

DESIGNING WORLD LANGUAGE CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

(RE)IMAGINING CURRICULUM TO REVEAL THE CULTURE STORY



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CHAPTER TWO

ICANADAPT



**STAGE 1:
IDENTIFY DESIRED
RESULTS**

Cultures drive what learners understand by the end of the unit

Culture
Enduring Understandings
Essential Questions
Intercultural Transfer Goals
Mediation for Transfer

Lessons demonstrate what learners can do with increasing novelty

Comparisons, Connections, Communities
Formative Assessments in three modes
Intercultural Transfer targets
Performance Assessment Specific Statements Can Do

**STAGE 3:
PLAN LEARNING
EXPERIENCES AND
INSTRUCTION**

**STAGE 2:
DETERMINE ACCEPTABLE
EVIDENCE**

Key performances of novel transfer tasks determine evidence of what learners can do with content

Communication
Summative Performance Assessment
Interpretive - Interpersonal - Presentational
Conception - Consensus - Creation
Performance Assessment Specific Statements Can Do



Designing World Language Curriculum for Intercultural Communicative Competence. J. Eddy, 2022. © Bloomsbury Academic Education

(Eddy, 2006, 2007, 2009, 2015.)

(Council of Europe, 2020); National Council of State Supervisors of Foreign Language, 2017; National Standards Collaborative Board, 2015; Wiggins & McTighe, 2005).

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

The story of our cultures reveals both visible and invisible features.

Invisible perspectives create, influence and inform the visible practices and products.

Cultural universals unite us as humans even though these manifest differently.

Cultural histories both reveal and refute points of view for us to practice meaning-making.

How can world language curriculum tell a culture's story?

What is going on? What are many ways to notice?

How do cultural perspectives and contexts play a role in revealing these stories?

What should learners revisit and remember?



(RE)IMAGINING CURRICULUM TO REVEAL THE CULTURE STORY



I can:

- Identify "must-have", transferable cultural perspectives that matter
- Recognize cultural perspectives within texts and practices as bridge to various disciplines that created them
- Select concepts that recur over the vertical articulation spiral
- Develop Enduring Understandings and Essential Questions
- Reveal the story of the culture(s) as Intercultural Transfer Goals



REWIND: CHAPTER ONE:



Which key terms or concepts stand out for you from the last chapter,

Unfolding curriculum with no end in mind?

Ask your colleague three questions based on the content from the last chapter.

Explain the most compelling idea from the previous chapter in your own words.

How is this concept or practice the same, similar or different to what you know or do?

Which concept or practice from *Unfolding curriculum* do you think will have the greatest impact on your teaching? Why?

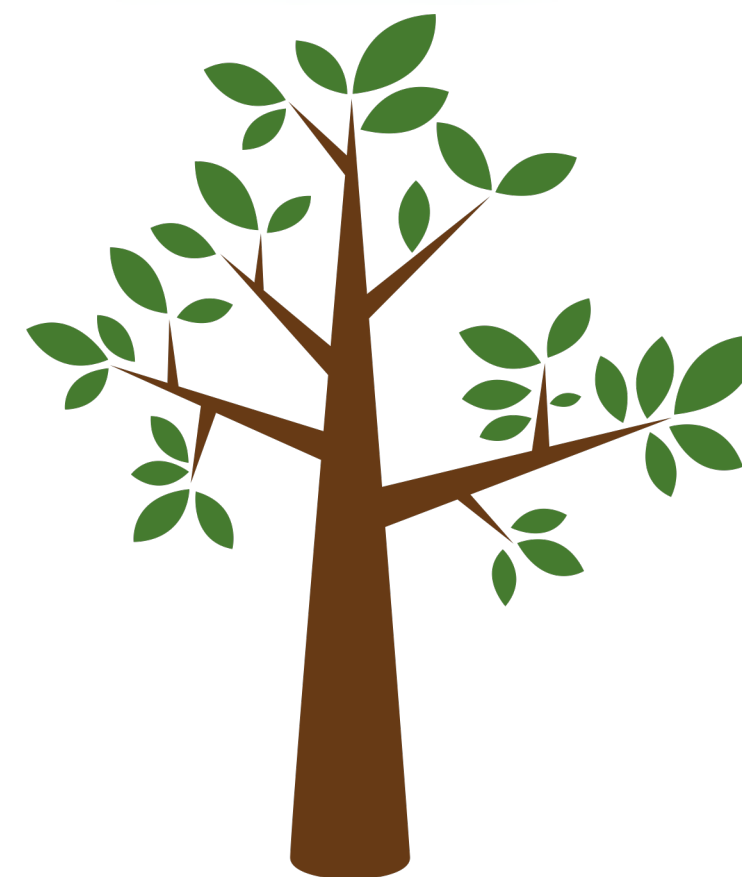


LEARNERS ACQUIRE AND OWN LANGUAGE NOT BY LINEAR AND PREDICTABLE MEMORIZATION OF FUNCTIONS, STRUCTURES, AND FORMS BUT THROUGH CREATIVE, UNPREDICTABLE INTERACTION IN TASKS WITH TRANSDISCIPLINARY CONTENT IN TEXTS.

