

PUBLIC SCHOOLS of
BROOKLINE



K-8 World Language

June 16, 2022



Vision, Mission & Goals

- K-12 WL Educators
- K-12 WL Coordinators
- Community Input

World Language Vision & Mission

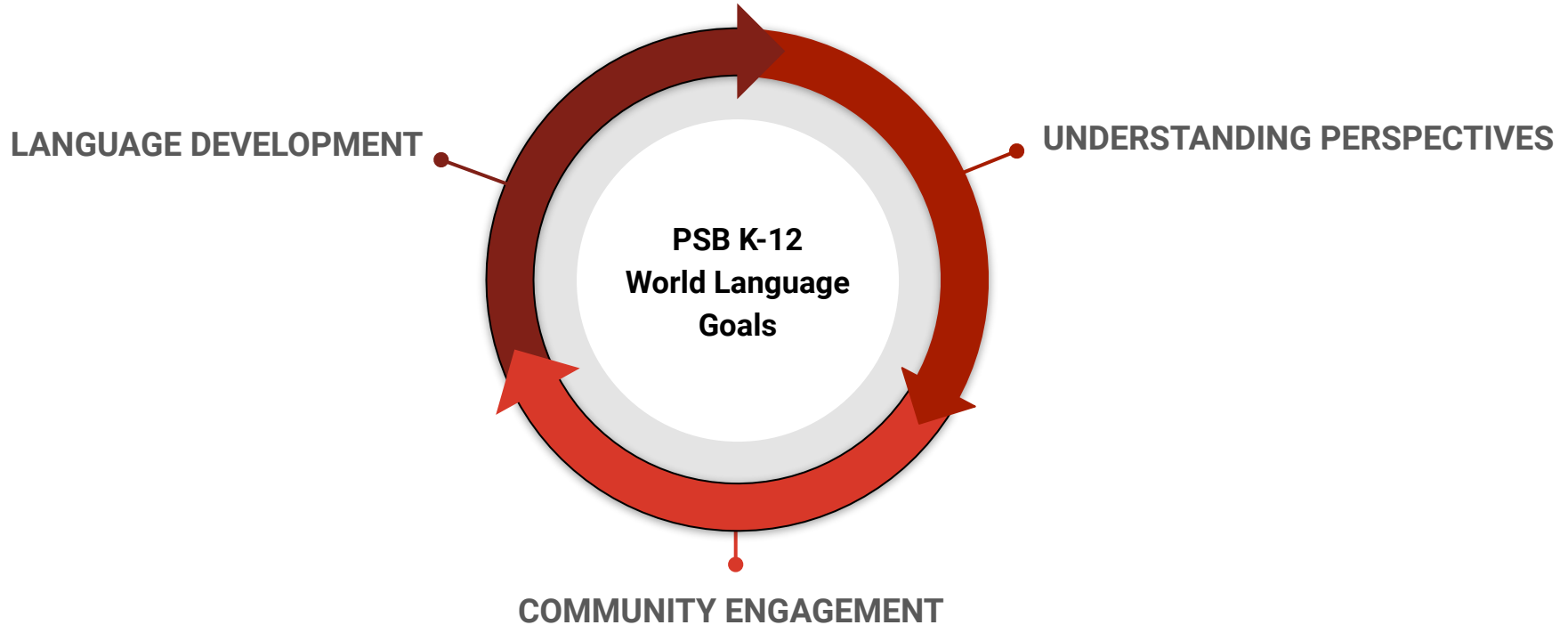
VISION:

The Brookline K-12 World Language Program inspires all students to better understand themselves, each other, and the world by learning another language and its cultures in order to become more engaged local and global citizens.

MISSION:

