



SUMMER EDUCATION EVENT

2015 World Language Standards

Desa Dawson, Director of World Language Education

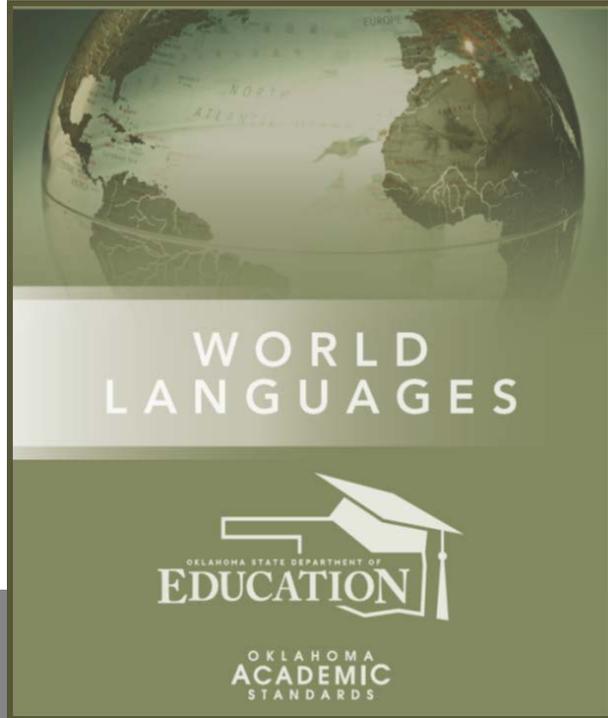
Office of Instruction

Oklahoma State Department of Education

Desa.Dawson@sde.ok.gov

(405) 521-3035

Oklahoma Academic Standards for World Languages



2015 Revision

Review Committee Members

- 23 Participants
- Languages: Chinese, Choctaw, French, German, Japanese, Latin/Greek, Spanish
- Levels: elementary, middle school/junior high, high school, university
- Programs: Immersion, Foreign Language in the Elementary School, Advanced Placement, International Baccalaureate
- Communities: metropolitan and rural
- Educational roles: teachers, curriculum specialists, methodologist

Review Process

- 5 total meeting days in October, November and December of 2014
- Research: ACTFL (American Council on the Teaching of Foreign Languages) World- Readiness Standards for Learning Languages and other recently revised state standards
- NCSSFL-ACTFL Can-Do Statements available at:
<http://www.actfl.org>

Major Revisions

- Flexibility for schools in program implementation
- Clarification of standards
- Learner targets expressed in can-do statements at various levels
- Implementation guide on OSDE Website will accompany standards for classroom support

Clarifications – Communication

FROM:

Interpretive Mode: *Students* **understand and interpret** written and spoken language on a variety of topics.

TO:

Interpretive Mode: *Learners* **understand, interpret, and analyze** what is *heard, read, or viewed* on a variety of topics.

Clarifications-Communication

FROM:

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

TO:

Interpersonal Mode: *Learners* **interact and negotiate meaning** in *spoken, signed, or written* conversations to **share information, reactions, feelings, and opinions.**

Clarifications - Communication

FROM:

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

TO:

Presentational Mode: *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*.

Clarifications-Culture

FROM:

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

TO:

Relating Cultural Practices to *Perspectives*: Learners *use the language to investigate, explain, and reflect on* the relationship between the practices and perspectives of the cultures studied.

Clarifications-Culture

FROM:

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

TO:

Relating Cultural Products to Perspectives: *Learners use the language to investigate, explain, and reflect on* the relationship between the products and perspectives of the cultures studied.

Clarifications-Connections

FROM:

Interdisciplinary Studies: *Students will reinforce and further their knowledge* of other content areas through the foreign language.

TO:

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.*

Clarifications-Connections

FROM:

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

TO:

Acquiring Information and Diverse Perspectives: *Learners* **access and evaluate information and diverse perspectives** that are available through the language and its cultures.

Clarifications-Comparisons

From:

Language Comparisons: *Students demonstrate understanding* of the nature of language through comparisons of the language studied with their own.

To:

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.

Clarifications-Comparisons

From:

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

To:

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.

Clarifications-Communities

From:

School and Community: *Students will use the language* both within and beyond the school setting.

