

**World Language Curriculum Leadership Council Meeting**  
**BVSD Ed Center**  
**September 27, 2011**  
**4:30 – 6 p.m.**

Purpose of Curriculum Leadership Council

- Review BVSD, state and national world language standards + trends
- Review district assessment data and plan assessments
- Guide professional development planning
- Advise on program advocacy and other issues

Curriculum review

- Review the new 2011 BVSD and 2009 state (CDE) world language standards, especially regarding the preparation for teachers to be switching from the old standards to the new standards for the 2012-2013 school year

BVSD world language assessments

- Give an overview of assessments currently administered at each level
- Discuss issues of test content, administration & scoring
- Consider future revisions of the tests to align more closely to the new standards

Fall district-wide professional development planning

- Plan and run professional development day (Oct. 14, 2011)

World Language advocacy in BVSD

- Present and discuss any other questions/concerns regarding the district world language program

**The council will meet three times during the 2011-2012 school year. The following two meetings will be on January 31, 2012 and April 24, 2012.**

**GROUP NORMS**

Collaborate Invite and welcome contributions of each member Listen to and respect one another Work towards consensus See the big picture Assume positive intent Meet and end on time Have a sense of humor!
--

## BVSD World Language Curriculum Council Agenda

BVSD Ed Center

Tuesday, September 27, 2011      4:30 p.m. – 6 p.m.

Members:

- |                      |                   |                       |
|----------------------|-------------------|-----------------------|
| 1. Melissa Duplechin | 6. Lynn Gibert    | 11. Karen Arteaga     |
| 2. Helena Shirai     | 7. Victoria Gao   | 12. Barbara Wallace   |
| 3. Lena Carroll      | 8. Mike Kleinkopf | 13. Kree Cuthbert     |
| 4. Becky Bragg       | 9. Susan Simonds  | 14. Stephen Goettsche |
| 5. Elisabeth Denizot | 10. Amanda Elsnes | 15. Mary O'Brien      |

Time	Activity & Notes
4:30 p.m.– 4:40 pm	<ol style="list-style-type: none"> <li>1. Welcome to World Language Curriculum members</li> <li>2. Introductions: Name, School, Language, Levels, (Celebrations)                             <p style="margin-left: 20px;"><b>Norms:</b></p> <ul style="list-style-type: none"> <li>• Collaborate</li> <li>• Invite and welcome contributions of each member</li> <li>• Listen to and respect one another</li> <li>• Work towards consensus</li> <li>• See the big picture</li> <li>• Assume positive intent</li> <li>• Meet and end on time</li> <li>• Have a sense of humor!</li> </ul> </li> <li>3. Facilitating the meeting                             <ol style="list-style-type: none"> <li>a. <b>Parking Lot Facilitator:</b> Issues that we need to return to before leaving.</li> <li>b. <b>Do all necessary paper work for the District:</b> Sign attendance sheet</li> </ol> </li> </ol>
4:40-4:50 p.m.	<p><b>Agenda for the day:</b></p> <ul style="list-style-type: none"> <li>• We have been revising the BVSD curriculum guides. Rough drafts are in and are currently being reviewed/edited (see attached e-mail from Briggs Gamblin regarding how to give your input during the month of September)</li> <li>• Our big project for the year is to learn about and help educate our colleagues about the new BVSD curriculum standards, which will have to be implemented in classrooms for the 2012-2013 school year. David Burrous will tell us in detail about that today, and they will be the focus of the Oct. 14 professional development day.</li> <li>• We must create/choose a prompt for the Level 4 writing test</li> <li>• Other pressing issues?</li> </ul>
4:50-5:45 p.m.	<p><b>David Burrous presents on the new curriculum standards</b></p> <p>&lt;See PowerPoint notes&gt;</p>
5:45-6:00 p.m.	<b>Parking lot</b>

	<p>AP level (ACTFL intermediate-high to advanced-low, how does it correspond to level 4?). Intermediate mid covers level 4? AP is beyond this level? How does the goal of preparing students for the AP test translate or inform the instruction at the lower levels?</p> <p>PLACE/PRAXIS test—what level is that aimed at, what minimum level should teachers be at?</p> <p>How do you assess the information after you have taught it? Goal: communication,</p> <p>Presentational mode—what can students publish? Put on YouTube, send to a magazine? That is the goal</p> <p>Classical languages? Emphasis is different, from the state level</p> <p>How should we set up our grade books? Formative, summative, participation broken down by interpretative, interpersonal, presentational There needs to be more consistency throughout the district (at least summative/formative)</p> <p>District assessments? AP-style, level appropriate?</p> <p>Need: an exam that measures proficiency to waive students' requirement for a language class</p>
5:50-6:00 p.m.	<b>Closing comments/questions. Adjourn the meeting</b>

**World Languages Professional Development Day**

**Friday, October 14, 1:00-3:00 p.m.**

**1:00-1:15 p.m. Teachers sign in + welcome**

- Introduce World Language Curriculum Council members + invite other teachers to join us next year
- Highlight awards, grants, etc that district world language teachers and students have won, recognize any other good news
- Announce any other items of interest to world language teachers:
  - 1) ACTFL is coming to the Denver Convention Center November 17-20. Join over 7000 teachers of all languages and levels taught in America. Our local language associations are acting as hosts for this convention, so get involved!
  - 2) Other announcements?
- Explanation of the day

**2:50-3:00 p.m. Conclusion, evaluations**

# **REMINDER: Public Input Opportunities BVSD Curriculum, Assessment & Instruction [briggs.gamblin@bvsd.org]**

Greetings to all members of the BVSD community,

The BVSD Curriculum, Assessment and Instruction Department, along with over 200 BVSD teachers have been working for three months to revise the BVSD Curriculum Essentials Documents to align to the new Colorado Academic Standards. Hundreds of documents have been written and our department needs your help in preparing the final revisions!

