INTRODUCTION TO THE LEARNING SCENARIOS

New Jersey world language and ESL/bilingual educators worked collaboratively to create the learning scenarios for this Framework. The task force also included a representative from Johnson & Johnson, an international firm based in New Jersey. Johnson & Johnson has served as the corporate partner for world languages since the inception of the Framework development project.

Learning scenarios are examples of classroom activities that reflect standards-based reform strategies and proficiency-based world language instruction. The scenarios are not designed to provide the basis for a curriculum or to provide prescriptive lesson plans for teachers. They are designed to demonstrate the teaching and learning of world languages as envisioned by an extended sequence of world language instruction. Many of these activities may appear to be unrealistic in current teaching situations because most New Jersey world language programs are in the process of transition in incorporating proficiency-based techniques and long instructional sequences.

The following activities are meant by design to be multistage, interdisciplinary projects to be worked on by students during extended blocks of time. Teachers may choose to use only part of a given scenario in their classroom— or maybe just one idea from it. They may also choose to “scale down” the level of the scenario or make it more complex. Teachers are encouraged to experiment in using the scenarios to facilitate a change in instructional methods and assessment practices in order to create a successful “standards-driven” classroom. A blank template is included on p. 78 for teachers’ use in writing their own scenarios.

DESCRIPTION OF THE SCENARIO FORMAT

The following page contains information for teachers describing the scenario format. Each section of the scenario template is briefly explained.
Theme: Indicates the theme under which the scenario is categorized. Seven themes are used to facilitate and enhance communication: About Me, Arts and Literature, Friends and Others, Home Life, The Natural World, The Political/Social World, School and Career.

Intended Grade Level: Suggests the grade level for which the scenario activities are most developmentally appropriate. Ideas from one grade level may be adapted for use with younger or older students.

Activity Overview: Provides a brief summary of the scope of the activity.

World Language Cumulative Progress Indicators: Mandate what all students should know and be able to do in world languages at specific benchmark grades (Grades 4, 8, and 12).

Resources and Materials: Provides a list of the resources and materials needed to implement the scenario.

Assessment: Describes authentic strategies that reflect classroom activities or are extensions of those activities. Procedures are both formative (ongoing evaluation of students' progress during the scenario activities) and summative (evaluation of the end product(s) of students' progress during the scenario activities). Sample assessment rubrics and other examples/models of alternative assessment are found in Appendix B for teacher reference.

Steps for Planning and Implementation: Provide a sequence of activities for students to develop communicative skills in a meaningful context. The teacher should consider the following when using or creating scenarios:

- Employ the target language as the means of instruction (unless otherwise stated).
- Use team-teaching strategies. (This may include the world language specialist, one or more subject-area teachers, and/or the classroom teacher.)
- Adapt scenarios and assessments to the different learning abilities and learning styles of the students. (Refer to chapter 7, “Instructional Strategies,” and the accompanying Appendixes B and D).
- Monitor both formative language acquisition and summative performances using a variety of ongoing assessment techniques. (Refer to chapter 6, “Rethinking Assessment,” and the accompanying Appendix B.)
- Explore additional creative ideas with colleagues to adapt the scenarios to the realities of different teaching situations. Adaptations are strongly encouraged.
- Use technological resources (as available) to facilitate and enhance communication, instruction, and assessment.
- Encourage cultural comparisons as a way to foster appreciation for diversity.
- Enrich the scenarios by tapping into the wealth of community and business resources.

Note: These scenarios—of varying length and duration—incorporate a range of goals, standards, and progress indicators. Suggested “lengths of time” for each scenario are not included because the time factor may vary from teacher to teacher depending upon individual teaching styles, instructional goals, and adaptations made for each scenario.

Extension Activities: Offer several optional activities for expanding the scenario.

Interdisciplinary Connections and Cross-Content Workplace Readiness Cumulative Progress Indicators: Identify how the activities in the scenario relate to core curriculum content standards and cumulative progress indicators in other areas.

Teacher Notes on Classroom Implementation: Give space for teachers to reflect on their experience(s) in implementing the scenario.
SCENARIO TEMPLATE FOR TEACHER USE

THEME:  

INTENDED GRADE LEVEL:

Title:

Activity Overview:

World Language Cumulative Progress Indicators:

Resources and Materials:

Assessment:
  
  Formative:
  
  Summative:

Steps for Planning and Implementation:
  1.
  2.
  3.
  4.
  5.
  6.
  7.
  8.

Extension Activities:

Interdisciplinary Connections:

Cross-Content Workplace Readiness Cumulative Progress Indicators:

Teacher Notes on Classroom Implementation:
The learning scenarios are presented in this Framework in grade-level order. To facilitate development of a well-articulated curriculum, the following chart groups the learning scenarios by theme. Remember that ideas from one grade level can easily be adapted for use with younger or older children.

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### THE SCENARIOS

This section contains the scenarios in grade-level order: K-4 first, then 5-8 and 9-12. Within each grade-level section, the scenarios are ordered according to theme.
GRADES K-4
SCENARIOS