Welcome!
Please introduce yourself in the chat ;-)

Fall/Winter Workshop
Series 21-22

Going Global: Taking Action in World Language Curriculum, Instruction, & Assessment

Ashley Warren
West Windsor Plainsboro Regional School District, Plainsboro, NJ

Thursday, December 2 - 4:00 pm
register at www.nectfl.org/virtual

68th Annual Northeast Conference

Classroom Roots, Global Reach
February 10–12, 2022
New York Hilton Midtown
Christopher Gwin, Conference Chair
Global Competence

Four Domains of Global Competence

- Investigate the World: Students investigate the world beyond their immediate environment.
- Recognize Perspectives: Students recognize their own and others' perspectives.
- Take Action: Students translate their ideas into appropriate action to improve conditions.
- Communicate Ideas: Students communicate their ideas effectively with diverse audiences.
Thinking like a CIA Agent

Curriculum

Instruction

Assessment
Grounding our CIA Work

Curriculum

Instruction

Assessment
Take Action:
From Traditional Themes to
Globally Significant Issues
Violencia Doméstica
WOMANSPACE
Los Adolescentes
POR: OLIVIA YOUNG Y SOPHIA ZHUANG

COMO IDENTIFICAR VIOLENCIA DOMÉSTICA

CUALIDADES DE UN BUEN NOVIO Y RELACIÓN

- Comprensivo
- Honestidad
- Comprensión
- Humor
- Agradable
- Amigable
- Carino
- Positivo
- Inteligente

DIVERSOS TIPOS DE VIOLENCIA

1. Físico: el uso de acciones peligrosas y peligrosas físicas
2. Emocional: el daño de la confianza de un otro con insultos, acoso, y desánimo
3. Sexual: abuso y presión sexual a una persona
4. Financiero: restricciones y control sobre el dinero
5. Psicológico: el intimidación o acciones que causan miedo en una otra persona

¿Tienes preguntas? Llama 609-394-0136 o escríbenos: info@womanspace.org
1530 Brunswick Avenue, Lawrenceville, New Jersey 08648
La Línea Nacional de Violencia Doméstica: 1-800-799-7233 (SAFE)

¿Que Necesito Hacer?

Para mantener una relación saludable, es importante que las personas hablen de sus propios ideas. También, es una buena idea que cada persona tenga tiempo individual para sí. Además, es importante que una persona admita sus errores y perdone los errores de otros.

1. Habla con la policía y describe la problemática.
2. Tome fotos de las lesiones y cuando es necesario, visite el doctor.
3. Habla con una persona que tú respetas.

12 millones
De personas mueren por una causa de violencia doméstica cada año.

1.5 millones de estudiantes experimentan la violencia doméstica en un año.
1 de 3 adolescentes son víctimas de violencia en una relación romántica en el RMSU.
33% Solamente 33% de víctimas hablan sobre sus problemas con otros.
**Unidad 1: Mi vida como estudiante en la escuela secundaria**

