

DESIGNING WORLD LANGUAGE CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE



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CHAPTER
SEVEN

CHAPTER SEVEN:
PUTTING IT TOGETHER
FOR ARTICULATION
AND TRANSFER

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



ENDURING UNDERSTANDINGS



- Articulated, spiral curriculum design favors all level participation.
- Spiral, bespoke curriculum is flexible, yet is responsive to required standards.
- Formative assessments must show content discipline performance with minimal prompting.
- Formative tasks remain aligned with larger intercultural transferable concepts and goals.
- Assessments imply the knowledge and skills needed to do them and are chosen after they are designed.

ESSENTIAL QUESTIONS



- What does collaboration for articulation look like?
- Is absorbing or consuming facts and forms a priority?
- What happens when knowledge and skills are fragmented and out of context?
- What does an expert do?

CHAPTER SEVEN: PUTTING IT TOGETHER FOR ARTICULATION AND TRANSFER



Rewind:

Which key terms or concepts stand out for you from Chapter Six: *Designing for Presentational goals: Creating meaning for Mediation?*

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.

Explain how this concept or practice is the same, similar or different to what you know or do.

Which concept or practice do you think will have the greatest impact on your teaching?

CHAPTER SEVEN: PUTTING IT TOGETHER FOR ARTICULATION AND TRANSFER

I can:

- Identify formative tasks from exemplars
- Design tasks that are near transfer to support the summative key performance assessment
- Collaborate with colleagues to design for articulated, spiral curriculum



CHAPTER SEVEN: PUTTING IT TOGETHER FOR ARTICULATION AND TRANSFER

- Details formative assessments for learning
- Assists the teacher in selecting only relevant grammar and vocabulary needed to do the tasks
- Organizes spiraled content and aligns its purpose with Culture standard and intercultural goals in Stage One



FORMATIVE PERFORMANCE ASSESSMENTS FOR TRANSFER



INTERPRETIVE-RECEPTIVE

One-Way Communication
Listening, Reading, Viewing
Culturally authentic material
Acquire to own new information
Identify, Index, Infer, Inquire

CONCEPTION



INTERPERSONAL-INTERACTIVE

Two-Way Communication
Improvised, Unrehearsed, Unrefined
Acquire more info from someone else
Plan, Choose, Come to consensus

CONSENSUS



PRESENTATIONAL-PRODUCTIVE

One-Way Communication
Prepared, Rehearsed, and Revised
Solve Problem, Create Novel Products

CREATION



THREE MODES OF COMMUNICATION

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
<p>Uses cultural community texts Identify, Index, Infer, Inquire One-way communication</p>	<p>Negotiation of meaning Spontaneous Improvised Two-way communication</p>	<p>Must assess for transfer Rehearsed, Edited, Polished One-way communication</p>
<h2>CONCEPTION</h2>	<h2>CONSENSUS</h2>	<h2>CREATION</h2>
<p>Begin with the gist Move to details Identify from a list Select correct visual Use context clues Categorize Pose questions</p>	<p>Compare items in common Talk to a friend about a visual, share info from interpretive task Come to agreement Decide on choices Solve information gap Plan presentational task</p>	<p>Role play Write a letter Retell a story Design infographic Make video Present a PSA/Commercial Solve a problem Create a product</p>

SUMMATIVE & FORMATIVE ASSESSMENT

STAGE TWO

Assessment **of** learning

Summative Assessment end of unit
Key Performance for transfer requiring flexible use of knowledge and skill repertoire

Prepared for an audience, group, or individual beyond the classroom, real or fictitious

STAGE THREE

Assessment **for** learning
as

Formative Assessments during instruction
Near transfer tasks with supports, directions, and scaffolds

