

CHESHIRE PUBLIC SCHOOLS SUBJECT AREA SUMMARY SHEETS

WORLD LANGUAGE

Curriculum Review Cycle Schedule

18-19	Implement II
19-20	Implement III
20-21	Evaluation – Subcommittee is Formed
21-22	Analyze Plan – Presentation to CCC
22-23	Implement I

SUBJECT/DEPARTMENT: WORLD LANGUAGE

MISSION STATEMENT

Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question, “Why does this curricular area exist?”

World Languages are the keys to the whole world! The emphasis in all world language classes is the ability to communicate in the target language. Language classes integrate the study of geography, art, architecture, history, and literature with writing, speaking, and listening skills. Higher order thinking skills are addressed through problem-solving situations in the target language. Latin classes emphasize increasing vocabulary skills for SAT testing. Challenging Advanced Placement courses in French, Spanish, Latin, and German employ primary documents, sophisticated literature, and complex cultural content. Exciting student foreign exchange and travel programs to Spanish, French, Japanese, German and Italian speaking countries complement language study.

Created: May 1, 2007

PERFORMANCE STANDARDS

Taken from CHS Program of Studies

Collaborative/Cooperative Worker

- Students will be able to understand the concept of culture and the nature of language as they compare to their own.
- Students will be able to gain knowledge and understanding of the traditions, products and perspectives of the cultures studied.

Community Contributor

- Students will be able to understand the concept of culture and the nature of language as they compare to their own.
- Students will be able through connections to expand their knowledge of other areas of study through study of the world language.
- Students will be able to gain knowledge and understanding of the traditions, products and perspectives of the cultures studied.
- Students will be able to use the world language both within and beyond the school community for personal enjoyment, enrichment and active participation.

Complex Thinker

- Students will be able through connections to expand their knowledge of other areas of study through study of the world language.
- Students will be able to communicate, understand and interpret the spoken and the written language on a variety of topics.
- Students will be able to use the world language both within and beyond the school community for personal enjoyment, enrichment and active participation.

Effective Communicator

- Students will be able to understand the concept of culture and the nature of language as they compare to their own.
- Students will be able through connections to expand their knowledge of other areas of study through study of the world language.
- Students will be able to communicate, understand and interpret the spoken and the written language on a variety of topics.
- Students will be able to use the world language both within and beyond the school community for personal enjoyment, enrichment and active participation.

Knowledgeable Person

- Students will be able through connections to expand their knowledge of other areas of study through study of the world language.

- Students will be able to gain knowledge and understanding of the traditions, products and perspectives of the cultures studied.
- Students will be able to communicate, understand and interpret the spoken and the written language on a variety of topics.

Self-Directed Learner

- Students will be able to understand the concept of culture and the nature of language as they compare to their own.
- Students will be able through connections to expand their knowledge of other areas of study through study of the world language.
- Students will be able to communicate, understand and interpret the spoken and the written language on a variety of topics.

Skilled Information Processor

- Students will be able through connections to expand their knowledge of other areas of study through study of the world language.
- Students will be able to communicate, understand and interpret the spoken and the written language on a variety of topics.

**ANNUAL PROGRAM/DEPARTMENTAL GOALS/STRATEGIC PLANNING
INITIATIVES**

What are the goals for your program or department for this curriculum area for this year 2018-2019?

Cheshire High School

Use of Departmental Proficiency Guidelines as a way to provide feedback to students and parents regarding their status in the language learning process

Continue to increase the amount of target language (teachers and students) used within the classroom (develop and share strategies for instruction)

Continue to encourage department collaboration for sharing of instructional strategies dealing with personalized instruction and mastery based learning

Identify text resources for German

Dodd Middle School

Use of Departmental Proficiency Guidelines as a way to provide feedback to students and parents regarding their status in the language learning process

Continue to increase the amount of target language (teachers and students) used within the classroom (develop and share strategies for instruction)

Continue to encourage department collaboration for sharing of instructional strategies dealing with personalized instruction and mastery based learning