Shift from coverage, drill and predictable items of passive learning

Novel tasks for unpredictable and interactive learning

Authentic community texts for complex tasks and common practices



PAUSE TO PONDER



Why is it important to learn adaptation and tolerance of ambiguity?

Discuss with a colleague.

FROM CULTURE ON THE MARGIN OF CURRICULUM TO CENTRE STAGE



Preparing learner as error free to survive

Fixed, static set of information to recall

Teaching 'objective culture'; the cultural products (literature, music, food)

Passive receptor with facts about culture

Adaptable communicator intended to thrive

Dynamic, process of engagement

Teaching 'subjective culture' (the exploration of underlying cultural values, beliefs)

Responsive actor for exploration, participation, creation, experience through tasks

CHECK FOR LEARNING



The table above represents a shift from cultures on the margin or periphery of curriculum to cultures as the centre, a channel for interaction and critical reflection.

1. Give an example in your learning experience of culture on the margin of curriculum.
2. If you could choose one “must-have” perspective and practice of the culture(s) you teach, what would you want us to understand?
3. Is it necessary to be error free in order to communicate? Discuss.

CHECK FOR LEARNING



How do language and culture work together for us to interpret, exchange, and create meaning?

How can we guide learners to build pluricultural repertoire, facilitate pluricultural space and mediate with progression toward higher levels of engagement? (COE, 2011)

Let's first identify some Cultural Perspectives, Practices and Products so that we know them when we encounter them.

Let's recognize these and then discuss specific examples within our own cultures.

(See Appendix D)

HOW TO IDENTIFY RECURSIVE CONCEPTS FOR YOUR CURRICULUM



LAYERS

Does it have many layers, allowing you to go deeper into Cultural Perspectives over time through different tasks and activities?

LIFESPAN

Could you change your mind about it and the importance of it over a lifetime?

LEVEL

Do you need to know all about it to really understand it?
Can it also be understood by anyone on a surface level?