Can be internal only or with other's needs and value beyond the classroom

**COMPLEXITY, AUTONOMY, NOVELTY
FOR MEDIATION AND TRANSFER**

**-INTERPRETIVE-
RECEPTIVE**

NOVELTY
A TASK UNTRIED,
NEW SITUATION,
TASK, OR AUDIENCE

COMPLEXITY

SOLVE A PROBLEM,
CREATE A PRODUCT,
VALUE BEYOND THE CLASSROOM

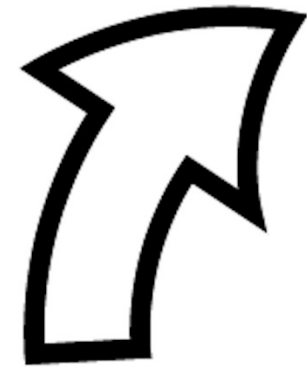


A TASK UNTRIED,
NEW SITUATION,
TASK, OR AUDIENCE

CONCEPTION

AUTONOMY

BY THEMSELVES AND
BEYOND THEMSELVES



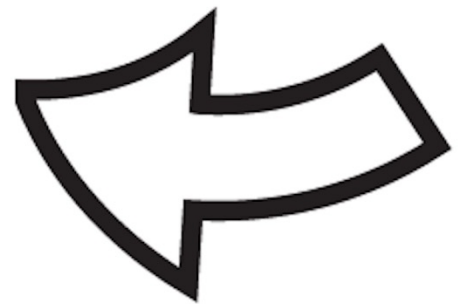
CREATION

CONSENSUS



**-PRESENTATIONAL-
PRODUCTIVE**

**-INTERPERSONAL-
INTERACTIVE**



NONE	HIGH AND NEARBY	NEAR TRANSFER	NOVEL TRANSFER
Drill Decontextualized content	Familiar Task with Supports	Unfamiliar Task with Supports	Completely New Task No supports
<p>Recall, Drill, substitution of forms.</p> <p>No transfer required or assessed.</p>	<p>Similar content / situations.</p> <p>Details from previous teaching examples or texts. Replication with little to no variation.</p> <p>Posing questions signals shift to mediation transfer evidence.</p> <p style="text-align: center;">Authenticity Variety</p>	<p>Unfamiliar content / situations.</p> <p>Presented with cues suggested or required approach, process, or content.</p> <p>Solves problems and creates products.</p> <p style="text-align: center;">Authenticity Variety Creativity Novelty</p>	<p>Unfamiliar/Novel</p> <p>Presented without cues. Learners use a repertoire of knowledge with new texts for novel contexts and situations.</p> <p>Solves problems and creates products.</p> <p style="text-align: center;">Authenticity Variety Creativity Novelty Complexity</p>
<p>Fill in with the correct form of the verb.</p> <p>Using the vocabulary box, enter the word in the space.</p>	<p>Using a Venn diagram, compare lunch choices from Latin American and your school menu. Write 3 questions to the school dietician.</p>	<p>With a partner, plan a dinner party for friends, keeping in mind their dietary needs: vegetarian, dairy free, low sugar, gluten free, no pork, etc.</p>	<p><i>TeenVida</i> online health magazine wants you to contribute to the next issue on schools. In groups, plan and develop content for this issue.</p>

CHECK FOR LEARNING

As you review your catalogue of Key Performance tasks, consider the table above.

Are your tasks Nigh, Near, or Novel for transfer?

As you look at ICANADAPT samples, what kind of formative assessment do you see?

How do these compare with tasks from textbooks or other materials?

(For a master list of task types for the modes of communication, see Appendix NN.)



NONE TO NIGH TO NEAR TO NOVEL TRANSFER --ANNOTATED

None	Nigh and Nearby	Near Transfer	Novel Transfer
Drill Decontextualized content	Familiar Task with Supports	Unfamiliar Task with Supports	Completely New Task No supports
Fill-in-the-blank Multiple choice Matching Vocabulary quizzes Spelling quizzes Dictation	Using information from travel brochures, answer the questions.	Students watch videos featuring different itineraries and plan their own, keeping in mind budget and time limitations.	The Tourism Council of ____ needs advertising to encourage travel and attract newcomers to lesser known destinations.
Verb conjugation Listing verb endings Chanting verb endings Choral repetition Multiple questions of the same item	Students read real estate ads and design their dream home.	Students read several apartments ads and listen to the needs of four groups. Decide with a partner the features and apartments best for: kids under 12, accessible, public transport, college students, etc.	<i>HomeTV</i> is doing a series on new communities in _____. Plan new housing development in a chosen neighbourhood, keeping the community's needs in mind.

CREATION OF THESE WITH AUDIENCE NEEDS IN MIND

Audio	Printed	Visual
Commercials	Websites and Blogs	Sculpture
News	Newspapers and magazines	Street signs
Oral presentation	Information list	Cartoons and Emojis
Radio	Brochures, Labels, Menus	Picture books and Graphic novels
TV	Infographics	Drawing, painting and photographs
Film and Theatre	Fiction/non-fiction literature	Maps
Music videos	Advertisements	Posters
PSAs	Promotional materials	Dance
Songs and all music	Lyrics and scripts	Charts, graphs, symbols, images
Announcements	Surveys, reports, articles	Museum exhibit

CHECK FOR LEARNING

The annotated ICANADAPT Concept Map shows the unit conceptual design for *Viva La Vida*, the first AATT exemplar in this book. The area for knowledge and skills has an area for notes on instructional strategies, now that the performance tasks are designed.

