



# Planning Instruction with the *SC Standard for World Language Proficiency*

SC Department of Education  
Office of Standards and Learning

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# Part 1

## Language Competencies

### What Can Learners Do?

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# Agenda for Part 1

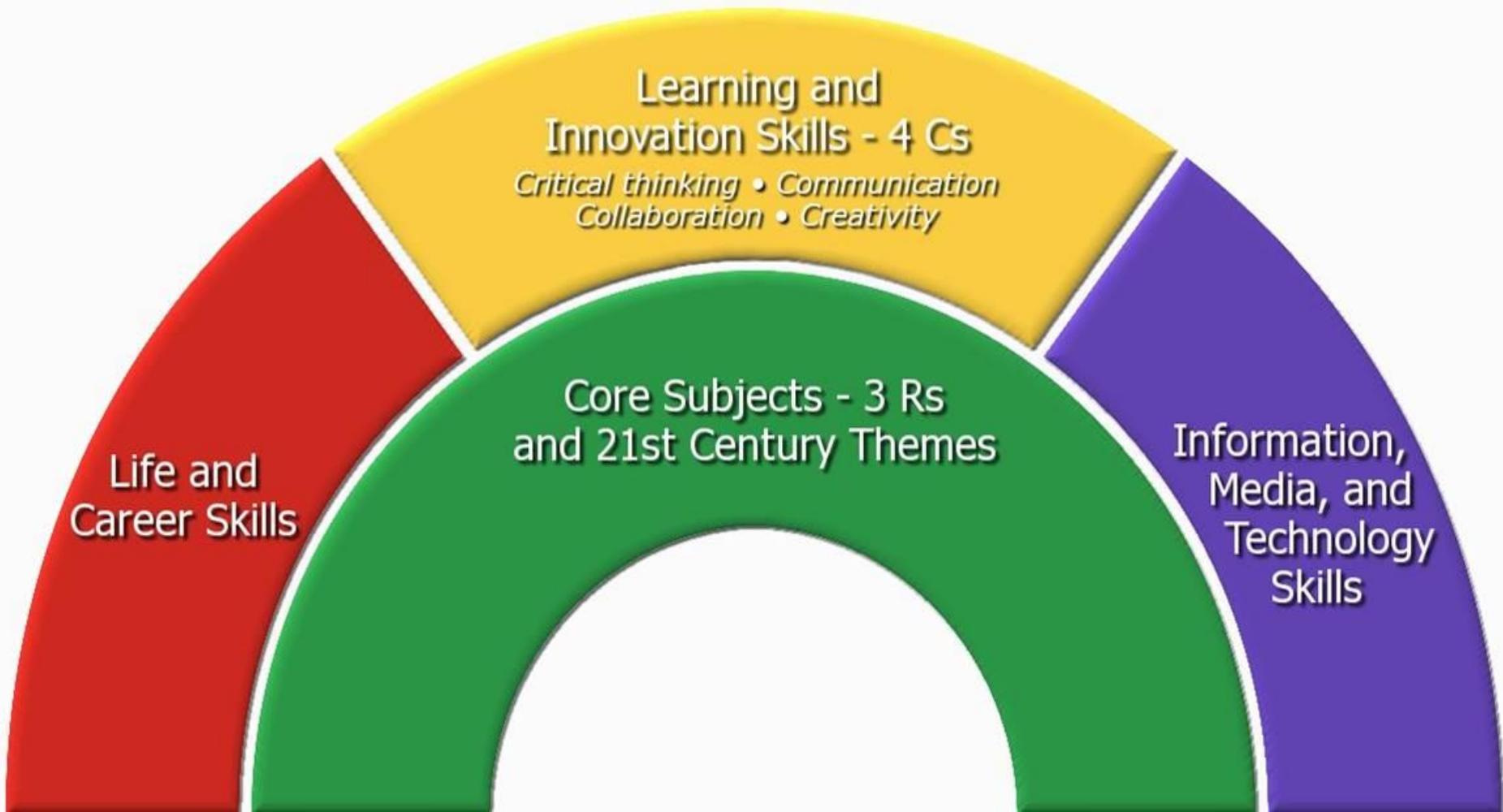


I can use proficiency statements

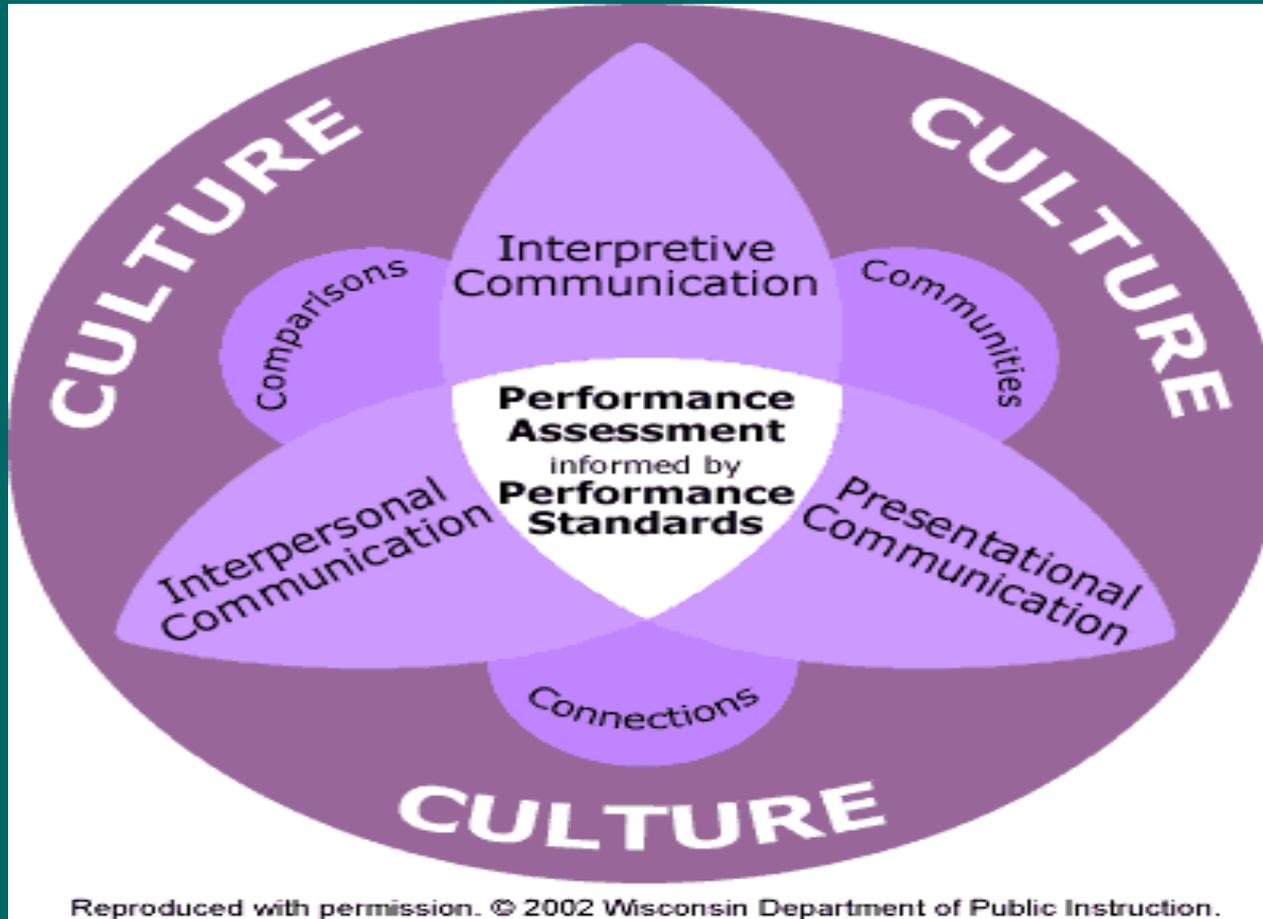
- to write course descriptions.
- to develop units.
- to write lessons.
- to develop formative and summative assessments.