Family and Kinship

Independence

Resilience

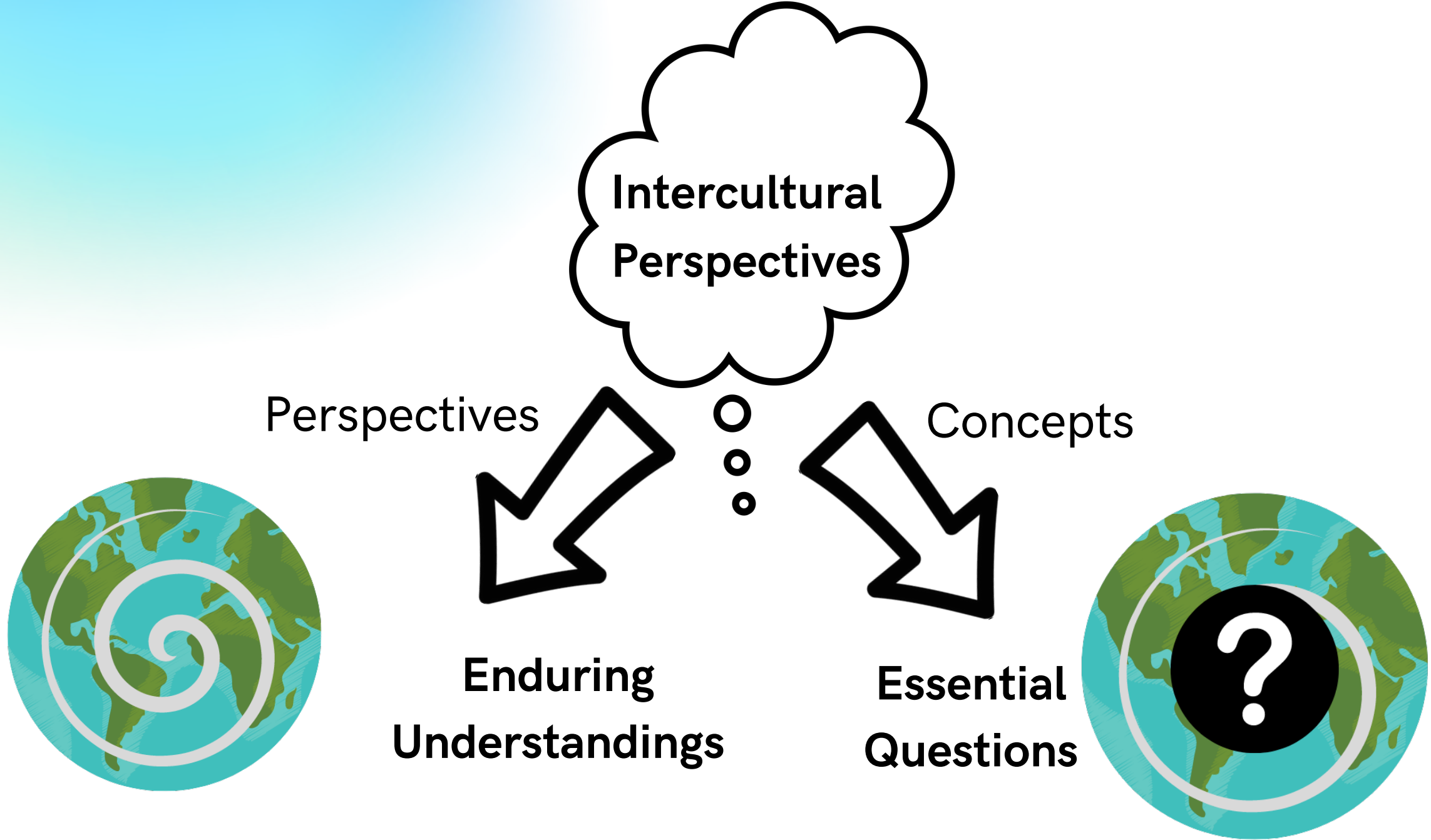
Identity

Health and Wellness

INTERCULTURAL CONCEPTS BECOME ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS

Intercultural Concepts and Perspectives
Enduring Understandings and Essential Questions.

These inform the transfer tasks and what we use to solve them.



(EDDY, 2006, 2007, 2017,2020; WIGGINS & MCTIGHE, 2005)

WHAT ARE THE CONCEPTS THAT RECUR?

Organizer for connecting skills and actions

Transferable to other contexts and has lasting value beyond the classroom

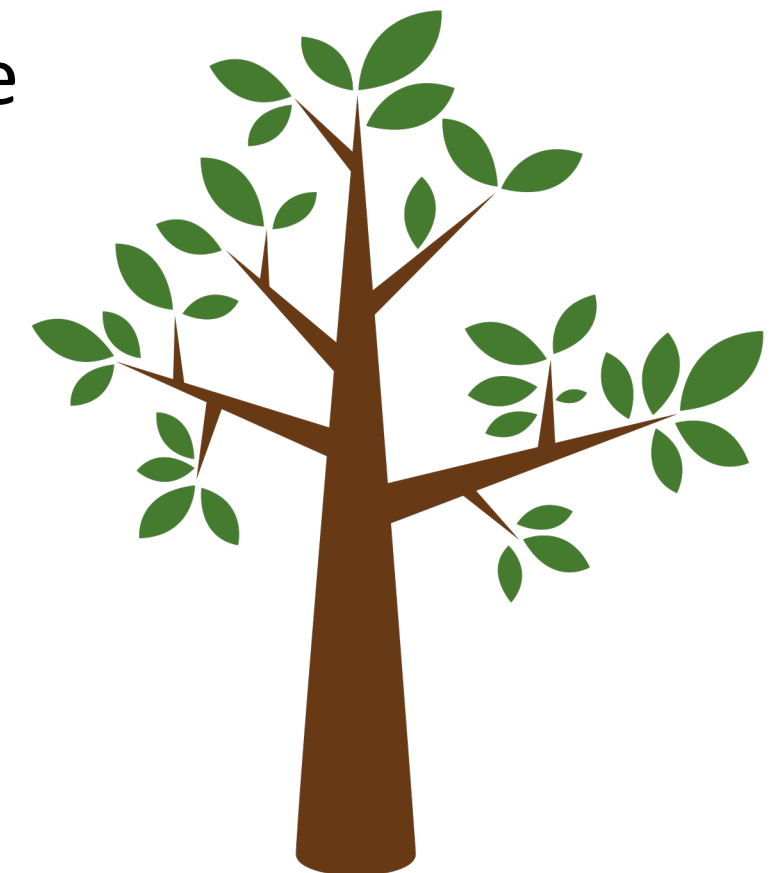
Requires "uncoverage" over time

These are ideas and concepts deeply embedded in the culture that you want the learner to remember and revisit

