



Chapter 9

**THE EFFECT OF THE
WORLD LANGUAGES
STANDARDS AND
FRAMEWORK ON THE
NEW JERSEY COMMUNITY**



STUDENTS

Through the study of world languages, New Jersey students will reap the rewards of being able to communicate effectively in a technological society that presupposes immediate communication in diverse social settings. New Jersey students will be able to use their linguistic and cultural knowledge to make connections with what they are learning in school to their future careers. As future members of the New Jersey workforce, their ability to communicate will be the key to surviving, resolving conflict, problem solving, making contributions to the community, and prospering in a competitive job market on the state, national, and international levels.

TEACHERS

World language teachers should play an important role as “agents of change” in the teaching of languages to all of New Jersey’s children. They will gain additional knowledge, expertise, and confidence as they impact the development of the world language curriculum to align with the standards and utilize the standards in their planning. They will also benefit from the interaction with colleagues across disciplines through opportunities for professional development and in-services that will be offered as the standards are accepted and implemented throughout the state.

ADMINISTRATORS

Administrators and policy makers will also be critical initiators of the change process as their support is crucial in realizing the vision of communicative competency in one or more world languages for New Jersey students. Administrators will have local autonomy in implementing the standards in their districts in a variety of ways. They will be a “driving force” for facilitating sound curricular decisions, challenging the permanence of accepted practice, and catalyzing the vision of well-articulated K-12 world language programs.

PARENTS

Parents will discover a new sequence, new instructional approaches, and new content in New Jersey world language programs, which may differ from past personal learning experiences. They will be invited to join the world language class as resource personnel who may add to the knowledge, curriculum, and cultural aspects of the classroom. They will be encouraged to integrate world language study at home by providing input on a variety of student activities. Parents will become learners of other languages and cultures as they share their children’s language experiences and watch their linguistic competencies grow and flourish.

THE BUSINESS COMMUNITY

As the impact of communication-based language programs begins to be felt in the workplace, the New Jersey business community will find that the study of world languages has helped to develop in students the problem-solving and critical-thinking skills needed to achieve success. Moreover, the study of world languages has given students valuable insight regarding the profound implications of language and culture in the economic and business world.

Through business and school partnerships, students will be able to participate in work-related experiences and apprenticeships. Business professionals also will be invited to share their expertise and participate in the activities of the world language program.

COLLEGE AND UNIVERSITY PROGRAMS

For the first time in the history of the state, colleges and universities will be receiving New Jersey students who are products of proficiency-based K-12 world language programs and who are able to communicate effectively in one or more world languages other than English. Postsecondary institutions will find it necessary to redesign current programs in response to the needs of learners who have benefited from extended world language sequences. To achieve this, these institutions will need to provide continuing professional development for existing staff.

Colleges and universities will also come to realize the value of integrating world languages throughout the college curriculum as a way to acquire knowledge, analyze it, and apply it in ways that are relevant to students at this level.



Chapter 10

LEARNING SCENARIOS



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.

Title

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:

THEMATIC GRADE-LEVEL INDEX

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.

LEARNING SCENARIOS–THEMATIC GRADE LEVEL INDEX

Themes and Scenario Titles	Grade Level	Page Number
ABOUT ME		
Let's Pack Our Bags	K-2	83
Let's Play	5-8	115
Keeping Track of the Future	9-12	145
To Your Health	9-12	147
ARTS and LITERATURE		
Dance Recital	K-2	85
Let's Explore My Garden	3-4	87
Tell Me a Tale	3-4	89
The Musical Maze	5-8	117
Rocking Around the World	7-8	119
You Ought to Be in Pictures	11-12	149
FRIENDS and OTHERS		
Let's Make Friends and Meet Their Families!	K-2	91
Getting to Know Others	3-4	93
Crazy Olympics	5-8	121
Dare to Say No	9-12	151
For Peace Sake	9-12	153
Murder in the First	9-12	155
HOME LIFE		
Come Home with Me	K-2	95
Our Stuffed Pals	K-2	97
Stop the Camera!	3-4	99
You Are What You Eat	9-10	157
THE NATURAL WORLD		
Changeabout	K-2	101
Butterfly Life Cycle	3-4	103
Plants! Plants! Plants!	3-4	105
Hey, Aesop, What's Up?	5-8	123
The Rain Forest	5-8	125
Welcome to New Jersey	7-8	127

LEARNING SCENARIOS–THEMATIC GRADE LEVEL INDEX*(continued)*

Themes and Scenario Titles	Grade Level	Page Number
THE POLITICAL/SOCIAL WORLD		
A Country Confection	3-4	107
On the Fast Track	5-8	129
Say It with a Card	5-8	131
World Languages: Who Needs Them?	5-8	133
Justice for All	7-8	135
Telephone Talk	7-8	137
Piece by Piece	9-12	159
Heroes: Our Alter Egos	11-12	161
I'm a United Nations Diplomat	11-12	163
Immerse Yourself	11-12	165
SCHOOL and CAREER		
If It's Tuesday	3-4	109
What Am I Bid?	3-4	111
Let's Go to Work	7-8	139
2050: A School Odyssey	7-8	141
Buy My Product	9-12	167
Making Connections	9-12	169
COMMON THEME DEVELOPMENT: K-12		
Getting Around	K-4	173
Getting Around the Capital	5-8	175
It Takes More Than Gas	9-12	177

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