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# Current Focus



# ACTFL Performance Guidelines



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# Think, Pair, Share

As you compare the 2006 and 2013 national standard statements.



What is similar?

What is different?

What is new?

What is the new message?

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# National Evolution

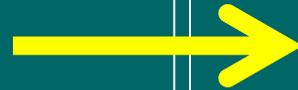


1996

2013

*Standards for Foreign  
Language Learning in  
the 21<sup>st</sup> Century*

*World Readiness  
Standards for  
Learning Languages*



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# National Communication Goal

1996

2013

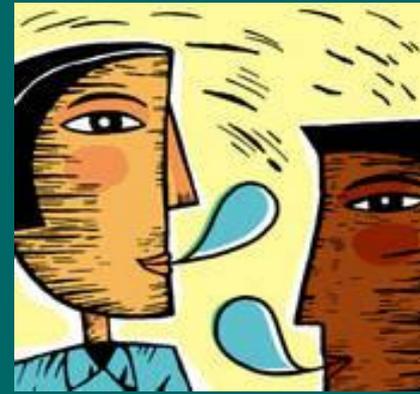


Communicate in  
Languages Other  
Than English

Communicate  
effectively in more  
than one language  
in order to function  
in a variety of  
situations and for  
multiple purposes.

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# National Communication Goal



1996

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

2013

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

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# National Communication Goal



1996

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

2013

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

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# National Communication Goal

1996

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

2013

## Presentational

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.



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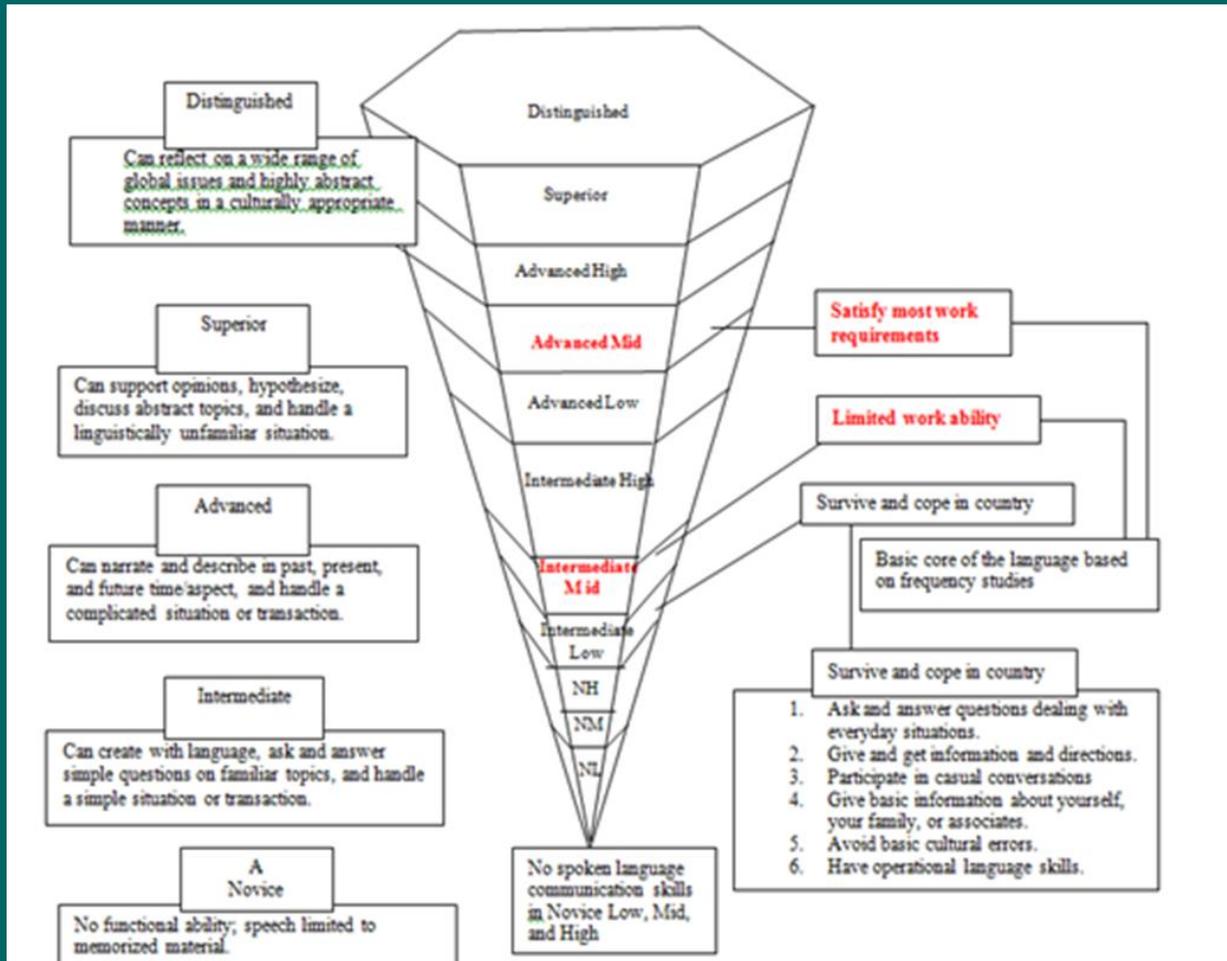
# Review



What is the organizing principle of the *2013 SC Standard for World Language Proficiency (SCSFWLP)*?

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# Proficiency Guidelines



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# 6 Competencies of the *SCSFWLP*



## CORE PERFORMANCE COMPETENCIES¶

Language Competencies□	Intercultural Competencies□
<p><b>1. Interpretive Listening (IL) and Reading (IR)¶</b></p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. ¶</p> <p>¶</p>	<p><b>4. Investigation of Cultural Products and Practices (CPP)¶</b></p> <p>I can use my language skills to investigate the world beyond my immediate environment. ¶</p> <p>¶</p>
<p><b>2. Interpersonal Communication (IC)¶</b></p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. ¶</p> <p>¶</p>	<p><b>5. Understanding of Cultural Perspectives (CP)¶</b></p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own. ¶</p> <p>¶</p>
<p><b>3. Presentational Speaking (PS) and Writing (PW)¶</b></p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context. □</p>	<p><b>6. Participation in Cultural Interaction (CIA)¶</b></p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own. □</p>

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# Components



NOVICE HIGH (NH) PROFICIENCY LEVEL				
INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark NH.IL Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
NH.IL <i>I can often understand words, phrases, and simple sentences related to everyday life.  I can recognize pieces of information and sometimes understand the main topic of what is being said.</i>	NH.IR <i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.  I can sometimes understand the main idea of what I have read.</i>	NH.IC <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.  I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i>	NH.PS <i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i>	NH.PW <i>I can write short messages and notes on familiar topics related to everyday life.</i>

## Benchmarks

Learning Indicators	Learning Indicators	Learning Indicators	Learning Indicators	Learning Indicators	Learning Indicators
NM.IL.1 I can understand a few courtesy phrases.  NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have	NM.IR.1 I can recognize words, phrases and characters with the help of visuals as long as I have seen and practiced reading the words, phrases and characters before.	NM.IC.1 I can greet and leave people in a polite way.  NM.IC.2 I can introduce myself and others.  NM.IC.3 I can answer a variety of simple questions.	NM.PS.1 I can present information about myself and others using words and phrases.  NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized	NM.PW.1 I can fill out a simple form with some basic personal information.  NM.PW.2 I can write about myself using learned phrases, and memorized expressions.	NM.L1 I can recognize a very common public transportation symbol.  NML2 I can recognize some similarities and differences in eating habits in the target cultures and my own.

## Indicators

Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> <li>I can understand when people greet me.</li> <li>I can understand when people thank me.</li> <li>I can understand when people introduce themselves.</li> <li>I can understand when someone asks my name.</li> <li>I can identify days of the week and the hour.</li> <li>I can recognize when I</li> </ul>	<ul style="list-style-type: none"> <li>I can check off words or phrases on a to-do list, grocery list or scavenger hunt list.</li> <li>I can recognize entrance and exit signs.</li> <li>I can identify family member words on a family tree.</li> <li>I can identify labeled aisles in a supermarket.</li> <li>I can identify the</li> </ul>	<ul style="list-style-type: none"> <li>I can say hello and goodbye to someone my age or younger.</li> <li>I can say hello and goodbye to my teacher.</li> <li>I can say hello and goodbye to an adult.</li> <li>I can say hello and goodbye to a person I do not know.</li> <li>I can introduce myself and provide basic personal information.</li> </ul>	<ul style="list-style-type: none"> <li>I can say what someone looks like.</li> <li>I can say what someone is like.</li> <li>I can say which sports I like and don't like.</li> <li>I can list my favorite free-time activities and those I don't like.</li> <li>I can state my favorite foods and drinks and those I don't like.</li> <li>I can tell about my house and what's in it</li> </ul>	<ul style="list-style-type: none"> <li>I can fill out a form with my name, address, phone number, birth date, and nationality.</li> <li>I can complete a simple online form.</li> <li>I can fill out a simple schedule.</li> <li>I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes recognize signs for a taxi, bus or subway.</li> <li>I can sometimes recognize sometimes how people use eating utensils in other cultures.</li> <li>I can sometimes recognize how people in other cultures count on their fingers.</li> <li>I can recognize some very familiar dances with the help of music</li> </ul>

## Sample Learning Targets

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# Interculturality



Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Participation in Cultural Interaction
<i>N.CPP</i> <i>I can identify some products and practices of cultures.</i>	<i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i>	<i>N.CLA</i> <i>I can function at a survival level in an authentic cultural context.</i>

## Benchmarks

Learning Indicator	Learning Indicator	Learning Indicator
<i>N.CPP.1</i> I can identify some common products related to home and community life of other cultures and my own.	<i>N.CP.1</i> I can identify some beliefs and values related to age, gender, social class and ethnicity.	<i>N.ICA.1</i> I can imitate some simple patterns of behavior in familiar settings across cultures.

## Indicators

Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> <li>I can identify some geographical features of other countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes tell the way people address each other differently based on</li> </ul>	<ul style="list-style-type: none"> <li>I can imitate appropriate greetings.</li> <li>I can recognize and imitate table</li> </ul>

## Sample Learning Targets

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# End in Mind



To begin with the end in mind means to start with a clear understanding of your destination.

It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.

Stephen Covey

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# Backward Design



- Identify desired results.
- Determine acceptable evidence.
- Plan learning experiences.

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# Course Description Analysis



- Level 1 is designed to teach the basic elements of the \_\_\_\_ language and culture.
- Through short dialogues using everyday vocabulary, students will begin to speak, read, write and understand spoken \_\_\_\_\_. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture.

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# Course Descriptions



See samples aligned to the *SCSFWLP* at

<https://ed.sc.gov/agency/ccr/>

[Standards-Learning/WorldLanguages.cfm](https://ed.sc.gov/agency/ccr/Standards-Learning/WorldLanguages.cfm)

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# Analyze



With a partner discuss the course description.

Is it aligned to the 2013 *SCSWLP*?

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# Backward Design in *2013 SCSFWLP*



Consider a level that you  
currently teach.

What do you expect learners to be able to do  
with language and culture by the end of the  
course?

How do you determine what is acceptable  
evidence?

What types of learning experiences lead  
toward the desired results?

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# Mapping the Course



## Goals

Learner Benchmark NH.II Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
NH.II <i>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand</i>	NH.IR <i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea</i>	NH.IC <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i>	NH.PS <i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i>	NH.PW <i>I can write short messages and notes on familiar topics related to everyday life.</i>

## Benchmarks

## Content

Learning Indicator NH.II.1 I can sometimes understand simple questions or statements	Learning Indicator NH.IR.1 I can usually understand short simple messages on familiar	Learning Indicator NH.IC.1 I can exchange some personal	Learning Indicator NH.PS.1 I can present information about my life	Learning Indicator NH.PW.1 I can write information about my daily life in a letter, blog

## Indicators

## Summative Assessments

Integrated Performance Assessments

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# Course Considerations



- What proficiency sub-level is targeted?
- How are the 3 modes assessed? Are the expectations balanced for all 3 modes?
- How do you choose a theme?
- How do you align a theme to a proficiency (sub) level?
- How will you know that learners are progressing?

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# Caution



The amount of  
time spent in  
proficiency  
levels varies  
greatly.

