

A word cloud centered around the phrase "Why learn a language". The words are in various colors and orientations. The central text "Why learn a language" is in large, bold, red font. Other words include "tolerance", "friends", "empathy", "enjoyment", "influence", "awareness", "empowerment", "insight", "understanding", "adaptability", "advantages", "pride", "scope", "employability", "opportunities", "perspective", "confidence", "memories", and "freedom".

tolerance friends
empathy enjoyment
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Why learn a
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Languages Other Than English Update

Liliana Policano- Supervisor of ENL & LOTE

May 7th, 2019

The purpose of this evening is:

- To update the Board of Education & OBEN Community about our LOTE programs
- To educate regarding the updated **ACTFL** “World Readiness Standards For Learning Languages”
- To showcase our teachers’ engaging and instructionally sound practices and strategies



ACTFL: American Council on the Teaching of Foreign languages



SOURCE:

<http://www.actfl.org/publications/all/national-standards-foreign-language-education>

World Language Themes and Topics

Identity Social Relationships	Contemporary Life	Science, Technology and the Arts	Global Awareness
Auto/Biographical	Nutrition and Meal Taking	Physical Environs Climate	Environmental Issues
Family Life	House and Home	Technology	Food and Nutrition
Celebrations	Earning a Living Volunteerism	Pop Culture	Government and Politics
Social Events	Education	Design and Aesthetics	Health and Welfare
National Identities	Travel	Fine Arts: Music, Dance, Film, Literature, Theatre, Visual Arts	Global Challenges and Economy
Personal Goals	Leisure	Fashion and Clothing	Geography
Milestones	Community Public/Private Services	Inventions and Innovations	Social Justice, Human Rights, Accessibility

LOTE in the 21st Century

Traditional LOTE Classroom

- Teacher Centered Instruction
- Teacher-Student dialogue (One speaker at a time)
- Group/paired discussions (difficult to monitor and assess)
- High volume of grammar content
- NY Foreign Language Standards



Transformed LOTE Classroom

- Student Centered Instruction
- Cooperative groups and continuous student output (everyone speaks at once)
- Assessment, monitoring and differentiation made easy with technology
- Lower volume of grammar and higher volume of culture and relevance
- Aligned to ACTFL standards and authentic assessments





WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Nick Youngson CC BY-SA 3.0

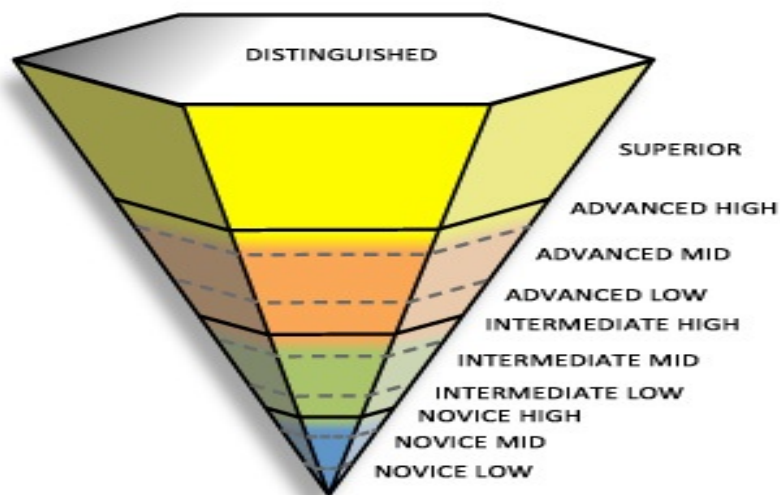
Authentic

language

literacy

learning





Language Acquisition **VS** Language Learning

<p>authentic </p> <p>meaningful interactions</p> <p>natural </p> <p>active participation</p> <p>balance of content & language</p> <p>integration of all domains </p>	<p>memorized</p> <p>worksheets</p> <p>drill </p> <p>isolation</p> <p>conscious </p>
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In an effort to align LOTE with Next Gen/Common Core and the ACTFL Standards, our teachers have steadily moved their target-based skills instruction to more project and task-based performance assessments.



https://www.youtube.com/watch?time_continue=70&v=kCUubDQGFeo

How Our LOTE Program Aligns To The ACTFL Standards

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



GOOGLE CLASSROOM

Stream Classwork People

Fr 2 Period 1 / 18-19

Class code 3radr9

Upcoming

No work due soon

View all

Share something with your class...

