Chapter 4

LINKING THE STANDARDS AND FRAMEWORK TO CURRICULUM DEVELOPMENT

THE NEW JERSEY CORE CURRICULUM
CONTENT STANDARDS
AND INDICATORS FOR WORLD LANGUAGES

Key Terms

A **core curriculum content standard** (or simply **content standard**) mandates what all students should know and be able to do in world languages and across disciplines. The two world language standards, *Standard 7.1* and *Standard 7.2**, are presented following this section. The world language standards will be assessed at benchmark grade levels as part of the statewide assessment program.

A **cumulative progress indicator** mandates what all student's should know and be able to do at specific benchmark grades (Grades 4, 8, and 12). *Standard 7.1* has 23 indicators, and *Standard 7.2* has 13 cumulative progress indicators. These world language indicators are listed under their respective standards.

Examples:

> 7.1.5   By the end of **grade 4**, students provide and obtain information on familiar topics.
>
> 7.1.12 By the end of **grade 8**, students express details of their everyday lives and past experiences.
>
> 7.1.21 By the end of **grade 12**, students communicate orally with increasing logic and accuracy.

A **framework** serves as a resource to develop district curricula and to modify instruction through classroom examples, such as the learning scenarios in chapter 10 of this document, and a discussion of the underlying rationales.

*Note: *The New Jersey Core Curriculum Content Standards* are numbered from Standard 1.1 to Standard 7.2, covering the seven core content areas. The number "7" represents the world language content area. Decimal point one (".1") refers to the first world language standard, and ".2" refers to the second world language standard. The second decimal refers to the cumulative progress indicator.

Standard 7.1

All students will be able to communicate at a basic literacy level in at least one language other than English.

Descriptive Statement

Meaningful communication is the exchange of thoughts, messages, or information through speech, gestures, behavior, or a combination of these. It is through communication that we express ourselves and transmit or receive information. For these exchanges to be meaningful, students need to communicate about, understand, and interpret written or spoken language on a variety of topics in the language studied. The key to successful communication is knowing how, when, and why to say what to whom. This standard thus focuses on interpersonal communication.

Key Term: Communication

Communication may be characterized in three different modes:

- **Interpersonal** focuses on active negotiation (direct oral or written communication) among individuals.

- **Interpretive** focuses on receptive communication (the cultural interpretations of meaning that occur within written or spoken form) among individuals.

- **Presentational** focuses on productive communication (spoken or written communication for an audience with whom there is no immediate personal contact).

Cumulative Progress Indicators

By the end of *Grade 4,* students

1. Respond to and initiate simple statements and commands such as greetings, introductions, and leave-taking.
2. Express attitudes, reactions, and courtesy using short phrases and simple sentences.
3. Express likes, dislikes, and preferences.
4. Describe people, places, things, and events using short phrases and simple sentences.
5. Provide and obtain information on familiar topics.
6. Express basic personal needs.

7.   Identify some common and distinct features, such as parts of speech and vocabulary, among languages.

Building upon knowledge and skills gained in the preceding grades
by the end of *Grade 8,* students

8.   Create and respond to simple phrases, questions, and sentences.
9.   Describe people, places, things, and events with some details.
10. Generate and respond to short messages such as invitations, directions, announcements, and appointments.
11. Interact with appropriate responses in limited social settings and basic situations.
12. Express details of their everyday lives and of past experiences.
13. Engage in original and spontaneous conversation in the language studied.
14. Organize thoughts into coherent oral speech.
15. Explore employment opportunities where languages are advantageous.
16. Identify common and distinct features, such as prepositional phrases and clauses, among languages.

Building upon knowledge and skills gained in the preceding grades,
by the end of *Grade 12,* students

17. Communicate and interact in a limited range of task-oriented and social situations.
18. Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
19. Understand a sustained conversation on a number of topics.
20. Comprehend fluent speakers in everyday situations.
21. Communicate orally with increasing logic and accuracy.
22. Research language-related employment opportunities.
23. Identify common and distinct features, such as grammatical structures, among languages.

Standard 7.2

All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one language other than English.

Descriptive Statement

The acquisition of another language focuses attention on how language and culture interacts. This interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own world view while investigating another. Comparing and contrasting languages and cultures promotes cross-cultural discourse and understanding, which are at the heart of the humanities.

Key Term: Culture

Culture may be understood to include three aspects of a society:

- **Perspectives** (e.g., attitudes, values, ideas)

- **Practices** (e.g., patterns of social interactions)

- **Products** (e.g., music, books, laws)

Cumulative Progress Indicators

By the end of *Grade 4,* students

1. Demonstrate an awareness of culture.
2. Demonstrate knowledge of the cultures of speakers of the language studied.
3. Recognize interrelationships between the language and the culture of a given group of people.
4. Recognize and explore the process of stereotyping.

Building upon knowledge and skills gained in the preceding grades,
by the end of *Grade 8,* students

5. Compare the customs of their own culture and the studied culture.

6. Understand the role of stereotyping in forming and sustaining prejudice.

7. Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures.

8. Examine interrelationships between the language and the culture of a given group of people as evidenced in literary works.

Building upon knowledge and skills gained in the preceding grades,
by the end of *Grade 12,* students

9. Recognize and understand verbal and nonverbal cues within a culture.

10. Explore and discuss similarities and differences among various cultures.

11. Explore and discuss representative works of diverse cultures in many fields of endeavor.

12. Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.

13. Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

DEVELOPING DISTRICT CURRICULUM

The most important factor in the development of a district curriculum is linking the standards to the curriculum development process. A district curriculum should be organized to integrate the district's philosophy or goals with the philosophy and goals set forth in the *Core Curriculum Content Standards.*

- Administrators, supervisors, grade-level teachers, and world language teachers who represent the various schools and grade levels in the district should become a team to develop world language programs.

- The curriculum team should develop a written document that provides for program models that can be adjusted and expanded into a continuous and sequential language program within the core curriculum while providing for mutual reinforcement among disciplines. The document should indicate the amount of time on task, the quality of activities, and expected outcomes at each level.

- Developing a curriculum <u>before</u> selecting materials will ensure that communicative goals and objectives drive instruction. The curriculum will serve as a standard by which to judge the appropriateness of resources (which should be listed to assist in program implementation).

- It is important that the curriculum document be organized and arranged so that teachers on various levels may become aware of the objectives containing skills that may have been previously introduced, but not necessarily mastered, on another level.

- As the curriculum development team creates a shared understanding and vision, the course will be set for developing a world language curriculum that will continue to evolve as a living document.

The considerations in this chapter regarding state and national documents in the school, district, or classroom context have been adapted from *Bringing the Standards into the Classroom: A Teacher's Guide* (Rosenbusch, 1997, pp. 7-14).

State and National Documents

In whatever context the local curriculum is being developed or evaluated, consider the following documents generated at the state and national level:

- the *New Jersey Core Curriculum Content Standards for World Languages* and the *New Jersey World Languages Curriculum Framework*;

- language-specific standards from national language-specific organizations; and

- the *Standards for Foreign Language Learning: Preparing for the 21st Century.*

Within the parameters of meeting the *New Jersey Core Curriculum Content Standards*, answer the following questions:

- Do the expectations for students set forth in this document match those in the existing curriculum?

- Is there evidence of curricular focus on both standards (communication and culture) and on the cumulative progress indicators at every level of instruction in the existing curriculum?

- Are school or district assessment practices aligned with the state standards?

School or District Context

If the curriculum is being developed or evaluated at the local level, also consider the following information, relevant to the individual school or school district:

- school or district mission statement or philosophy;

- school board goals;

- goals of the world language program;

- student, parent, and community expectations;

- student body profile data; and

- staff/specialist qualifications.

Within the parameters of the information in the documents listed above, answer the following questions:

- How does world language study fit into the school context? (Are there language requirements for all students? What languages are offered? What considerations are needed for vertical articulation K-16?)

- What should students know and be able to do at the end of each level of instruction and at state benchmark levels (Grades 4, 8, and 12)?

- How will the school district know that the students have accomplished these standards, and how will this be communicated to the students and their parents? (What kinds of assessment will be required? What kinds of training will be provided for teachers to ensure consistent and fair assessment practices across the program/school/district?)

- What specific program considerations need to be made in light of student body profile data and/or community demographics and student, parent, and community expectations?

Classroom Context

Consider the following when correlating classroom goals with the goals of the *New Jersey Core Curriculum Content Standards*:

- textbooks;

- curriculum that has been developed or adapted;

- supplementary materials;

- available technology;

- community resources; and

- colleagues as resources.

Answer the following questions:

- What opportunities are offered to the students for

  - interacting face-to-face?

  - interpreting written and spoken messages?

  - making meaningful written and spoken presentations that are appropriate to their language proficiency?

- How is culture presented so that students understand the relationships between perspectives and products and between perspectives and practices?

- What opportunities are provided to assess current information available in the target language?

- How can collaborative work with colleagues in other disciplines be done to enhance the language learning experience for students by making connections to other subject areas?

- How can collaborative work with colleagues be done within the world language department to make sure that grading practices and expectations for performance are consistent?

- What experiences are provided for students to analyze and compare linguistic and cultural features of the native- and target-language environments?

- What opportunities are provided for students to use the language beyond the classroom setting?

- What community resources are brought into the classroom to enrich the language and cultural experiences for students?

- Is available technology used to facilitate student communication beyond the classroom?

If classroom practices and expectations do not correlate with the New Jersey World Languages Standards, **districts must identify the changes needed to align their existing curriculum with the state standards**.