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# Course Proficiency Benchmarks



MODES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Interpretive Listening</b>	?	?	?	?
<b>Interpretive Reading</b>	?	?	?	?
<b>Interpersonal</b>	?	?	?	?
<b>Presentational Speaking</b>	?	?	?	?
<b>Presentational Writing</b>	?	?	?	?

# AAPPL Scores



ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score
Intermediate High	<b>INTERMEDIATE</b>	<b>I-5</b>
Intermediate Mid		<b>I-4</b>
Intermediate Mid		<b>I-3</b>
Intermediate Mid		<b>I-2</b>
Intermediate Low		<b>I-1</b>
Novice High	<b>NOVICE</b>	<b>N-4</b>
Novice Mid		<b>N-3</b>
Novice Mid		<b>N-2</b>
Novice Low		<b>N-1</b>

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# SC 9-12 Targets

## Alphabetic Languages



Mode & Skill	End of Course 1	End of Course 2	End of Course 3	End of Course 4	End of Course 5
Interpretive Listening	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid 1-4
Interpretive Reading	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3
Interpersonal	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4
Presentational Speaking	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4
Presentational Writing	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3

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# SC 9-12 Targets

## Logographic Languages



Mode & Skill	End of Course 1	End of Course 2	End of Course 3	End of Course 4	End of Course 5
Interpretive Listening	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3
Interpretive Reading	Novice Low N-1	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Intermediate Low I-1
Interpersonal	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3
Presentational Speaking	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3
Presentational Writing	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2

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# SC Targets Analysis



What patterns do you see?

What conclusions can you draw from the patterns?

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# Resource



## *South Carolina World Language Programs and Learner Expectations*

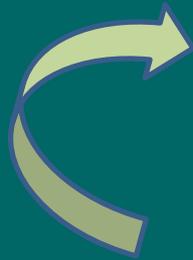
<https://ed.sc.gov/agency/ccr/Standards-Learning/WorldLanguages.cfm>

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# Integrated Performance Assessment Units

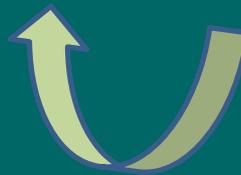


Interpretive Phase



Presentational Phase

Interpersonal Phase



*The Keys to Assessing Language Performance*

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# IPA Unit

- Context/Theme
- Summative Assessment
- *2013 SCSFWLP* Indicators
- Unit specifications
  - lexical content
  - support structures
  - resources /materials
  - instructional strategies
  - formative assessments



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# Benefits



- Focuses on literacy
- Balance of the 3 modes
- Links to the proficiency continuum
- Integrates teaching, learning, and assessment
- Meaningful, motivating, and age-appropriate tasks

*Implementing Performance Assessment*

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# Unit Specs



How do the proficiency targets of each unit lead to attaining the course targets in each of the modes?

Formative Performance Assessment	Instructional Strategies	Materials & Resources	Lexical Content	Support Structures

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# Improvement



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# Rubric Resource



## *Implementing Integrated Performance Assessment*

provides sample rubrics

<http://www.actfl.org/publications/books-and-brochures/implementing-integrated-performance-assessment>

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# Unit Formative Performance Assessments



## Interpretive Reading

- 1.
- 2.

## Interpretive Listening

- 1.
- 2.

## Interpersonal

1.    3.
2.    4.

## Presentational Speaking

- 1.
- 2.

## Presentational Writing

- 1.
- 2.

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# Interpretive Rubric A

CRITERIA	Exceeds	Meets Strong	Meets Minimal	Does Not Meet
LITERAL COMPREHENSION How well do I understand?				
<b>Word Recognition</b>				
<b>Main Idea Detection</b>				
<b>Supporting Detail Detection</b>				

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# Interpretive Rubric B

CRITERIA	Exceeds	Meets Strong	Meets Minimal	Does Not Meet
<b>INTERPRETIVE COMPREHENSION</b> How well do I understand?				
<b>Organizational Features</b>				
<b>Guessing Meaning</b>				
<b>Inferences</b>				
<b>Author's Perspective</b>				
<b>Cultural Perspective</b>				

# Interpersonal Rubric

CRITERIA	Exceeds Expectations	Meets Strong	Meets Minimal	Does Not Meet
<b>Language Function</b> What Language do I use?				
<b>Text Type</b> How do I use language?				
<b>Communication Strategies</b> How do I make myself understood?				
<b>Comprehensibility</b> How well do I understand?				
<b>Language Control</b> What structures do I use?				

# Presentational Rubric

CRITERIA	Exceeds Expectations	Meets Strong	Meets Minimal	Does Not Meet
Language Function				
Text Type				
Impact				
Comprehensibility				
Language Control				

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# Proficiency Rubrics



Examine rubrics that you use and discuss how they may or may not reflect course proficiency targets.

What aspects of the rubrics support learners' ability to make gains in proficiency?

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# Sample Rubrics



See Interpretive, Interpersonal, and  
Presentation rubrics at

[https://ed.sc.gov/agency/ccr/  
Standards-  
Learning/WorldLanguages.cfm](https://ed.sc.gov/agency/ccr/Standards-Learning/WorldLanguages.cfm)

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# World Languages INTERPERSONAL Performance Assessment Rubric