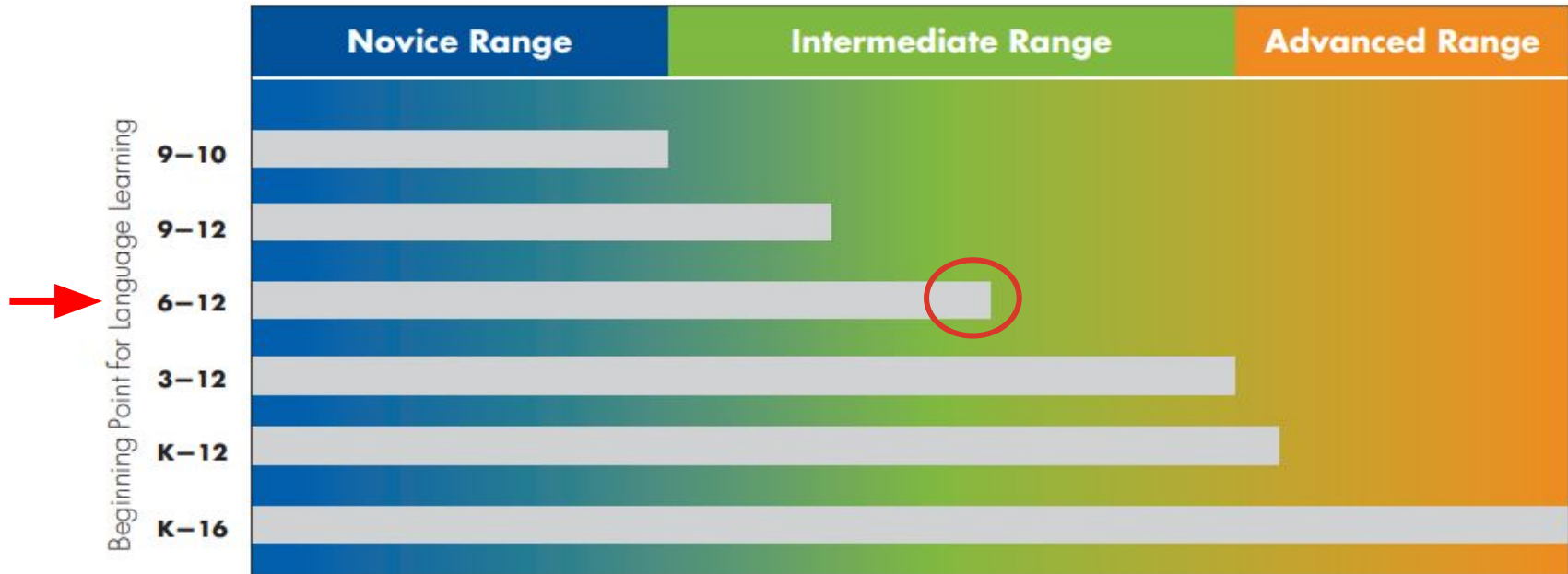
The mission of the Brookline K-12 World Language Program is to guide students in their language development and multicultural understanding. Students engage in purposeful communication in a safe, welcoming environment. They learn about themselves, their peers, their community and the world through the use of thematic units that support comprehension.

World Language Goals



The first step on the path to proficiency is early language education.

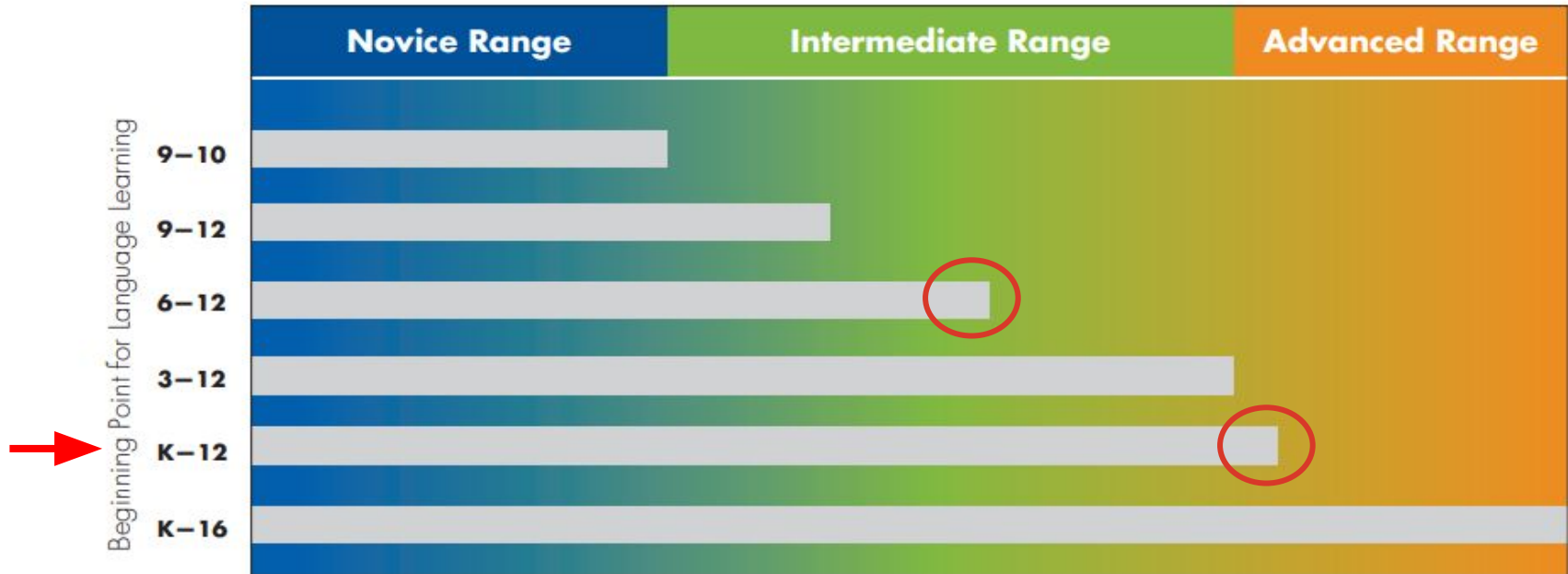
Time as a critical component for developing language performance



From the American Council on the Teaching of Foreign Languages.