Arrondissements de Paris Due Apr 14, 11:30 PM

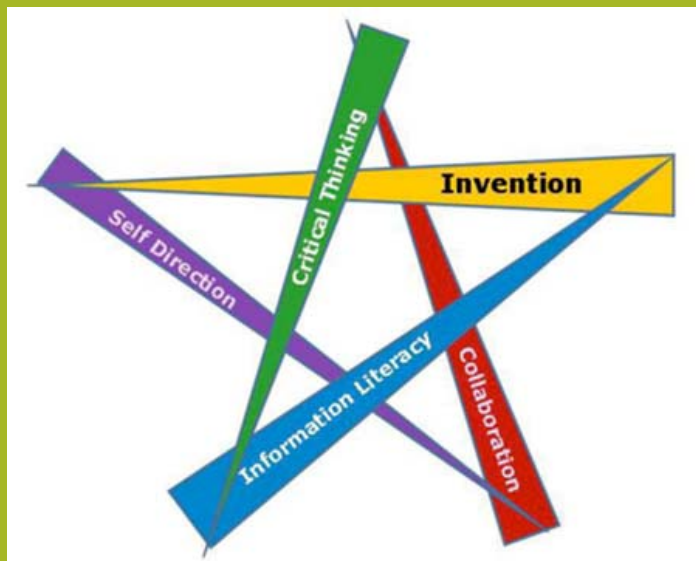
Posted Apr 8 (Edited Apr 9)

Q4 week 7 (A/B/10), working all week on project during class time and at home (HW). Project should be posted on google class by due date. Rubric included with criteria for success of the project.

Reminder: the due date April 14 at midnight. Be ready to do your oral presentation and have your brochure printed. This is a test grade.

14 Turned in 1 Assigned

Arrondissement Paris.docx



Sp 1A Period 5 / 18-19

Class code zdxqh2z

Upcoming

No work due soon

View all

Share something with your class...

Caroline Avari 11:05 AM

Q4 Unit 4-6 review for test - Test on Friday - 100 multiple choice questions

- Complete the HW as stated under each day.
- Review unit 4 vocabulary and each of the Unit 4 packets 1per day.

Add class comment...

Caroline Avari Apr 8

Q4 - Unit 4-week 4&5 (2 weeks packet)

- Complete the HW as stated under each day. Memorize your vocabulary daily.
- This is a test grade. If you are absent on Friday you will take it on Monday or upon return.



Assessment has moved more toward what students **can do** with the language rather than simply what they **know** about the language.



21st CENTURY ORGANISATION

Communication

Collaboration

Critical Thinking and Problem Solving

Creativity and Invention

Global Awareness

Information and Technology Literacy

Self-direction

<http://johncaswell.com/blog/>

INTEGRATED PERFORMANCE ASSESSMENT

La escuela

Objective: Students will be able to demonstrate presentational writing and speaking about their school.

Criteria for success: Your presentation includes the following information

- ¿A qué hora vas (go) a la escuela?
- ¿Qué clases tienes y en qué periodos?
- ¿Cuál es tu clase favorita? ¿Por qué?
- ¿Quién es el maestro (la maestra) favorito? Adjetivos de Personalidad y físico.
- ¿Cómo son tus compañeros-estudiantes?
- ¿Qué materiales escolares tienes para las clases?
- ¿A qué hora empieza (start) la clase? ¿A qué hora termina (finish)?
- ¿A qué hora tienes el almuerzo? ¿Qué comes en la escuela?
- ¿A qué hora vas (go) a casa?
- Incluir *tambien, pero o porque*

Step 1: Write all the information required on a google document (template created for you in Google classroom). **15% Grade**

