (one of which must be English) by high school graduation.



THE NYSSB



- The NYSSB is awarded by the Commissioner to students who meet the criteria established by the New York State Board of Regents and who attend schools that **voluntarily** agree to participate in the program.
- The NYSSB is affixed to the student's high school diploma and transcript and must be made available to students at **no cost**.

WHY OFFER THE NYSSB?

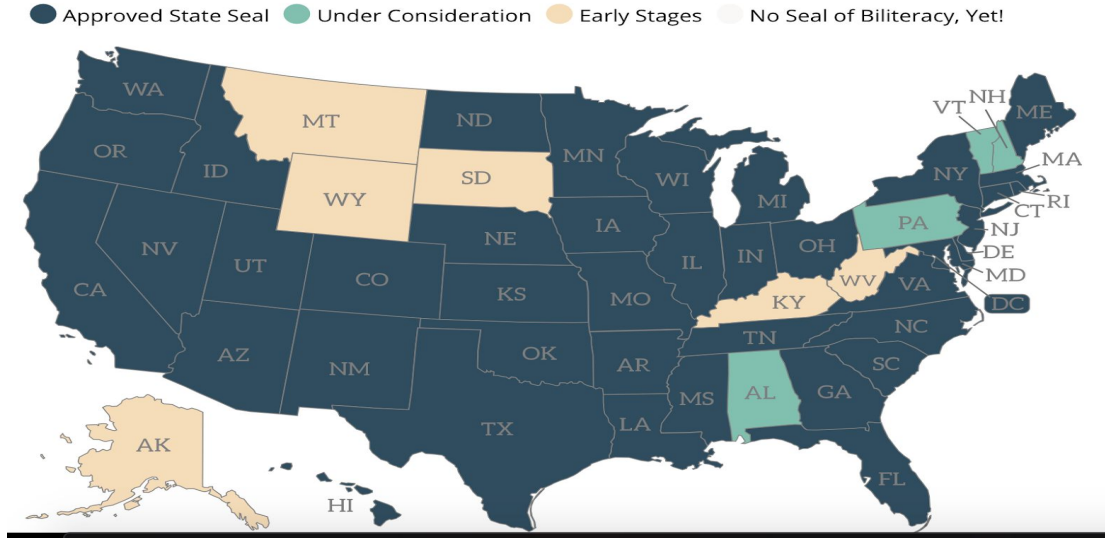
- To encourage the study of languages;
- To recognize the value of language diversity;
- To prepare students with 21st century skills;
- To honor the multiple cultures and languages in a community; and
- To positively contribute to the district's accountability score for ESSA.



ORIGINS OF THE NYSSB

The Seal of Biliteracy began in California in 2008.

- Currently, 40 states plus the District of Columbia offer a State Seal of Biliteracy.
- New York was second only to California to adopt this program.



Source: <https://sealofbiliteracy.org/>



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Next Steps for the World Language Department

Baseline Proficiency Data

We will be piloting the AAPPL proficiency assessment this Spring for Level 1 & 3 ONLY. This is non-evaluative.



Finish Year 1 & 3 Curricula

By June, French, Italian and Spanish Year 1 & 3 units & assessments will be finished.



Field Test - Year 1 & 3

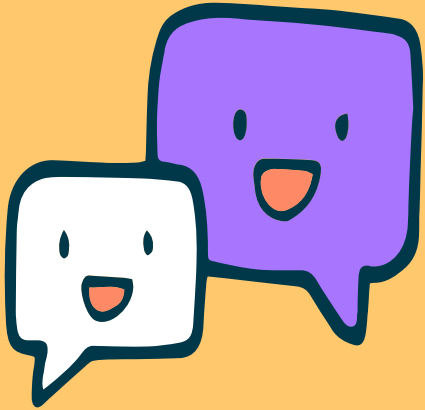
French, Italian and Spanish Year 1 & 3 curriculum will be implemented



Curriculum - Year 2 & 4

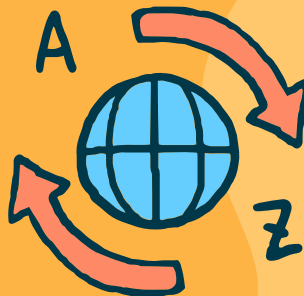
During 2022-2023 school year, next two levels will be written using same process.

Acknowledgements and Questions



Return to a New Larger Context

Questions to Consider
Beyond the 7-12
Curriculum.



- WL Option before 7th grade.
 - What models exist?
 - What are the costs and benefits of those models?
- WL Options for existing 7-12 Programs:
 - 2nd Language in HS
 - Non-Western Languages
- Data Collection Points:
 - 4 Years of HS
 - Pursuit of Multiple Languages
 - Eligibility for Seal of Biliteracy.
 - College Trends