The first step on the path to proficiency is early language education.

Time as a critical component for developing language performance



From the American Council on the Teaching of Foreign Languages

How has the teaching and learning of WL shifted over time?

IN THE PAST

Students learned about the language (grammar)

Teacher-centered class

Focused on isolated skills (listening, speaking, reading, and writing)

Coverage of a textbook

Using the textbook as the curriculum

Emphasis on teacher as presenter/lecturer

Isolated cultural “factoids”

Use of technology as a “cool tool”

Only teaching language

Same instruction for all students

Synthetic situations from textbook

Confining language learning to the classroom

Testing to find out what students don't know

Only the teacher knows criteria for grading

TODAY

Students learn to use the language

Learner-centered with teacher as facilitator/collaborator

Focus on the three modes: interpersonal, interpretive, and presentational

Backward design focusing on the end goal

Use of thematic units and authentic resources

Emphasis on learner as “doer” and “creator”

Emphasis on the relationship among the perspectives, practices, and products of the culture

Integrating technology into instruction to enhance learning

Using language as the vehicle to teach academic content

Differentiating instruction to meet individual needs

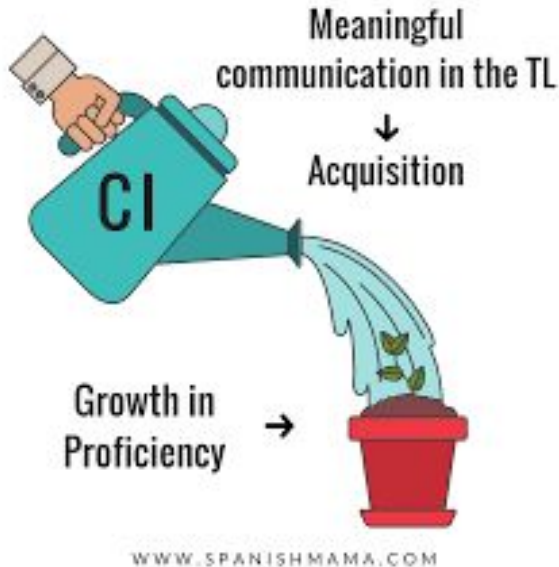
Personalized real world tasks

Seeking opportunities for learners to use language beyond the classroom

Assessing to find out what students can do

Students know and understand criteria on how they will be assessed by reviewing the task rubric

How do we gain proficiency in languages?



We gain proficiency through input and sustained communicative attempts.

World Language Practices

Domain 1: Communication



LANGUAGE DEVELOPMENT (PSB)