To:

Schools and *Global* Communities: *Learners use the language* both within and beyond the classroom **to interact and collaborate** in their community and the *globalized world*.

Clarifications-Communities

From:

Personal Enrichment: *Students* will **show evidence of becoming lifelong learners** by ***using the language*** for personal enjoyment and enrichment.

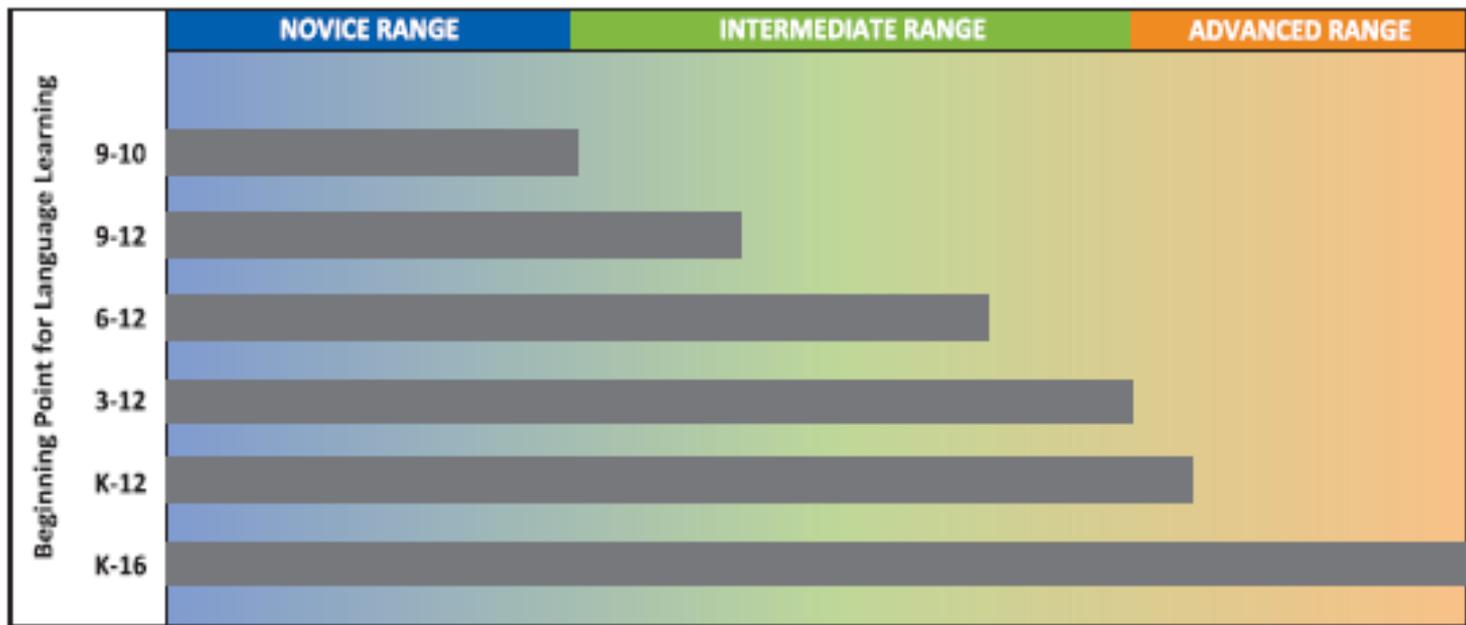
To:

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

World Language Programs

- Immersion
- FLES
- FLEX
- Middle School / Junior High
- High School

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



(Information adapted from ACTFL Performance Descriptors for Language Learners, pp. 12-13, 2012)

NCSSFL/ACTFL Can-Do Statements

Replace:

- Progress indicators
- Performance Guidelines

Free Online Publication at:

[http://www.actfl.org/sites/default/files/pdfs/Can-Do Statements 2015.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do%20Statements%202015.pdf)

Online Implementation Guide

Learning Scenarios will generate common:

- Topics
- Themes
- Appropriate standards

Ideas for Additional Resources?

Write suggestions on your “Ticket Out”

or

Contact: Desa.Dawson@sde.ok.gov

Ohio Website for World Languages

<http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language>