<table>
<thead>
<tr>
<th>Primera opción:</th>
<th>Segunda opción:</th>
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<tbody>
<tr>
<td><strong>La deserción escolar es un gran problema en México</strong></td>
<td><strong>El sitio web WW-P incluye información para nuevos estudiantes y sus familias. Desafortunadamente, no hay información en español para adolescentes que explique cómo tener éxito en la escuela secundaria.</strong></td>
</tr>
<tr>
<td><strong>Crea una campaña digital para promover la educación secundaria y la educación superior en México. Incluye recomendaciones para los alumnos mexicanos</strong> y publica la campaña en Twitter @SEP_mx.</td>
<td><strong>Para ayudar a los nuevos estudiantes hispanohablantes en WW-P North, crea un video de bienvenida. Incluye buenos consejos para que los estudiantes puedan tener éxito =D</strong> Publica el video en Twitter @WWPGuidance &amp; @JonDeysher, y manda una copia a HSN Guidance (cc: Sra. Warren).</td>
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<tr>
<th>Tercera opción:</th>
<th>Cuarta opción:</th>
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<tr>
<td><strong>Explora el siguiente problema y presenta recomendaciones al ministerio de educación pública de Costa Rica @mep_cr.</strong></td>
<td><strong>Explora el siguiente problema y presenta recomendaciones al ministerio de educación de Argentina @EducacionAR.</strong></td>
</tr>
<tr>
<td><strong>&quot;En Costa Rica, 47 estudiantes no se gradúan de la escuela secundaria.&quot;</strong></td>
<td><strong>&quot;Secundaria: los alumnos dicen que el principal problema son los docentes (maestros).&quot;</strong></td>
</tr>
<tr>
<td><strong>Publica las recomendaciones en Twitter!</strong></td>
<td><strong>Publica las recomendaciones en Twitter!</strong></td>
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<tr>
<th>Quinta opción:</th>
<th>Sexta opción:</th>
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<tr>
<td><strong>Vídeo: &quot;No soy un 7.&quot;</strong></td>
<td><strong>Explora el problema y presenta recomendaciones a los jóvenes puertorriqueños @EDUCACIONPR.</strong></td>
</tr>
<tr>
<td><strong>En este video, @SofiaComussi pregunta a la comunidad TED: ¿Qué efecto pueden tener las calificaciones escolares en los estudiantes? ¿Cómo influyen en las decisiones que los estudiantes toman sobre su futuro? Responde a Sofia Comussi explica si estas de acuerdo con su posición y provee recomendaciones para apoyar tu opinión. Publica tu respuesta en Twitter.</strong></td>
<td><strong>Puerto Rico cerró muchos colegios después del huracán de 2017. Explora cómo las escuelas se recuperaron y los estudiantes se recuperaron de la desaparición de sus escuelas. Incluye datos y acciones inspiradoras e inclusivas para los estudiantes que necesiten ayuda. Crea una campaña para animar a los jóvenes puertorriqueños a continuar aprendiendo - sin electricidad, sin recursos básicos e sin un colegio abierto. Publica la campaña en Twitter!</strong></td>
</tr>
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How can teachers plan for their students to “Take Action”?

- Choose a class & timeline
- Plan thematic units or connect existing themes to the SDGs
- Facilitate PBL experiences
- Let “SAGE” help you!

**SAGE**

- **Student Choice** provides a collaborative environment in which teachers and students understand the expectations and share responsibility and ownership for all learners reaching proficiency. Gives students choices as a means of taking ownership and deepening engagement with their learning.

- **Authentic Experiences** provide students with a range of opportunities to develop and demonstrate their growing global competence in the meaningful work of professionals in the real world, including identification of action, organization of a planning team, research, planning, feedback, and revision.

- **Global Significance** engages students in applying what they learn in relevant, real-life issues, and develops habits of thought and behavior as well as motivation to act in productive ways to address world problems.

- **Exhibit to a Real Audience** gives learners the opportunity to present their work to a real audience and receive meaningful feedback, developing the capacity to revise and improve their work and their competence.
Student Choice: Presentational writing or speaking

**Presentational Writing**
- Posters
- Memes
- Infographics
- Online reviews
- Brochures
- Websites
- Comic Books
- Short Stories
- Poems
- Persuasive Essays
- Newspaper Articles
  - informational or editorial

**Presentational Speaking**
- Podcasts
- TED Talks
- Speeches
- Oral presentations
- Drama / Skits
- Informational video
- Vlogging (Video blog)
Authentic Experiences + Global Significance

Differentiating for age, level, and proficiency:

- Personal significance
- Community significance
- Local significance
- National significance
- Global significance

https://sustainabledevelopment.un.org/memberstates
Examples of Authentic Experiences + Global Significance

France: “In terms of remuneration, men still earn 23.5% more on average than women for the same number of working hours, especially in executive positions.”

Paraguay: “Although extreme poverty has decreased between 1997 and 2013, there has been a significant increase in the levels of inequality in rural areas.”

China: We want to “protect the environment and build protective barriers for eco-security.”

Germany: “The German government will ...target marine scientific projects and research, and thus, help to understand the impact of global warming, sea-level rise, ocean acidification and pollution, especially on marine litter, on our seas and oceans.”