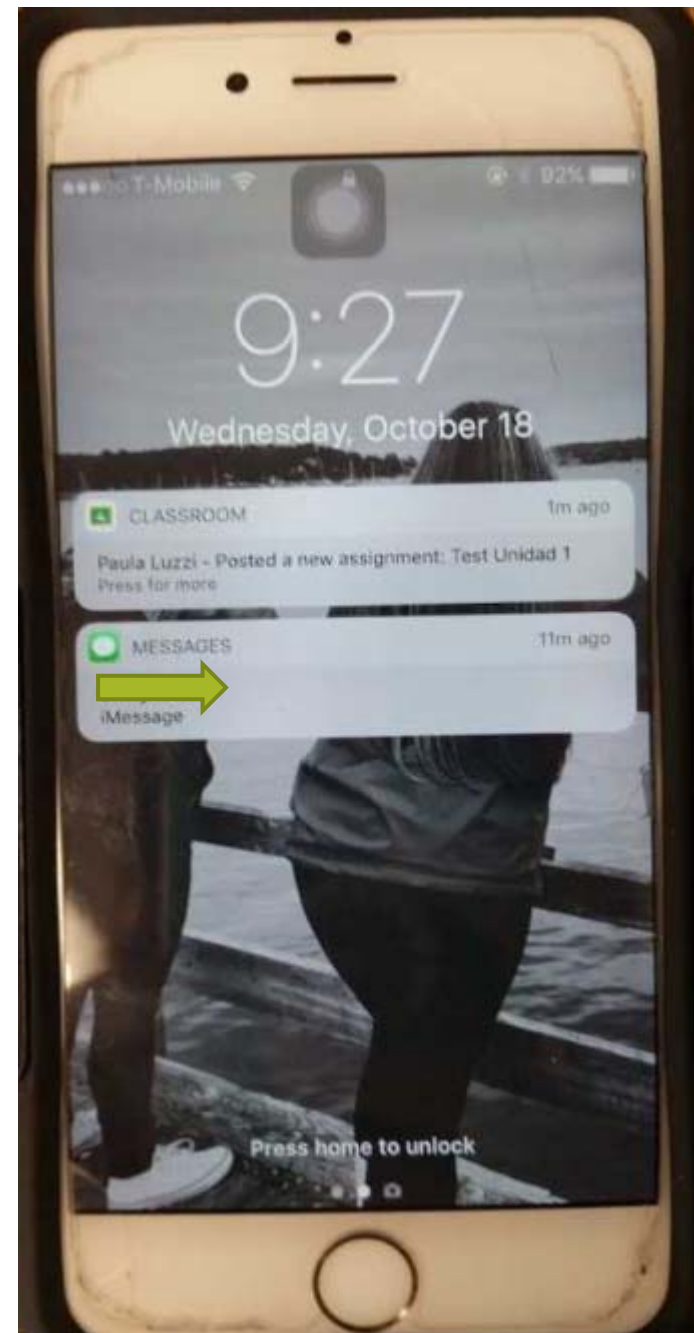
Step 2: Create your presentation on Google Slides. **10% Grade.**

Your Google slides include:

- A title slide with name and relevant images
- A minimum of 10 slides with images ONLY that will help trigger your memory.

Step 3: VERBALLY present your information to your class with just your Google Slides presentation and without reading a script. **20% Grade**

Step 4: While one student present the rest of students take notes and write answers for specific questions. **5% Grade** (Collected at the end of each period to check participation)



Presentational Speaking rubric

Grading Rubric:

	5	4	3	2
Content & Completion	I provide detailed responses that meet prompt and time requirements	I respond to prompt, but may lack detail and depth; response may be slightly short	I do not respond entirely to prompt and/or lack much depth in responses; or short response	I do not respond to prompt and am lacking in many ideas/depth; or very short
Grammar & Vocabulary	Accurate use of chapter-related vocabulary and grammar	Several minor grammar/vocab errors; do not interfere w/ comprehension	Numerous errors in grammar/ vocab interfere with comprehension	Major grammar/vocab errors
Pronunciation	Excellent and correct pronunciation	Some errors in pronunciation	Errors in pronunciation	Major pronunciation errors
Preparedness	I am well prepared; no hesitations; no reading of notes. Extensive Visuals provided	I am well prepared; slight hesitations or glances at notes. Visuals provided	I am not well prepared; hesitations and glances at notes are prevalent. No visuals provided	I did not prepare well. I hesitate often and/or read almost entire response No visuals provided