Throughout your course

Throughout their time at your school

Throughout their life



INTERCULTURAL PERSPECTIVES



ENDURING
UNDERSTANDINGS



ESSENTIAL
QUESTIONS

CONCEPTS

Friendship, Honor, Family, Leisure, Beauty, Personal Identity, Food,
Education, Health

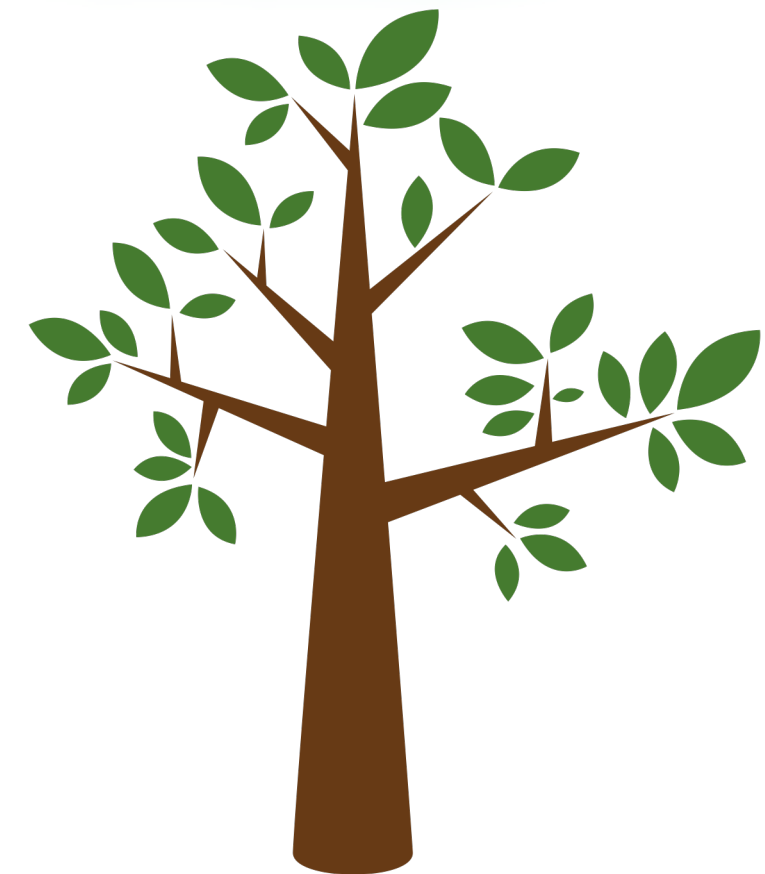
THEMES

Good over evil, Imagination is art, symbolism, living in nature, human
relationships, mind, body, spirit

UNDERSTANDING

Imagination is essential in not only creating but experiencing
the arts

Colour plays a key role in all milestone events.



INTERCULTURAL CONCEPTS AND GLOBAL THEMES



Adaptation

Time and Space

Challenge

Community

Abundance

Environment

Democracy

Friendship

Honour

Justice

Independence

Migration

Identity

Survival

Symbolism

Problem Solving

Conflict

Creativity

Courage

Diversity

Milestones

Work and Leisure

INTERCULTURAL TRANSFER GOALS



WHAT DO YOU WANT
LEARNERS TO REMEMBER
AND REVISIT?