USA: “The United States is deeply committed to empowering women both at home and abroad. We have launched new efforts to encourage women’s participation in science, technology, engineering, and math - or STEM - fields and as entrepreneurs.”

https://sustainabledevelopment.un.org/memberstates
Exhibiting to a Real Audience

Who can be our “real audience”?

- **Post student work** and tag the UN @sdgexp, local & world leaders, NGOs, ministers/ departments of health, education, environment, etc.
- Use these **hashtags** or #teachSDGs to connect with others and spread the word!
- **Email/mail** work to relevant experts/stakeholders
- Have students request to **videochat** with relevant experts (or try Flipgrid/Padlet!)
- Invite **local leaders or school administrators** into the class to see students “Taking Action”
- Invite **families/other students** into the class to raise awareness
- **Display work** around school or send to your district's director of communications to display on the school website
Planning to Take Action

Planning to Take Action in Your Own Classroom

**Who:** (Course/Level?)

**When:** (Year-long? Semester-long? Entire unit? End of Unit?)

**What Unit:** (If applicable)

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<th>Student Choice</th>
<th>Authentic Experiences &amp; Global Significance</th>
<th>Exhibit to a Real Audience</th>
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<tbody>
<tr>
<td>How might you give students a choice in this experience?</td>
<td>What authentic, global topic will students address in this learning experience?</td>
<td>How can students share their work beyond the classroom walls?</td>
</tr>
<tr>
<td>Will you place any parameters on students’ choices?</td>
<td>What resources might students draw upon during their work?</td>
<td>Who can you enlist to help you find a real audience?</td>
</tr>
<tr>
<td></td>
<td>What support might students need to address this authentic, global topic?</td>
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Assessment

ACTFL Proficiency Guidelines 2012 – WRITING

INTERMEDIATE

 Writers at the Intermediate level are characterized by their ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can add and respond to simple questions in writing. Writers who choose the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning in a comprehensible way to associates in the writing of non-natives.

Intermediate High

 Writers at the Intermediate High level are able to meet most practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work or school experiences. They can narrate or describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, yet they typically contain some evidence of transition in time or nuance of the advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate-High writing, even with numerous and perhaps significant errors, is generally comprehensible to non-fluent writers of similar age. However, there are likely to be gaps in comprehension.

Intermediate Mid

 Writers at the Intermediate Mid level are able to meet most practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, current events, and other personal topics. Their writing is in present time but may contain references to other time frames. Their writing is generally close to the normative and acceptable. Writers at the Intermediate Mid level show evidence of control of basic sentence structure and word form. This writing is best described as a collection of discrete sentences and parts of speech; possibly even in groups. This level of performance comprises Intermediate Mid writers. Intermediate Mid writers can be understood nearly as well as the writing of non-natives. When Intermediate Mid writers attempt Advanced level writing tasks, the quality and quantity of their writing decline, and the message may be unclear.

Intermediate Low

 Writers at the Intermediate Low level are able to meet some limited practical writing needs. They can create statements and formal questions based on familiar material. Most sentences are combinations of learned vocabulary and structure. These are short and simple connected to simple sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal interest. Vocabulary is adequate for everyday needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understandable to non-fluent writers of other levels, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will generally not be comprehensible, and their messages may be left incomplete.
Resources...
What is global competence?

Four Domains of Global Competence:

- **Investigate the World**: Students investigate the world beyond their immediate environment.
- **Recognize Perspectives**: Students recognize their own and others' perspectives.
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What are the Sustainable Development Goals?
What is a thematic unit?

“A thematic unit is just as it sounds: it is a coherent unit of instruction organized around an essential question or theme. An effective essential question is one that can be answered by any language learner at any age, relative to his/her level of proficiency.”

- Maine DOE
What is project-based learning?
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provides a collaborative environment in which teachers and students understand the expectations and share responsibility and ownership for all learners reaching proficiency. Gives students choices as a means of taking ownership and deepening engagement with their learning.

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Thank you for joining us!

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Christopher Gwin, Conference Chair

Email: awarren@flenj.org
Twitter: @ashleywarrenwwp