Flipgrid speaking assignments posted on Google Classroom

(Videos for student engagement and formative assessment)

25- week 10/15/18 - Class notes unit 9-3
Monday's HW: Jour 1 device 1.2 + memorize vocab.
Tuesday's HW: Jour 1 device 3
Wednesday's HW: p14 and complete answers in French p. 9 after reading de non
Thursday's HW: device 3 Jour 2 and review vocabulary

Life-Line folder will be collected next week.

Add class comment.

Flipgrid assignment Due Mar 21

Posted Mar 13 (Edited Mar 20) 5 Turned in 10 Assigned
Please log into Flipgrid and complete the assignment

Flipgrid | 99372040 <https://flipgrid.com/99372040> Rubric Flip-Grid.docx

Add class comment.

Caroline Avril
Mar 18 (Edited Mar 21)

25- week 10/15/18 - Class notes unit 9-3
Monday's HW: p 11,12 + memorize vocab. and p 13,14 - speak
Tuesday's HW: p 17+18
Wednesday's HW: Jour 4 device 209220+209



Flip Code: everip9 Add CoPicks to your Grid

P9 SPN 1A

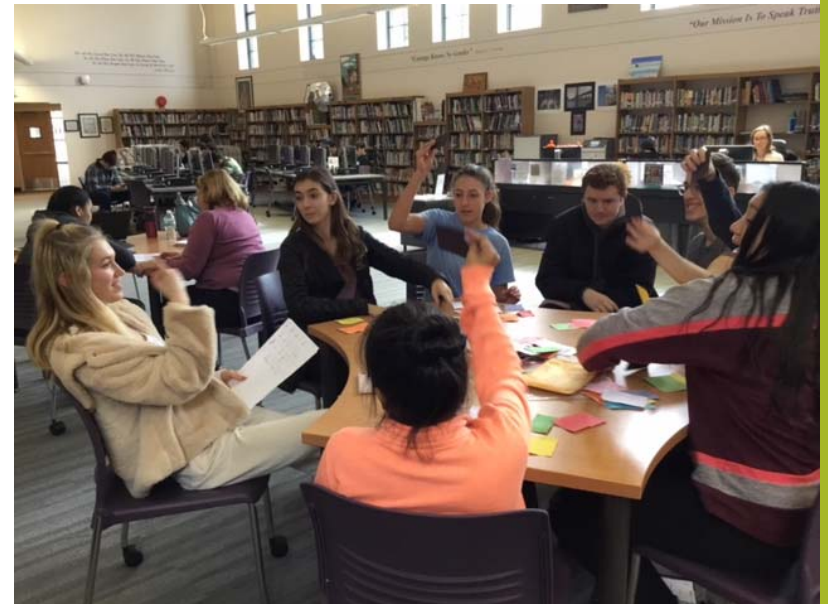
Active Share Grid Grid Actions

Topics + New Topic

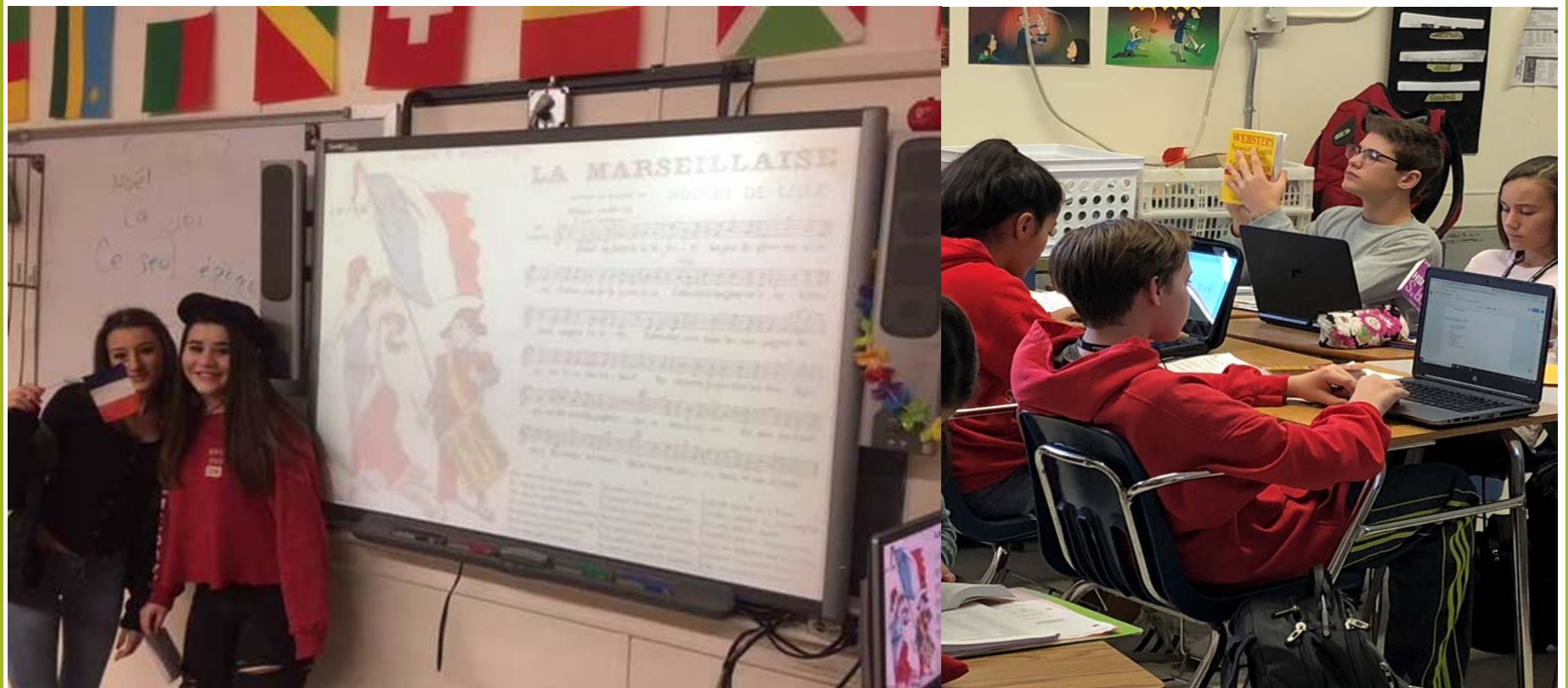
Videos: 289 views 0 engagement Report Issue

Pin	Topic Name	Flip Code	Display Date	Engagement	Activity
	Idées 5 videos 0 views			Hidden	
	Unit 4-2 House & Family 22 videos 0 views	60773F5	Apr 1, 2019	Active	Share
	Unit 3 23 videos 289 views	3475679c	Mar 14, 2019	Active	Share

Our students regularly engage in cooperative group work and create projects, video skits and other culturally related products in an effort to use the target language in practical and innovative ways.



Therefore, our goal is to produce proficient students who can negotiate meaning in and out of the classroom, and who can maintain a basic level of interaction with native speakers.




37h: Mangeons local et de saison

Unit IPA Interpretive Assessments


Interpretive Reading

ÉVITER LE GASPILLAGE ALIMENTAIRE



Interpretive Listening

J'AIME MANGER pas gaspiller CANADA



25





27h: La rentrée

EQ: How do students get ready to go back to school?
Proficiency Scenario: How can we help our pen pals (a student from ---) prepare for and adjust to life at THS?