Compare your ICANADAPT Concept Map with the annotated map.

Have your concept map next to you when you design with the unit template.



ENDURING UNDERSTANDINGS

- Health practices and perspectives vary across cultures.
- Health depends on many factors, including our diet, culture and lifestyle.
- Sociopolitical, media and environmental factors can play a role in healthcare

ESSENTIAL QUESTIONS

- How does the media affect our health and lifestyle?
- To what extent does culture inform our health and wellness practices?
- How do we talk about our health with others in my family and community?

I CAN

	KNOWLEDGE	SKILLS
REVIEW	Fats, fast food, sugary, dairy products	Create a chart about steps to a healthy lifestyle
SPIRAL	Exercise, drink water, walk, whole grains, carbohydrates, have to	Ask my partner about their healthy choices
NEW	Gain or lose weight, fried, starch, harm, prohibit, junk food	Write a script about healthy initiatives and diet choices

CONTEXT

Viva la Vida is looking for episode content with a focus on healthy lifestyles

INTERPRETIVE Examine a variety of infographics, videos, commercials to categorize items with high sugar, salt, fat, and carbs. Write 3 questions on foods.

INTERPERSONAL Come to consensus on which food items to include on a diet for people with different health needs and goals.

PRESENTATIONAL Create a multimedia presentation outlining healthy lifestyle choices in the community.



LEARNING EXPERIENCES AND INSTRUCTION

VOICETHREAD/FLIPGRID
VENN DIAGRAM
INFOGRAPHIC
comidasaludable

? Fmdiabetes.org ? Miescuelasaludable.org

INTERCULTURAL TRANSFER TARGETS

- * identify and compare health practices and food products to help understand perspectives.
- * choose and design health conscious meal options with community needs in mind.

MEDIATION FOR TRANSFER

AESTHETICS AND DRAMA STRATEGIES

- &**
- Bridge and exchange ideas on remedios caseros and western medicine
 - Identify visuals to explain concepts to others
 - Explain information on an infographic or chart
 - Compare practices and community response to wellness

student "in role as expert"
photos on food; open air markets

PRODUCTS	PRACTICES	PERSPECTIVES
<p>+ metate molcajete comal</p> <p>remedios caseros herbs manzanilla jengibre canela</p>	<p>including family in health decisions</p> <p>! no junk food sold in schools</p> <p>heavier meals midday</p>	

ICANADAPT CONCEPT MAP

PAUSE TO PONDER



Now that you have designed Key summative performances for the AATT, what do these tasks imply for knowledge and skills required to do them?

At each of the three levels, what will the learner need to do the task?

CHECK FOR LEARNING

Examine your performance tasks thus far.

Ask the question: What does this help me to do? Why are we learning this?

Art and music students and athletes can always answer this question.

Many textbook assessments fail the criteria.

Is it valuable as solely a classroom exercise?

Is the task one that asks for exhaustive lists of grammar forms out of context?

What is this for?

What does it mean to “do” in relation to intercultural transferable concepts and goals?





DESIGN FOR TRANSFER

REVIEW

Using your Stage Three ICANADAPT template (see Figure 1.3 and fillable template Appendix OO), decide the grammar, vocabulary and other content needed to do the formative assessment in one of the three modes.

Only select what learners need to use to do the assessment and indicate if the element is *Review, Spiral or New*.

SPIRAL

NEW



DESIGN FOR TRANSFER

INTERCULTURAL TRANSFER TARGETS

Using your Stage Three ICANADAPT template
(see Figure 1.3 and fillable template Appendix OO),
derive the Intercultural Transfer Targets from the formative assessments on the left.

Remember that these clarify the cultural response within the given disciplinary content and makes it accessible to someone else unfamiliar, unacquainted, or inexperienced with the culture (s), in order to make it accessible to them.



DESIGN FOR TRANSFER

UNIT GUIDE IMPLEMENTATION TOOL

Using the Unit Guide as a model, develop your own unit guide and share with a colleague.

Walk your colleague through the unit using the tool.

Does it present a good overview, sort of the 'movie trailer' to your unit but does not give too much away to the learner?

Use in tandem with your Concept Map.



