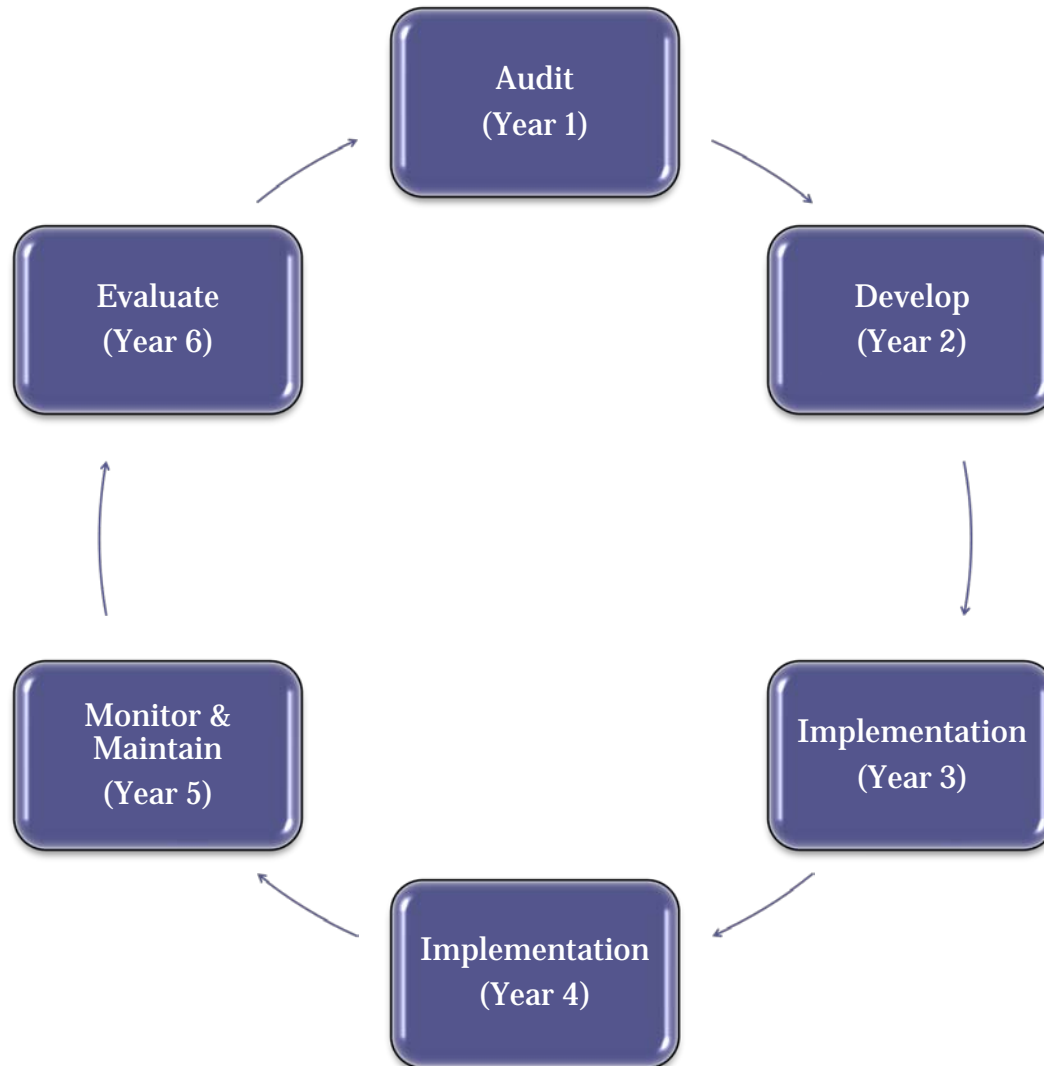


World Languages Curriculum Audit Report

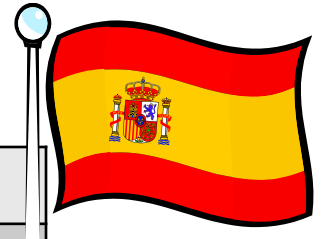
October 21, 2014

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the page towards the center.