Identify text resources for German

WHAT WAS, WHAT IS, WHAT WILL BE

AREA	What Was	What Is
Curriculum/ Objectives/ Guides	<ul style="list-style-type: none"> • Same languages offered • Pacing option the same • Less dependency on textbook • Raise expectations (towards national exams) • Continue to integrate (5 C's) • Curriculum aligns with mission statement, state and national standards • French, Spanish, Latin and German (III, IV, V) curriculum written • More time will be allotted for collaboration between teachers • Increased use of target language • Curriculum maps have been created for all language years 	<ul style="list-style-type: none"> • Implementation of a permanent language laboratory • Continue to increase the amount of the target language used • Re-establish some form of Cultural Week at CHS • More time for department collaboration • Continue to access the effectiveness the curriculum and its pacing • Review departmental rubrics and create new ones where needed (i.e. spontaneous speech, etc.) • Look to add more culture to the curriculum (exposure/field trips) • At Dodd look to add world languages as a core subject • Explore the possibility of adding another language to the program (Italian; Chinese) • Look to add more language exchange programs • Increase instructional time to daily class meeting in 7th grade
Texts, Manipulatives, Technology	<ul style="list-style-type: none"> • Spanish level 2 classes use the same text as level 1 classes but at a slower pace • Texts are used as an instructional resource to implement curriculum • Smartboards, iPods & a portable lab are used where available. Additional software will be identified to help implement and improve the curriculum 	<ul style="list-style-type: none"> • Look to increase in the number of Smartboards • A language laboratory should be established for the department • Replace any outdated textbook within each language that is offered (Spanish-IV, French years I-III) and German years I-IV
Organizing for Instruction	<ul style="list-style-type: none"> • Increased use of target language in the classroom • Develop and implement new activities to increase motivation during instruction time • Equally address the 5 C's • More collaboration if time allows • Increased use of listening and oral skills 	<ul style="list-style-type: none"> • More collaboration time allocated within the department • Implementation of a permanent language laboratory • Common prep time within languages • More training on Google docs and various language related technologies during PD days • 7th grade to meet every day
Assessment	<ul style="list-style-type: none"> • Common rubrics for department • Increased amount of common assessments such as unit benchmark/project and or tests • Oral component for midterm and final • Assessment tools align with curriculum 	<ul style="list-style-type: none"> • Increased amount of speaking opportunities in the target language (Language Lab) • Use of Departmental Proficiency Guidelines as a way to provide feedback to students regarding their status in the language learning process • Review departmental rubrics and create new ones where needed (i.e. spontaneous speech, Audacity files) • Continued use of Department Rubrics • Continue to develop common departmental assessments

Professional Development	<ul style="list-style-type: none"> • There will continue to be time to evaluate the pacing and effectiveness of curriculum. There will be release time for collaboration. There will be release time for training on the new technology and software. There will be release time to develop assessment tools in alignment with the curriculum. 	<ul style="list-style-type: none"> • Encourage attendance at the State Conference • Encourage attendance at the Annual November National Conference • Encourage members to attend professional workshops • CPS Professional Development Days – Building Department Specific • CPS Professional Development Days – 7-12 Department Specific
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AREA	What Will Be	
Curriculum/ Objectives/ Guide	<ul style="list-style-type: none"> • 7th grade to meet every day • World Language as part of core subject teams • Continue to offer Cultural Awareness opportunities to students • Continue to increase the amount of the target language used • Explore opportunities for interdisciplinary collaboration • Explore opportunities to add more language exchange programs • Continue to assess the effectiveness of the curriculum and its pacing • Explore ways to incorporate Performance Standards into curriculum • Update and expand the cultural content of the curriculum • Develop a budget line item for cultural events 	
Texts, Manipulatives, Technology	<ul style="list-style-type: none"> • Explore digital resources for all languages years I-III • Identify text resource for German III, French I-III, Latin I-II • Identify technology tool(s) to enhance listening and speaking skills (at Dodd) • Funding for apps and web tools for language practice • Establish a web based language lab such as SansSpace 	
Organizing for Instruction	<ul style="list-style-type: none"> • More time for department collaboration for sharing instructional strategies • Increase use of Google apps and various language-related technologies • Explore opportunities to create a common prep time within languages at CHS • Incorporate standards based grading practices into instruction 	
Assessment	<ul style="list-style-type: none"> • Use of Departmental Proficiency Guidelines as a way to provide feedback to students and parents regarding their status in the language learning process • Continue to identify a competency-based assessment tool to evaluate overall proficiency level • Continue to identify web-based assessment tools • Continue to explore ways to implement performance-based summative assessments • Review departmental rubrics and create new ones where needed • Incorporate standards based grading practices into assessment 	
Professional Development	<ul style="list-style-type: none"> • Increase training on Google apps and various language-related technologies • Encourage attendance at the State Conference • Encourage attendance at the Annual November National Conference • CPS Professional Development Days – Building Department Specific • CPS Professional Development Days – 7-12 Department Specific 	

TEXTBOOK INFORMATION

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Level/Course	Curriculum Last Update	Title of Textbook Used	Date of Publication
7-12	1995, 06, 14	Spanish 1-3 CCP Realidades	2008
		Spanish 1-5 CP Realidades	2008
9-12	2014	Spanish 4 CCP & 4 Adv Conexiones	2010
		Spanish AP Temas	2014
7-12	2008, 10	French CCP-Allez Viens!	2006
9-12	2010	French AP Trésors du Temps	2005
7-12	2007	German CCP– Langenscheidt-Genial	2012 2011
9-12	2012	German AP Aspekte	2011
7-12	2008, 09	Latin CCP – Cambridge Latin Course	2001
9-12	On Going	Italian CCP Prego 8 th Edition	2012