Novice Low

Novice Mid

Novice High

Intermediate Low

Intermediate Mid

Intermediate High

Advanced Low

Jefferson County Public Schools

AAPPL Sub Divisions	N-1	N-2 N-3	N-4	I-1	I-2 I-3 I-4	I-5	No AAPPL Sub Division
<b>What language do I use?</b> <i>Vocabulary Content Context</i>	I can use a small number of memorized words & expressions for common objects & actions.	I can use a limited number of highly practiced words & expressions for familiar objects & actions, and recycle them often.	I can use high frequency words & expressions, sometimes supported by memorized language on familiar tasks, topics, & activities necessary for my survival. I can add simple details.	I can use a variety of high frequency & personalized words and expressions on a range of familiar topics. I can give some details on familiar themes or topics.	I can use a variety of words, expressions, & personalized vocabulary on a wide range of familiar topics & begin to use expanded vocabulary within a topic. I can give details on familiar topics.	I can use a wide range of words & expressions on topics related to my environment & experiences. I can expand & begin to elaborate on a topic or theme & sometimes even in an unexpected context.	I can use extensive vocabulary to communicate ideas on a wide range of topics including current events & matters of public interest. I can use vocabulary that expresses various time frames.
<b>How accurate am I?</b> <i>Structure</i>	N/A	I can be most accurate when using memorized words. My accuracy may decrease when I try to communicate beyond the word level.	I can be most accurate with memorized language. My accuracy decreases when I try to create & express original ideas.	I can be most accurate when I use simple sentences in present time. My accuracy decreases when my language becomes more complex.	I can be most accurate when limiting myself to strings of sentences with connector words in present time & when asking questions to continue conversations.	I can be most accurate when I use connected sentences in paragraph-length in a single timeframe.	I can be most accurate when expressing myself in greater quantity & quality when describing and narrating across timeframes.
<b>How well am I understood?</b> <i>Comprehensibility</i>	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed & those unaccustomed to a language learner.	I can be understood by native speakers, even those unaccustomed to a language learner.
<b>How well do I understand?</b> <i>Comprehension (For Feedback)</i>	I can understand some isolated words & expressions. I need continual repetition.	I can understand some highly practiced language. I frequently/often need to hear things again or use visual or contextual clues.	I can understand simple or straightforward language in familiar structures. I can understand pieces of information & sometimes the main idea. Sometimes I need to hear things again.	I can understand the main idea in short, simple messages, conversations, presentations, & texts.	I can understand the main idea in messages, conversations, presentations, & texts in a variety of everyday topics & personal interests.	I can easily understand the main idea on a variety of everyday topics and personal interests. I can usually understand a few details even when something unexpected is expressed.	I can understand the main idea & supporting details in organized language on a variety of topics. I can follow stories & descriptions of some length & in some time frames & genres.
<b>How do I use language?</b> <i>Function &amp; Text Type</i>	I can use some isolated words.	I can ask & respond to highly predictable questions with words, lists, & memorized phrases.	I can use phrases & short sentences, simple questions & statements. I can begin to combine words & phrases to create original sentences.	I can use simple strings of sentences. I can combine words & phrases to create original sentences. I can ask basic questions to start or continue a conversation.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences. I can ask questions to start or continue a conversation & handle a simple transaction.	I can use connected sentences to describe, or explain. I can begin to communicate in paragraphs. I can maintain a conversation & handle a transaction sometimes even with a complication.	I can communicate in clear and organized paragraphs. I can ask questions that probe beyond basic details. I can handle a familiar situation with a complication.
<b>How intercultural am I?</b> <i>Interculturality</i>	I can communicate my knowledge of cultural products & practices solely based on stereotypes.	I can communicate my knowledge of some cultural products & practices, but still somewhat stereotypically.	I can communicate my knowledge of a few cultural beliefs & values through my interactions. I can function at a survival level in an authentic cultural context.	I can communicate and compare my knowledge of basic products, practices, & cultural beliefs and values through my interactions.	I can communicate and compare my knowledge of familiar (learned or experienced) products, practices, and cultural beliefs & values through my interactions.	I can interact at a functional level in familiar cultural contexts.	I can compare diverse cultural products & practices. I can communicate my knowledge of some cultural perspectives in a society. I can interact at a functional level in familiar & some unfamiliar cultural contexts.

# Rubric cont.



Learner Self-Reflection: How do I make myself understood?			Feedback
I repeat words.	I use facial expressions and gestures.	I ask questions.	
I resort to my first language.	I ask for repetition or clarification.	I self-correct when I'm not understood.	
I indicate lack of understanding.	I repeat statements as questions for clarification.	I restate and rephrase.	
I imitate modeled words.	I substitute different words.	I ...	

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# Lesson Planning



## Critical Factors

- Use of the target language 90% or more
- Comprehensible input
- Planning for transitions

*The Keys to Planning for Learning*

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# Lesson Plan Analysis



Critique this lesson plan:

1. Warm-up
2. Video clip
3. Write about...
4. Activities 3, 4, 5 p. 260
5. Vocabulary Game
6. Homework

*The Keys to Planning for Learning*

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# Discuss



- Are the objectives clear?
- If not, how could they be clearer?
- What is the proficiency target?
- What will the learners be able to do as a result of the lesson?
- How will you know that the lesson objectives have been met?

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# Lesson Plan



## *SC Standard for WL Proficiency Indicators*

I can...

Lesson Segment	Instructional Strategy	Learner Activity	Materials and Authentic Resources	Communicative Focus <ul style="list-style-type: none"><li><input type="checkbox"/> Interpretive</li><li><input type="checkbox"/> Interpersonal</li><li><input type="checkbox"/> Presentational</li></ul>
----------------	------------------------	------------------	-----------------------------------	--

Interculturality <ul style="list-style-type: none"><li><input type="checkbox"/> Products &amp; Practices</li><li><input type="checkbox"/> Perspectives</li><li><input type="checkbox"/> Interaction</li></ul>
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# Lesson Plan



Sample Learning  
Targets

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# Lesson Analysis



Analyze one of your current lesson plans.

How can the *2013 SCSFWLP* guide your instructional decisions?

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# Vision



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# Planning Analysis



What will you



stop doing?



do less?



start doing?



do more?

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# Part 1 Self-Assessment



This is a Goal

I Can Do With  
Help

I Can Do

Evidence

I can use proficiency statements.

- to write course descriptions.
- to develop or refine units.
- to write lessons.
- to develop formative and summative assessments.

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## Part 2

# Intercultural Competencies

## What Can Learners Do?

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# Agenda



- I can define interculturality.
- I can recognize that there is an alignment between intercultural can-do statements & proficiency levels.
- I can begin to include interculturality activities in unit and lessons.

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# Think, Pair, Share

As you compare the 2006 and 2013 national standard statements,



What is similar?

What is different?

What is new?

What is the new message?

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# National Cultures Goal

1996

2013



Gain Knowledge  
and  
Understanding  
of Other  
Cultures

Interact with  
cultural  
competence and  
understanding

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# National Cultures Goal

1996

2013



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

**Relating cultural practice to perspectives**

Learners use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.

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# National Cultures Goal

1996

2013



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

Relating cultural products to perspectives

Learners use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.

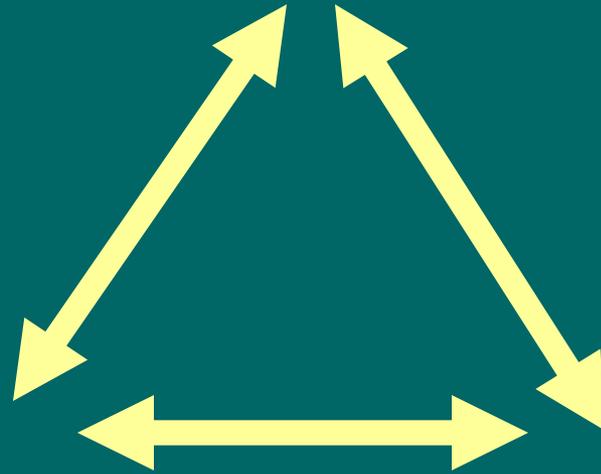
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# The Culture Triangle



**PERSPECTIVES (WHY?)**

(Meanings, attitudes, values, ideas)



**(PRACTICES) HOW?**

(Patterns of social interactions)

**PRODUCTS (WHAT?)**

(Books, foods, laws, music, etc.)



**Products and Practices**

**Perspectives**

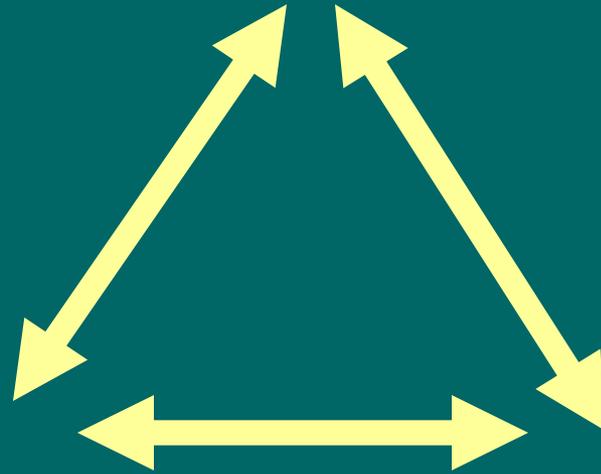
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# The Culture Triangle



**PERSPECTIVES (WHY?)**

(Meanings, attitudes, values, ideas)



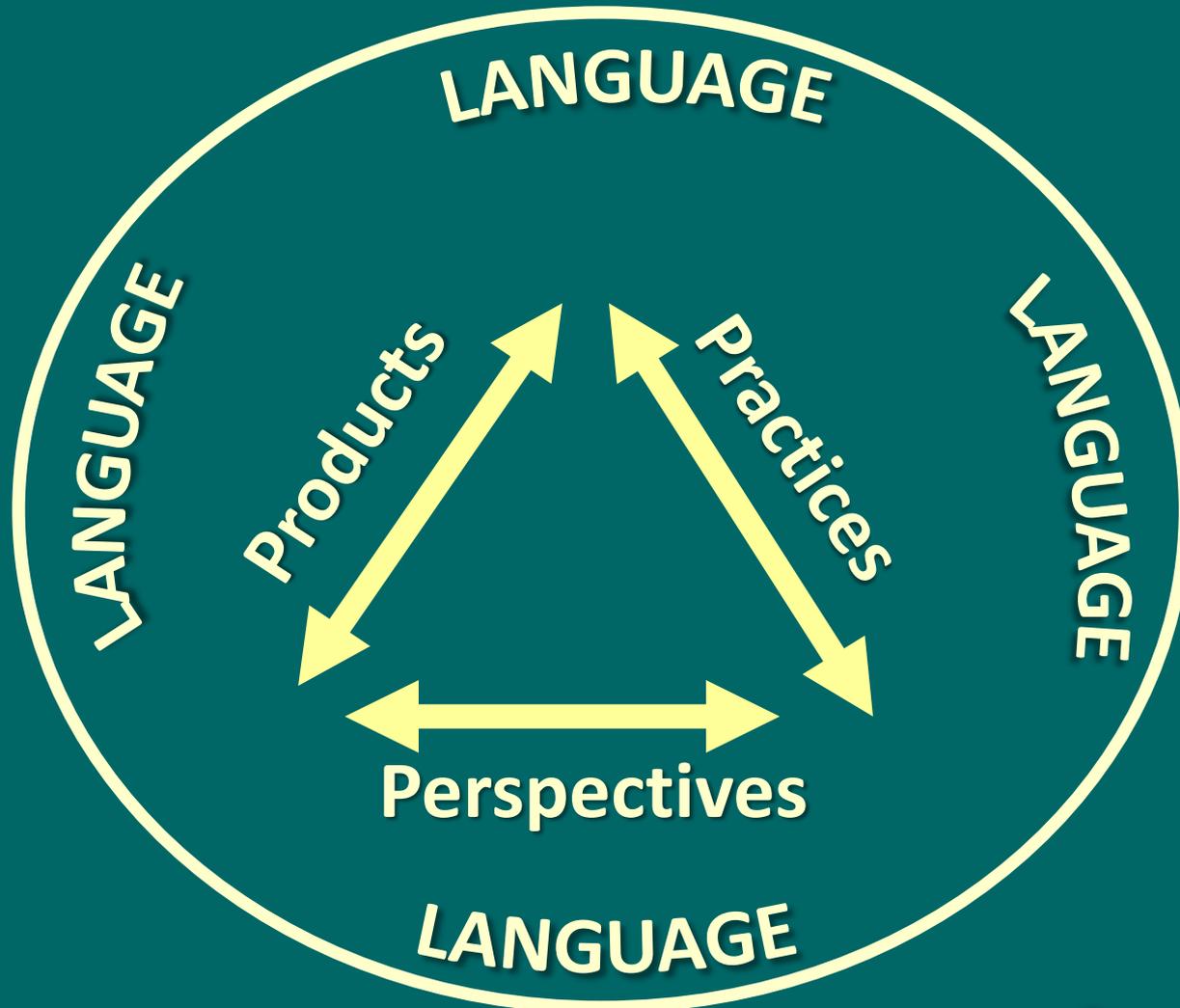
**(PRACTICES) HOW?**

(Patterns of social interactions)

**PRODUCTS (WHAT?)**

(Books, foods, laws, music, etc.)