Adaptation

Conflict

Friendship

Honour

Praise

Justice

Control

Milestones

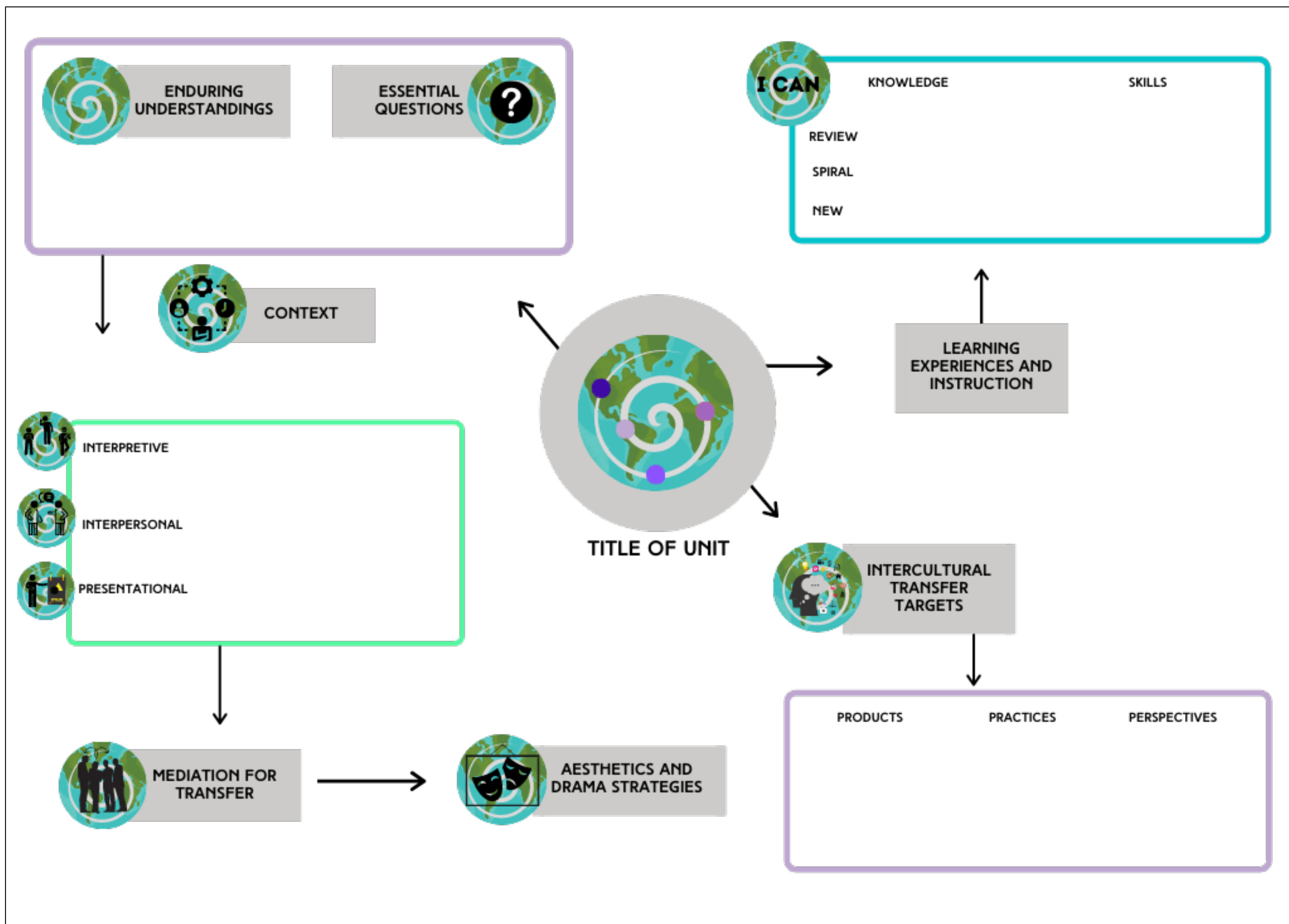
Space and Time

Survival

Symbolism

Independence

Problem Solving



ICANADAPT CONCEPT MAP

Designing World
Language Curriculum
for Intercultural
Communicative
Competence.
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HOW DO CULTURES RESPOND TO THE CONCEPT?



Consider a cultural perspective,
concept, or theme.

How does the culture respond to it?

If it were a story the culture tells,
what is the moral of the story?



WHAT DO YOU WANT THE LEARNER TO UNDERSTAND?

What are the must-haves,
non-negotiable that learners need to
understand
about the culture
within this concept or perspective?

CHECK FOR LEARNING

Cultural practices and products with perspectives that created them are revealed and recur over time, allowing for comparisons with learners' cultures and application of this transdisciplinary content to real life contexts outside the classroom.

1. Give an example in your learning experience of culture on the margin of curriculum.
2. If you could choose one “must-have” perspective and practice of the culture(s) you teach, what would you want us to understand?
3. Is it necessary to be error free in order to communicate? Discuss.



INTERCULTURAL CURRICULUM

ICANADAPT

Respond

How does the culture think, feel, behave, participate or respond to this theme?

Remember

What do you want the learner to understand and remember about the culture through key performance tasks?

Reprise

What cultural perspectives do you want the learner to revisit and reprise throughout your curriculum?

CULTURE DRIVES THE CURRICULUM

Examine the concept or perspective as to how the culture responds, behaves, reacts and takes part in some aspect of that concept.

Think of the values and beliefs of that culture, their practices and perspectives for overarching program themes or scheme of work.



IDENTIFY DESIRED RESULTS

ENDURING UNDERSTANDINGS FOR AATT & ICANADAPT

Cultural Perspectives and concepts are the lens for prioritizing content and what matters to a culture and therefore the curriculum.

These concepts within our cultures are transferable to multiple contexts and concepts across the lifespan.

These perspectives require “uncoverage” over time.

How do cultures reveal and teach us?

How does curriculum tell a story?

What matters to us most?

What do learners revisit and remember?

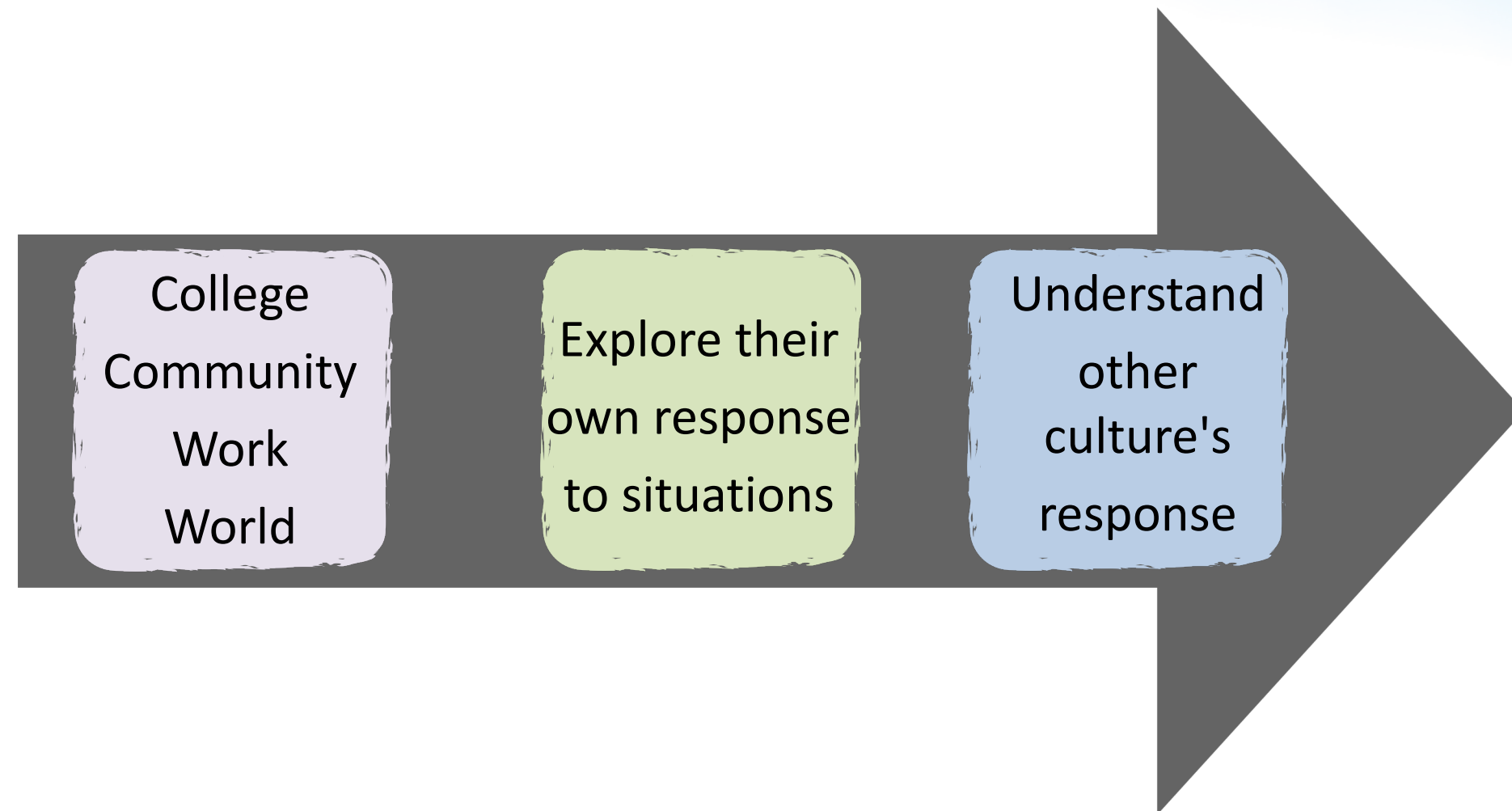


ESSENTIAL QUESTIONS FOR AATT & ICANADAPT

Extend learning beyond the classroom.

Explore and respond to varied situations in their own and other cultures.

Enable independence to become self directed learners.





ENDURING UNDERSTANDINGS

Personal names are symbolic.

A healthy lifestyle integrates mind, body, and spirit.

Education is a life-long endeavor that has no definite location.

Milestone events are present in all cultures and their people.

RESPOND



ESSENTIAL QUESTIONS

Do names portray family glory and fame?

What's in a name?

Who am I?

What is good health?

To what extent do cultural practices influence diet?

What is the relationship between culture, education and career choices?

Why do people talk about things that have happened before?



WORLD LANGUAGE-MFL ENDURING UNDERSTANDINGS AND OBJECTIVE STATEMENTS COMPARED

Students understand that...	Students will be able to...
social activities are spent with all ages together.	identify social activities and family attending.
health integrates mind, body, and spirit.	design a menu with community needs in mind.
colour has special significance for all milestone events.	choose colours for different occasions.
imagination plays a key role in not only creating but experiencing Chinese opera.	create an infographic for attending Chinese opera.
proper greetings are determined by age, gender, education, and social status.	say appropriate greetings for elders.
confrontation is avoided at almost all costs.	disagree or refuse appropriately

STAGE ONE AND STAGE THREE AT A GLANCE

STAGE ONE

Enduring Understandings
Essential Questions

Big Ideas and Themes
Recursive

Use cultural perspectives to design them
Last a lifetime

GOOD HEALTH COMBINES MIND, BODY, SPIRIT.

WHAT IS A HEALTHY LIFESTYLE?

STAGE THREE

Objective statements
Focus Questions

Skills and Facts
Recall

Use your Assessment tasks to design them
Answerable end of class

STUDENTS WILL BE ABLE TO IDENTIFY HEALTHY CHOICES.

WHAT ARE COMMON BREAKFAST FOODS IN MEXICO?

CONCEPT
THEME

ENDURING
UNDERSTANDING

ESSENTIAL
QUESTION

INTERCULTURAL
TRANSFER TARGET

INTERCULTURAL
TRANSFER TARGET

INTERCULTURAL
TRANSFER TARGET

CUISINE
AND MEAL
TAKING

Food is charged with all sorts of personal, familial and cultural symbolism.

To what extent does our lifestyle influence our diet?

Why does eating together matter?

NOVICE

I can identify eating habits between cultures through gestures, images and phrases to someone else unfamiliar with them.

INTERMEDIATE

I can compare dishes served in schools from other countries and clarify details that may be new for someone else.

ADVANCED

I can make cultural dietary preferences and concerns accessible to someone unfamiliar with them.

HEALTH
AND
WELLBEING

Health depends on many factors, including our habits, culture, diet, and lifestyle.

Health is a combination of mind, body, and spirit.

What is good health?

How do culture, media and lifestyle affect health?

I can identify common remedies across cultures to someone unacquainted with these products.

I can compare health practices across cultures for people unaccustomed to them.

I can explain to someone unaware of remedios caseros why a culture chooses some remedies and practices over others.

DESIGN FOR TRANSFER



PERSPECTIVES PRACTICES PRODUCTS

Develop five must have perspectives and the Practices/Products that are symbols of it. Have they changed over time?

Why are these so inherent and essential to the culture that they are repeated in our experiences all the time? How do we know?

CHANNEL TO CONTENT

Present five culturally authentic texts that demonstrate the Perspectives that created the practices/products.

Which disciplines are represented in the texts? How do the perspectives within recur and resurface throughout the cultural history and our lifespan?



DESIGN FOR TRANSFER



DESIGN THREE
ENDURING
UNDERSTANDINGS

DESIGN FIVE
ESSENTIAL
QUESTIONS



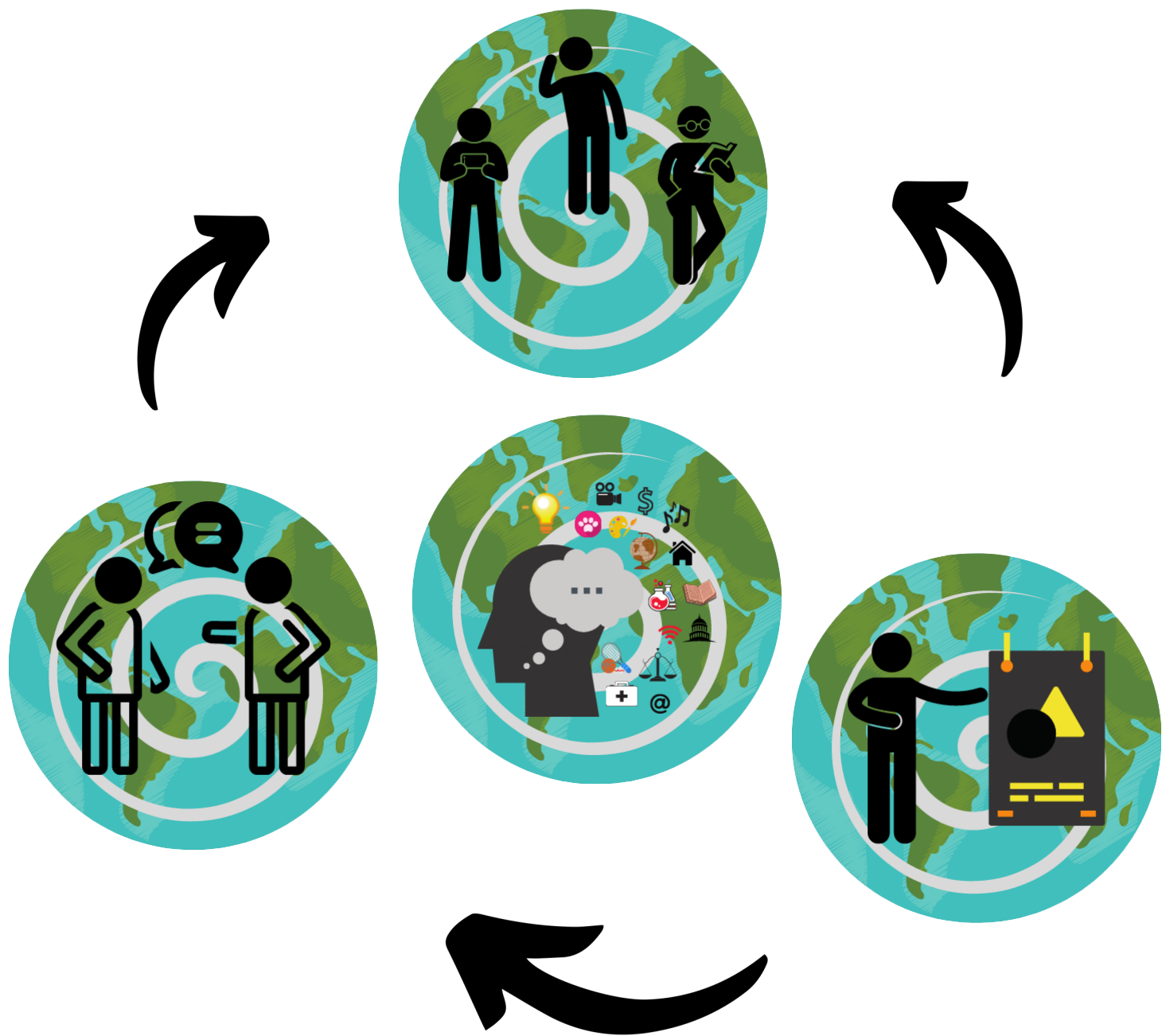
DISCUSS THE ISSUES

- Why do we design Enduring Understandings and Essential Questions through the Culture standard? How do they help us uncover content over time?
- Explain Layers, Lifespan and Level to a colleague. Give an example of each.
- Enduring Understandings are different from Objective statements. Discuss.
- Essential Questions differ from Focus Questions. Discuss.
- Cultural perspectives are embedded in their products and practices. These come from many disciplines that created these authentic materials. Our curriculum is found within every subject.
- Enduring Understandings and Essential Questions help us design for intercultural, transdisciplinary articulation. Discuss.
- Our curriculum should give learners the tools to continue the inquiry without us. Discuss.

REFLECT AND REVISIT

- Explain Pluricultural Competence in the CEFR, the GCSE, the Culture standard in the ACTFL World Readiness standards, or your state or national Culture guidelines or standards for our curricular planning.
- Why should cultural perspectives and practices drive the curriculum?
- What are Intercultural Transfer Goals, concepts that resurface and recur throughout our lives in every culture?
- Can the same Intercultural Transfer Goals be used to develop curriculum for any language offered in your school? What will change? What will stay the same?
- What is a cultural perspective or concept that is understood by even the youngest? How do Enduring Understandings and Essential Questions help us to integrate with other disciplines in the school curriculum? Why is that important for World Language/MFL Education?
- How will you uncover these themes over time, over your curriculum? If the theme is the same, what do you think changes, year after year, unit by unit?

CHAPTER THREE: FROM COVERAGE WITHOUT PITY TO DESIGNING WITH PERFORMANCE FOR TRANSFER: MAKE IT NEW EVERYDAY



On your own, can you solve a new challenge using a repertoire of knowledge and skills?

It is important to use skills flexibly, in new and different contexts from how they were originally learned.

We design performance tasks with transferable skills beyond the classroom that learners will likely encounter in community, work, and world