## **TIMELINE:**

September: Review and receive feedback on document drafts,  
October: Revise documents using BVSD Community feedback,  
November: Submit documents to the Board of Education for study,  
December: Approval by the Boulder Valley Board of Education of final curriculum documents,  
January- July: Release and conduct professional development around new curriculum documents, and  
August – June 2013: Implement and continue professional development around new documents.

## **HOW YOU CAN HELP:**

There are two ways in which each of you can review and provide us feedback on the new documents.

- 1) You can attend one of the public review sessions to see and examine paper copies of the documents and provide us with feedback. Everyone is welcome at any open house session. The sessions are in an open house format, from 4:30 p.m. – 6:30 p.m. The sessions will begin with a short introduction at 4:30 p.m., but you are welcome to come at any time during the session and stay for all or part of the session. We just welcome you to join us! The remaining two sessions are set for:

**September 22, 4:30-6:30 PM, Southern Hills Middle School, 1500 Knox Dr., Boulder**

**September 29, 4:30-6:30 PM, Lafayette Elementary School, 101 N. Bermont Ave., Lafayette**

- 2) You can view electronic versions of the document and provide us feedback at a time that is convenient for you during the month of September. Your feedback will be reviewed and changes will be made. An overview of the feedback that was assimilated into the documents will be released in late October. Not all feedback will be assimilated into the documents. Much of the language in the Grade Level Expectation pages comes directly from the state will not be changed. On the GLE pages, any words in **bold** or *italics* have been added by BVSD and can be revised. Please comment on typos, format, organization and overall clarity.

To view and review the documents electronically, please follow these steps:

### **STEP 1: Follow this link to the curriculum review website:**

<http://www.bvsd.org/curriculum/curriculumreview/Pages/default.aspx>

**STEP 2: Using the guide bar to the left, select your subject area to locate the document(s) you wish to review. (NOTE: All elementary documents are organized by grade level and include all subject areas. Please select the PreK-5 link.)**

FOR EXAMPLE : To see a math document, you would click “Math Samples” and then choose one of the documents listed.

**STEP 3: Once you have selected a document to review, please provide your feedback through our online**

**feedback system by returning to the Curriculum Review page at:**

<http://www.bvsd.org/curriculum/curriculumreview/Pages/default.aspx>

**STEP 4: Choosing the feedback link for the content and grade of the course you are revising.**

**STEP 5: The link will take you to a feedback submission form. Please enter your feedback as prompted by the form. You do not have to make an entry in every field.**

## ACTFL Standards

# *Standards for Foreign Language Learning Communication*

### *Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### *Cultures*

#### *Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### *Connections*

#### *Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### *Comparisons*

#### *Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### *Communities*

#### *Participate in Multilingual Communities at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Colorado Academic Standards 2009

### World Languages

Standards are the topical organization of an academic content area. The four standards of world languages are:

#### 1. Communication in Languages Other Than English:

The educated American of the 21st century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in participating in the global community.

In the 21st century students speak, read, view, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Language study helps students analyze important questions to extend learning beyond the classroom. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21st century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occurs as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

#### 2. Knowledge and Understanding of Other Cultures:

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures. Through their analysis of various resources in the target language, students are able to obtain information on topics of personal and global interest. Second language study helps students formulate self-identity and develops their world view. Colorado Department of Education Adopted: December 10, 2009 Page 16 of 71

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures. As students grow in their language development, they develop strategies for building relationships within the world community.

### **3. Connections with Other Disciplines and Information Acquisition:**

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. Examining authentic information available via technology widens the lens of a world language learner to include international sources. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills. As students engage in experiences where skills in another language and cross-cultural knowledge are needed, their intercultural understanding is heightened.

### **4. Comparisons to Develop Insight into the Nature of Language and Culture:**

The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products, and perspectives.

## **BVSD 2008 Standards**

### **Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.2 Speaking** - *Students speak in a World Language for a variety of purposes and for a variety of audiences.*

**1.3 Reading** - *Students read and derive meaning from a variety of materials written in a World Language.*

**1.4 Writing** - *Students write in a World Language for a variety of purposes and for diverse audiences.*

### **Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

<http://bvsd.org/curriculum/curriculum/K5%20Curriculum%20Documents/Middle%20Level%20Curriculum%20Adopted%202009/WorldLanguageCurriculumGuide2008%5B1%5D.pdf>

[http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World\\_Languages\\_Standards\\_Adopted\\_12.10.09.pdf](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf)

[http://www.actfl.org/files/public/StandardsforFLExecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf)