

## A Global Community

*"To speak, read, write, and understand another language is the beginning of understanding other people."*

*Senator Paul Simon, The Tongue-Tied American, 1980*



*"Students with international exposure come to understand the value of dialogue between people from different cultures and between people with different points of view. They also gain an understanding of the importance of relationships. Relationships are the foundation for meaning and success in life. They are also the foundation for strong businesses, especially businesses that care about creating mutual benefit."*

*Douglass H. Daft, Chairman and Chief Executive Officer, The Coca Cola Company*

## ¡Gracias!

So, there you have it. Thank you for taking the time to read this. If you have any questions, you can consult the resources listed below, or feel free to contact me.

### For more information...

NJ Department of Education, Academic and Professional Standards, World Languages:  
[www.state.nj.us/njded/aps/cccs/wl](http://www.state.nj.us/njded/aps/cccs/wl)

American Council on the Teaching of Foreign Languages:  
[www.ACTFL.org](http://www.ACTFL.org)

Center for Applied Linguistics:  
[www.CAL.org](http://www.CAL.org)

Wiggins and McTighe, Understanding by Design, Association for Supervision and Curriculum Development, 1998

Shrum and Glisan, Teacher's Handbook: Contextualized Language Instruction, 3<sup>rd</sup> Edition, 2005

Lee and Van Patten, Making Communicative Language Teaching Happen, 2<sup>nd</sup> Edition, 2003

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**¡Hasta luego!**



## ¡Bienvenidos!

*An authentic approach to World Language instruction*



*World Language Department  
Monroe Township Middle School  
Grades 6, 7 and 8*

# The World Language Classroom: Communication, Culture, Communities, Connections and Comparisons

👋 Five Interrelated Components (ACTFL's Five C's) of Foreign Language Learning

## Did you know that...?

"...students who study foreign languages for longer periods of time did better on various SAT sub-tests and on the test as a whole..." Cooper, T. C. (1987). *Foreign Language Study and SAT-Verbal Scores*

## Why Learn Spanish?

There are many ways in which learning a foreign language can benefit us and the world around us. Here are a few:

- It helps us to understand different cultures, and to see the similarities and differences between other cultures and our own.
- It strengthens our critical-thinking skills through problem solving, conceptualizing, and reasoning.
- It helps us to understand our native language better, and it helps us to learn other languages more easily.
- It enhances our ability to see connections between the various disciplines, including language arts literacy, mathematics, science, social studies, visual and performing arts, health and physical education.
- It provides us with a competitive edge in career choices and in professional development.

**Our curriculum is based on the performance guidelines outlined by the American Council on the Teaching of Foreign Languages (ACTFL) and the revised New Jersey Core Curriculum Content Standards.**



## How Will We Learn?



The key to learning any language is, of course, communication. The revised New Jersey standards identify three modes of World Language communication:

- 📖 *Interpretive*: comprehension based on listening and reading;
- 📖 *Interpersonal*: direct oral and/or written communication between students or between teacher and student;
- 📖 *Presentational*: one-way presentation, through oral and/or written communication, to an audience of listeners or readers

Using these modes, we will explore the practices, products and perspectives of Spanish-speaking cultures through thematic units, and we will engage in authentic assessment tasks.

## What are authentic assessment tasks?

Authentic assessment tasks allow students to apply their language skills to real-life situations, and to show what they can do with the language. These types of activities engage students, because they are using the Spanish language in a meaningful way. Authentic assessment will not replace traditional methods entirely; it is simply one facet of a well-rounded program, which aims to reach students of various learning styles and abilities. Possible tasks include:

*Spanish conversations, artistic projects, cultural presentations, interviews, essays, group work, research, student-directed activities, listening and reading activities, dramatic performances, quizzes and tests*



We assess students' performance of these tasks using rubrics. Rubrics identify the skills we expect students to be able to demonstrate, provide clear scoring guidelines to evaluate the quality of their performance, and provide meaningful feedback to each student when the task is complete. The New Jersey World Language Standards support the use of performance-based assessment, and students seem to enjoy it.

## "What Can I Do To Help My Child Succeed?"



Whether you speak the language or not, you can certainly support your son or daughter in their Spanish education. Ask them to share what they have learned in class – this reinforcement will help them retain information. Confer with them about upcoming assignments, projects and tests. Help them to utilize any study strategies they have learned, and to explore new strategies. Lastly, encourage them to participate in class. We learn by asking questions, and we learn by taking risks. Success in our class is a team effort.