Curriculum Review Cycle



World Language Vertical Team Members 2013-2014



Jim Kearney, Curriculum Supervisor

Tom Hagan (Team Leader), RMS Latin Teacher

RMS Representatives

RHS Representatives

**Genevieve Bosma, Spanish
Teacher**

**Alicia Alfonso, Spanish
Teacher**

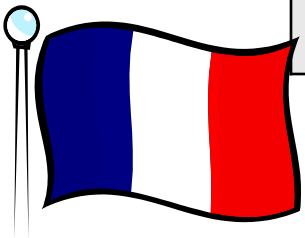
**Carolyn Popovic, French
Teacher**


**Golaleh Daryoush, French
Teacher**

**Claudia Silverman, German
Teacher**

**Marian Bumbaca, German
Teacher**

**Donal McGay, Latin
Teacher**





The goal of the Radnor Township School District's world language program is to help develop students into active members of a global society through the study of world languages and cultures.

- Students will learn to use world languages for meaningful communication in both spoken and written form.
- The World Language program engages students in using the languages in real life situations.
- Students develop sensitivity to the cultural and linguistic heritage of other groups, understand their influence on American culture, and become prepared to participate in a society characterized by linguistic and cultural diversity.
- Students will make cross- curricular connections due to the interdisciplinary nature of World Language study.
- The World Language program will encourage students to be life -long learners and to develop an enduring appreciation of languages and cultures.

RTSD World Languages Program

- Begin with an exploratory course in 6th grade.
- Students choose a language in 7th grade.
 - Spanish
 - Latin
 - French
 - German
- May study any of the languages for six years (up to the AP level)
- Approximately 89% of RMS students and 79% of RHS students are enrolled in a World Language this year.
- World Language is not a graduation requirement.

Curriculum and Assessment Status

- **March 2014**
 - 11% of WL curriculum documents were complete.
 - 55% of WL common assessments were complete.
- **October 2014**
 - 53% of WL curriculum documents are complete.
 - 72% of WL common assessments are complete.