# interculturality



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# Definition



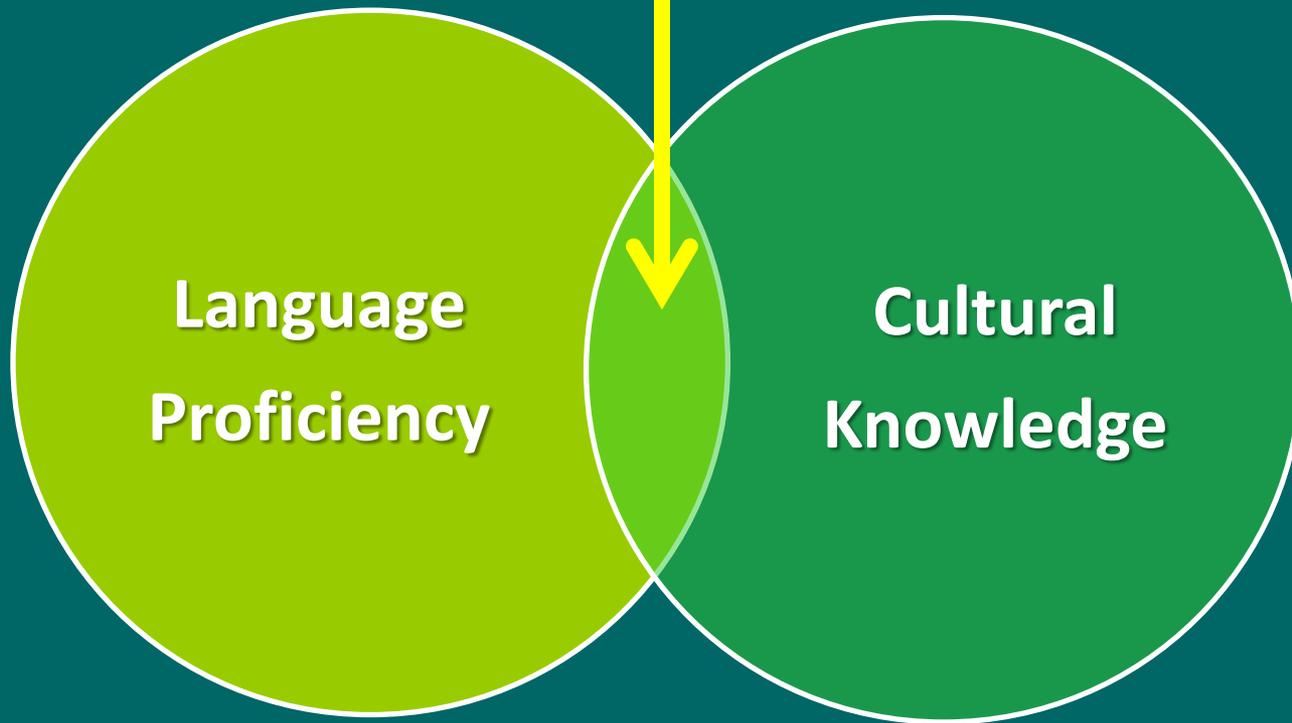
## Interculturality

a dynamic process of active participation in communication guided by an awareness and understanding of culture.



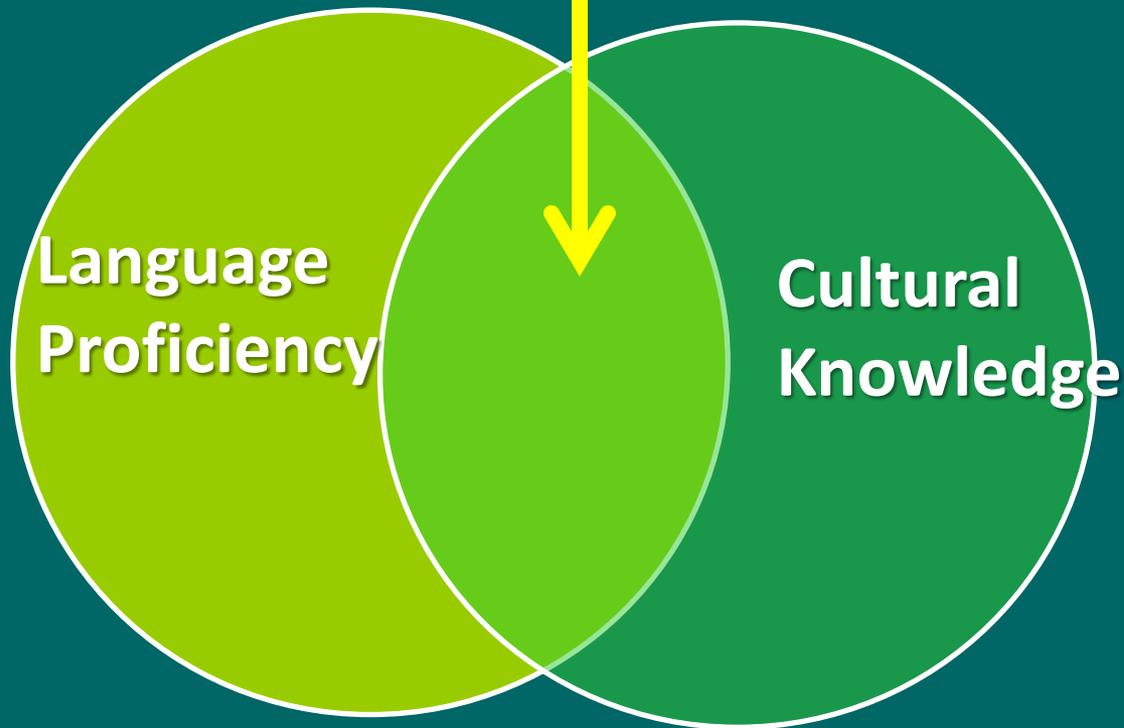
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# Novice Interculturality



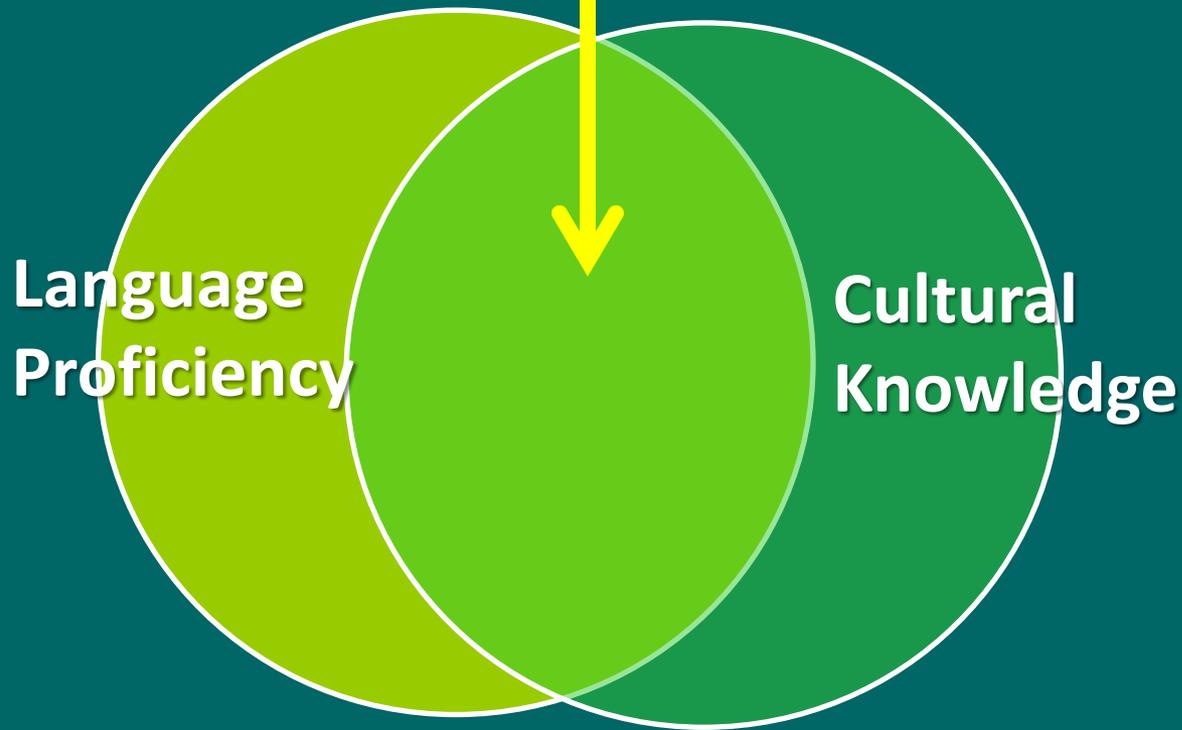
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# Intermediate Interculturality