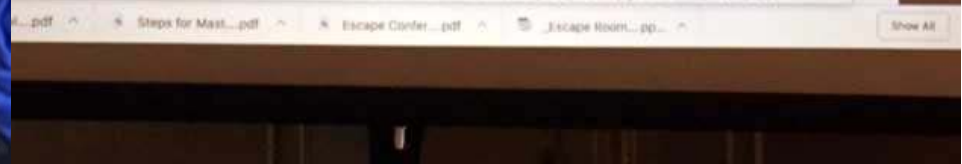
What do students need to bring to school?

- **Product** School supplies
- **Practice** Checking the required school list. Reusing or handing down some school supplies
- **Perspective** School supplies are expensive. It's preferable to buy them in a store than online.

[Pre-viewing](#) [Post-viewing](#) 



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6c94aa0f	Mar 13, 2019	-	Active ▾	Share	Actions ▾	
56707825	Mar 11, 2019	-	Active ▾	Share	Actions ▾	
a99c7a8b	Mar 14, 2019	-	Active ▾	Share	Actions ▾	
eae0aaf9	Mar 14, 2019	-	Active ▾	Share	Actions ▾	
27f530b1	Mar 14, 2019	-	Active ▾	Share	Actions ▾	
f2d1fe9a	Mar 14, 2019	-	Active ▾	Share	Actions ▾	



Preterito o Imperfecto

Edit name

27 Answers to grade

Start Date
Dec, 11th
12:00 AM

Due Date
No due date

Students Questions

Student Name	Watched	Grade ▲	Last watched	Turned in	
		-	Dec, 11th	Dec 11th - 9:05 AM	...
		-	Dec, 11th	Dec 11th - 8:28 AM	...
		-	Dec, 12th	Dec 12th - 5:31 PM	...
		-	Dec, 11th	Dec 11th - 10:15 PM	...



Prevent Skipping

Post on Google Classroom

Share assignment
Reset student progress

CAN-DO STATEMENTS

The 2017 NCSSFL-ACTFL Can-Do Statements, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL) guide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

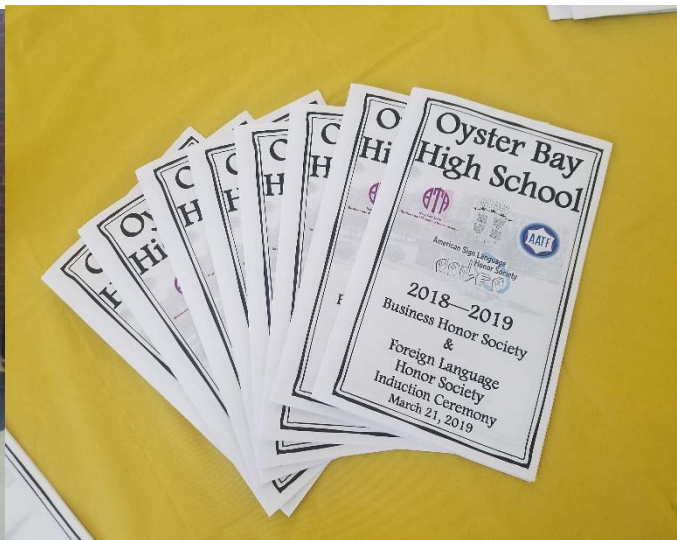
The statements are organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages*:

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Aligned with the *ACTFL Proficiency Guidelines 2012* and the *ACTFL Performance Descriptors for Language Learners* the Can-Do Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels.



Relevant Cultural Projects and other Extra Curricular Foreign Language Events



COMPETITIONS

- Le Grand Concours Awards

- SILVER: Jillian Haguian
- SILVER: Muskan Kumar
- BRONZE: Amandine Bourne
- Honorable Mention:
- Alina Kelly
- Evelyn Ortiz
- Beryl Rosenberg
- Kayleigh Wieboldt



- National Spanish Exam Awards

- SILVER: Gabriela Treble
- BRONZE: Nicholas Tardugno
- Honorable Mention:
- Ava Aschettino
- Miriam Coor
- Riya Gupta
- Neal Mehta
- LILT Student Language Original Essay Competition
- Third Place: Alyssa Quintana





Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.

~Sandra Sovignon