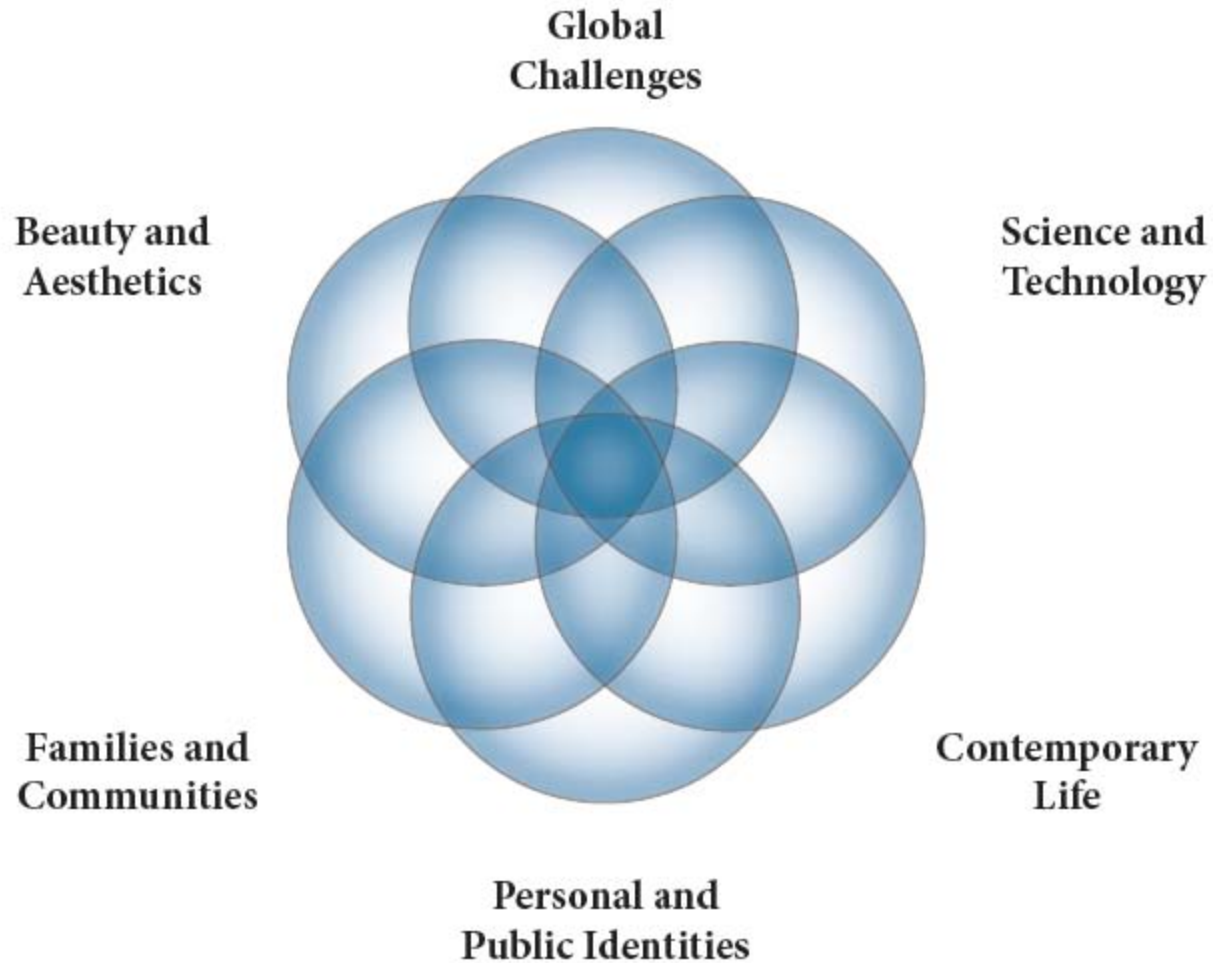
Special Features of our WL Program

- **National French, Spanish, German, and Latin Exams**
- **Student Clubs**
- **Travel**
- **Volunteer Work**
- **International Week**
- **Technology**
 - **Examples: iPads ,Skype, DuoLingo, Yabla, Quizlet**

Changes in World Languages Instruction

In the Past (20 years ago)	Now
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes of communication: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goals
Using the textbooks as curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as “doer” and “creator”
Isolated cultural “factoids”	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a “cool tool”	Integrating technology into instruction to enhance learning
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom

AP Themes



Sample AP Questions

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the Spanish-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Spanish-speaking world. You should also organize your presentation clearly.

You will write a persuasive essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Recent Professional Development

- DCIU Workshops
 - *Using Authentic Materials in WL Teaching*
 - *Fine Tuning WL Curriculum*
- RTSD Technology Day
 - *Technology in the World Languages Classroom*
- AP Training and 2014 AP Conference
- 2012 ACTFL National Convention
- ACTFL Oral Proficiency Interview Training



Alicia at the 2014 AP Conference in Philadelphia

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Area World Language Programs

- **School District of Haverford Township**
- **Lower Merion School District**
- **Rose Tree Media School District**
- **Tredyffrin/Easttown School District**
- **Wallingford-Swarthmore School District**

FLES in our Area

- In 2004 a RTSD committee found the following area school districts had FLES Programs:
 - Lower Merion
 - Haverford
 - Great Valley
 - Tredyffrin/Easttown
 - West Chester Area School District
 - Wallingford Swarthmore
 - Marple Newtown
 - Penn Delco

FLES in our Area

- In 2014 the following area school district has a FLES Program:
 - Lower Merion

Two main reasons for the elimination of local FLES programs:

- 1) Budget Considerations
- 2) Time in the Elementary Schedule

After-School Language Clubs

- The PTOs in all three of our elementary schools currently sponsor after-school world language clubs.

2014-2015 Participation	2013-2014 Participation
Spanish: 37 students French: 17 students German: 11 students Chinese: 6 students	Spanish: 41 students French: 14 students Chinese: 11 students Italian: 6 students

RTSD WL Program- Areas of Strength

- **Students can choose from four languages and have the opportunity to develop their abilities to the AP level.**
- **RTSD offers a variety of world language experiences for students in and out of school.**
- **RTSD has well-educated teachers from diverse backgrounds who participate in professional organizations.**
- **World languages teachers participate in yearly professional development.**
- **World languages are interdisciplinary. Students learn about history, geography, language arts, math, and philosophy in their world languages courses.**

RTSD WL Program- Recommendations

- Align curriculum and assessments to the ACTFL Performance Descriptors shown below:

Grade	Performance Descriptor
6	N/A
7 and 8 or Level 1	Novice Low to Novice Mid

Level	College Prep Level	Level	Honors Level
Level 2	Novice Mid	Level 2 (H)	Novice High
Level 3	Novice High	Level 3 (H)	Intermediate Low
Level 4	Intermediate Low	Level 4 (H)	Intermediate Mid
Level 5	Intermediate Mid	AP	Intermediate High to Pre-advanced

- Encourage students to study one language for 3-4 years.

RTSD WL Program- Next Steps

- Continue to document all World Languages curriculum and common assessments.
- Investigate the possibility of offering Mandarin Chinese.
 - Survey RMS and RHS students to gauge their interest in taking Mandarin.
 - Assess the impact of offering Mandarin on our current World Languages course offerings.
- Review materials to support our curriculum.

Questions?