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# Advanced Interculturality

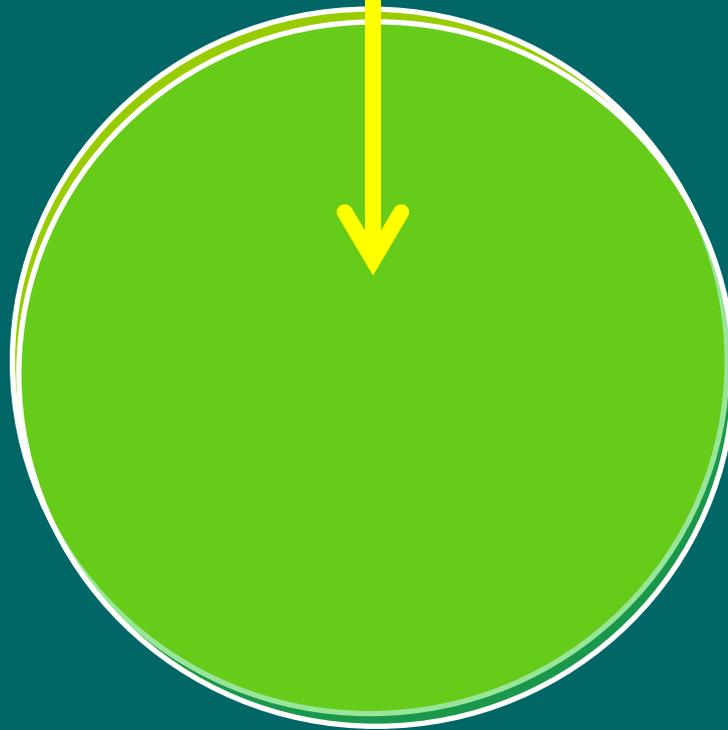


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# Distinguished Interculturality



Language  
Competency



Intercultural  
Competency

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# Superior Interculturality



Language  
Proficiency

Cultural  
Knowledge



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# Interagency Language Roundtable Intercultural Communication



- 0 No Competence
- 0 + Memorized Competence
- 1 Elementary Competence
- 2 Limited Working Competence
- 3 Professional Competence
- 4 Advanced Professional Competence
- 5 Superior Professional Competence

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# Intercultural Competencies



- Investigation of Cultural Products & Practices (CPP)
- Understanding of Cultural Perspectives (CP)
- Participation in Cultural Interaction (CIA)  
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# Investigation



Novice Benchmark

*N.CPP I can identify some products and practices of cultures.*

Learning Indicator

N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.

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# Investigation



## Sample Learning Targets

- I can identify some common eating habits.
- I can identify what people wear for certain occasions.
- I can express the time and date as locals do.
- I can use appropriate greetings for some holidays.
- I can...

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# Cultural Perspectives



## Novice Benchmark

*N.CP I can identify some basic cultural beliefs and values.*

## Learning Indicator

N.CP. 1 I can identify some beliefs and values related to age, gender, social class, and ethnicity.

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# Cultural Perspectives



## Sample Learning Targets

- I can sometimes tell the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.
- I can recognize that gender and age can determine one's role in a family, school, and the workplace.
- I can...

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# Cultural Interaction



## Novice Benchmark

*N.CIA I can function at a survival level in an authentic cultural context.*

## Learning Indicator

N. CIA. 2 I can use memorized language and very basic cultural knowledge to interact with others.

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# Cultural Interaction



## Sample Learning Targets

- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.
- I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.
- I can play a simple board or card game with friends.
- I can...

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# Video Clip



Watch Video Clip

Burro's Tortillas at

*[www.youtube.com/watch?v=pXDqQmYxmmY](http://www.youtube.com/watch?v=pXDqQmYxmmY)*

and answer the questions on the next slide.

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# Culture Lesson Analysis



Does the activity

- a. require learners to use Spanish?
- b. address the appropriate language proficiency sub level?

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# Culture Lesson Analysis



Does the activity

c. provide cultural knowledge & context?

d. provide any insight into the perspective of Hispanic culture?

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# Skype with Partner Class



## Scenario

A class in the SC skypes with a partner class in a target language country to ask each other about their school day.

Answer the same questions to compare the 2 activities.

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# Assessment



- How can interculturality be assessed in lessons and units?
- What are appropriate criteria?

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# Intercultural Encounter Option



1. Who, What, When

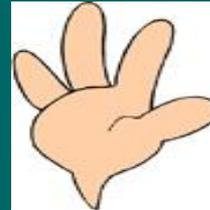
2.



Feel,



Know,



Act

3. Reflect and edit

Byram, 2001

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# Adapting the Unit



Theme	+ Culture	Interculturality
A Day at School          <b>proficiency</b>	- Classroom objects (authentic notebooks, backpacks, etc)  -authentic class schedules  -clips of school life  <b>proficiency</b>	With a partner school in the target culture , exchange info about each respective school      Engage in conversation.  <b>proficiency</b>

# Adapt a Unit



Theme	+ Culture	Interculturality
proficiency	proficiency	proficiency

# How-intercultural-am-I Rubric



NL

NM

NH

IL

IM

IH

AL

	NL	NM	NH	IL	IM	IH	AL
<p><b>How intercultural am I?</b></p> <p><i>Interculturality</i></p>	<p>I can communicate my knowledge of cultural products &amp; practices solely based on stereotypes.</p>	<p>I can communicate my knowledge of some cultural products &amp; practices, but still somewhat stereotypically.</p>	<p>I can communicate my knowledge of a few cultural beliefs &amp; values through my interactions. I can function at a survival level in an authentic cultural context.</p>	<p>I can communicate and compare my knowledge of basic products, practices, &amp; cultural beliefs and values through my interactions.</p>	<p>I can communicate and compare my knowledge of familiar (learned or experienced) products, practices, and cultural beliefs &amp; values through my interactions.</p>	<p>I can interact at a functional level in familiar cultural contexts.</p>	<p>I can compare diverse cultural products &amp; practices. I can communicate my knowledge of some cultural perspectives in a society. I can interact at a functional level in familiar &amp; some unfamiliar cultural contexts.</p>

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# Resources



*Implementing Integrated Performance Assessment*

*The Keys to Planning for Learning*

*The Keys to Assessing Language Performance*

[www.actfl.org](http://www.actfl.org)

[http://www.ncssfl.org/LinguaFolio/index.php?linguafolio\\_index](http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index)

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# Part 2 Self-Assessment



This is a Goal

I Can Do With  
Help

I Can Do

Evidence

- I can define interculturality.
- I can recognize that there is an alignment between intercultural can-do statements & proficiency levels.
- I can begin to include interculturality activities in unit and lessons.

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# Next Steps



Jot down

- 3 things you learned today.
- 2 things you will try with your learners.
- 1 thing you need more info and support to implement.

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감사합니다 Natick  
Grazie Danke Ευχαριστίες Dalu  
Thank You Köszönöm  
Спасибо Dank Tack  
谢谢 Merci Seé  
ありがとう

Obrigado

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