Domain 2: Linguistic Cultures

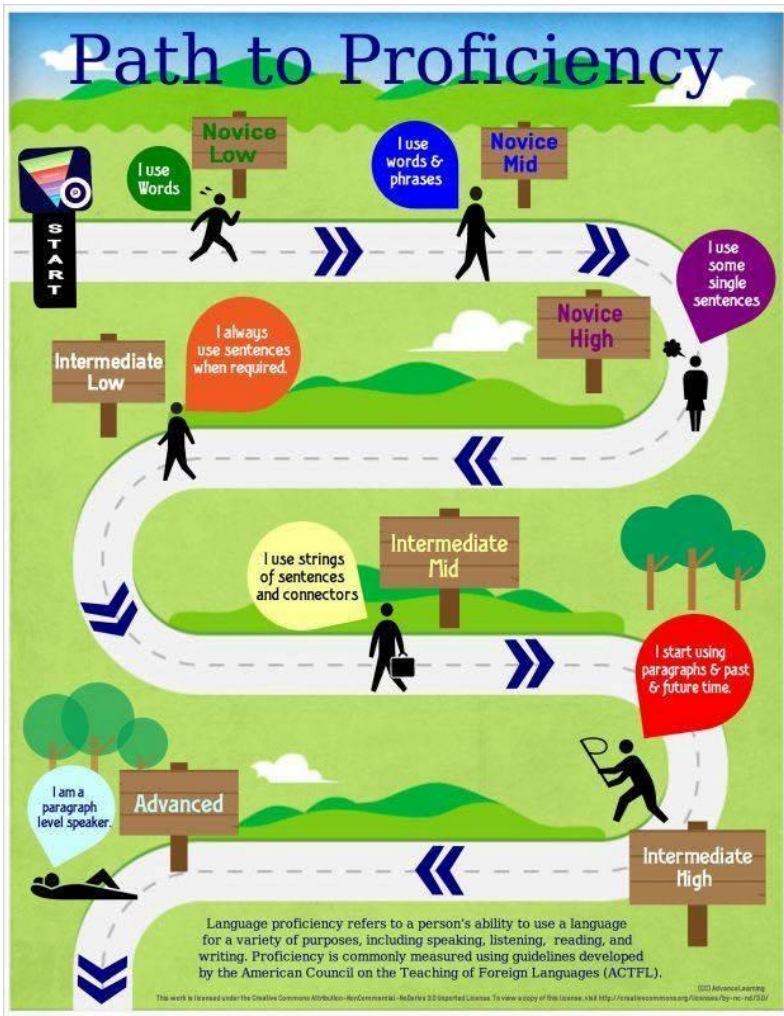


UNDERSTANDING PERSPECTIVES (PSB)

Domain 3: Lifelong Learning



COMMUNITY ENGAGEMENT (PSB)



Language Development

Novices & Intermediates

LANGUAGE FUNCTION	NOVICE	INTERMEDIATE
Describing people, places, things, how and how well	Give a description using one or two short adjectives (ex: colors, numbers, size, shape)	Give more detailed descriptions including comparatives and superlatives
Asking & responding to questions	Respond to a simple question	Ask and respond with some details to a variety of informational questions and follow-up questions
Expressing feelings and emotions	Say that I am happy or sad	Express a variety of emotions and feelings
Expressing preferences and opinions	Say I like or don't like something	Express preferences/ opinions with reasons
Telling & retelling stories	Recount what I am doing in short, memorized sentences	Tell a story or recount an event in a logical sequence of sentences
Expressing hopes, dreams, future plans	Express my plans simply for later in the day, the next day, weekend (ex: I am going to...)	Express hopes, dreams, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...)

Performance à la mode K-5

Novice Low



“Ice cream. Chocolit.
Vanilla. Cone.”

Novice Mid



“Strawberry ice
cream. Vanilla ice
cream. I like
chocolate.”

Novice High



“I like ice cream. I eat
ice cream lots. My
favorites is chocolate
and raspberry.”

What are novices able to do?



K-2

- understand simple questions/phrases
- use a number of common words
- use some simple phrases



3-5

What do novices do next?



- understand simple phrases, questions and the main idea
- use a limited number of common, repetitive words/phrases
- use short, simple sentences to provide basic information
- begin to combine words/phrases



Interpretive Communication



Interpersonal Communication



Cultures



Comparisons



Connections



Communities



Presentational Communication



Intercultural Communication



Social and Emotional Well-Being



Social Justice

Performance à la mode 6-8

Intermediate Low



"My family eat ice cream in teh summer. I like to go JP Licks and eat ice cream. I like a big chocolite ice cream cone."

Intermediate Mid



"Ice cream is ok. I like it sometimes. I eat it little bit because I like cake more. My favorite desert is carrot cake. I love it to have for desert."

What can intermediates do?



6-8

- understand the main idea and details
- use words/expressions on a wide range of topics and elaborate
- combine simple sentences
- string together sentences



Interpretive Communication



Interpersonal Communication



Cultures



Comparisons



Connections



Communities



Presentational Communication



Intercultural Communication



Social and Emotional Well-Being



Social Justice

Highlights

- Unit Essential Questions
- Enduring Understandings
- Unit Objectives

A close-up photograph of a hand in a purple sleeve pointing to a worksheet. The worksheet features several pink and blue hearts. The text '30...' is visible at the top of the page. The background is a blue and white patterned fabric.

K-2

A photograph of a classroom scene. A teacher wearing a face mask stands at the front of the room, facing a group of students seated at desks. The room is filled with educational materials, including posters and a whiteboard. The text '3-5' is overlaid on the image.

3-5

- Successful Language Learners Pilot (gr.2-5)
- Fall Monarch Migration and Butterfly Life Cycle Pilot (gr.3)



6-8

Highlights

- Performance based feedback district wide in grade 6 WL 2022-2023
- Comprehensible input techniques & resources



K-8

- Gender inclusivity
- Vision, mission & goals K-12

Highlighting Equity



Ensures that all students are able to learn and thrive



Disrupts deficit-based policies, practices, and perspectives



Supports, celebrates, and creates opportunities for historically marginalized populations



Next Steps

- **Update 3-5 units and continue to build grade level specific units in grades 3-5.**
- **Identify titles for reading libraries for grades 6-8 to enhance acquisition. Continue developing and norming common assessments.**
- **Begin to develop K-8 general scope and sequences with teachers to enable collaboration and equity of content across schools.**