DESIGN FOR TRANSFER

We all come to curriculum design in a different *place* and at a different *pace*.

Where do you see yourself, program, department, or colleagues?

To what extent do these principles align with your practice?

Not yet	Getting Started	Still at it-Needs Work	Almost there



SEVEN TIPS TO ARTICULATED DESIGN WITH AATTS AND ICANADAPT

1. As a department, and themes that matter for your cultures and are present throughout transdisciplinary works. These will recur and reprise K-12, 7-12, 9-12, KS2-KS4,
2. Design Enduring Understandings and Essential Questions at program level for those themes. Every EU and EQ does not have to be treated each year.
3. Decide at what years these concepts will occur, some may appear and exit over time, as long as at the end, all are done.
4. Design Summative performance assessments for each concept for each unit year with the AATTs. Gather the culturally authentic material for the tasks.



SEVEN TIPS TO ARTICULATED DESIGN WITH AATTS AND ICANADAPT

5. Design Formative assessments which move toward full transfer for each unit year.
6. Then and only then, plan activities, instruction, and knowledge and skills required for those assessments.
7. If your department is large, you may wish to have a smaller design team. Other department members can develop the repository of authentic materials. Make sure the design team has teachers from different levels. All levels and languages work with each other. Middle School and High School or KS2-KS3-KS4 are not separated in this work. If there is an early language or elementary program, a representative should also be on this design team. If K-16 articulation is desired, form the team from both secondary and post-secondary levels.

SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN

- 1) Intercultural perspectives and transdisciplinary content unfold articulated curriculum and scaffold key tasks of meaningful performance.
- 2) Learners acquire and own language not by linear and predictable memorization of functions, structures, and forms but through *creative interaction in tasks with transdisciplinary content in texts*.
- 3) Performance tasks are designed for transfer to novel contexts, situations or audiences.
- 4) Complexity differentiates tasks, not topics, themes, or texts.
- 5) Learners are active social agents co-constructing meaning through mediation and complex tasks across languages and cultures.
- 6) Tasks solve problems and create products relevant to college, community, work and world.
- 7) Learners take risks to apply their repertoire flexibly but not with native-like accuracy.



DESIGN FOR TRANSFER

Choose two of ***Seven guiding principles for world language curriculum design*** and discuss with a colleague, giving examples or non-examples with curricula you already know. How do you see these principles within those curricular plans, schemes of work or materials? Use the Tool for Articulation with the Seven guiding principles for world language curriculum design. (see Appendix PP.)

As stated, with any curriculum design re-vision, it is important to start small, with two or three concepts and key assessments first, rather than do the entire curriculum in a year.

Discuss with colleagues which concepts you will choose first to spiral and reprise.

DISCUSS THE ISSUES

1. “EUs and EQs are the same throughout the program; what changes are the tasks which gather assessment evidence of those EUs and EQs every year.” Discuss.
2. Explain to a colleague why lesson planning and instructional strategies are in Stage 3 and not done first in ICANADAPT?
3. How will Stage Three be a good checkup to make sure all appear in the assessments you created?
4. Formative assessments should move students ever closer to Transfer. Discuss.
5. A colleague or department chair wants to redesign all the curricula in one year. What do you say?
6. Explain to a new colleague about Enduring Understandings and Essential Questions and why they are key to an articulated curriculum.
7. You are about to start choosing Intercultural Transferable concepts and goals that recur and reprise. A colleague wants to make a list of all the grammar and vocabulary first. What do you explain to them?

REFLECT AND REVISIT

1. Why is it important to have colleagues of all instructional levels design the curriculum together?
2. Why does choosing intercultural transferable concepts and goals for your cultures and languages come first in this curriculum design framework?
3. What is the difference between Summative and Formative Assessment? Why are the Summative assessments, the Key Performance Tasks, designed before the Formative tasks?
4. Why is it best practice to develop PASS Can-Do statements only after you have designed all the performance assessments?
5. How do you know what language grammar and vocabulary learners need to use?
6. How do I plan learning experiences and instruction that match intercultural communicative competence goals?
7. Your department teaches five languages. How might the same EUs and EQs be the same for all?



DESIGN FOR TRANSFER

KEY PERFORMANCES USING THIS BOOK IN A COURSE OR PD PLAN

Chapter One

- Consider a concept or perspective that you envision can be unfolded throughout your curriculum.
- Consider a possible task that could solve a problem or create products of value to the community.

Chapter Two

- Compose Enduring Understandings that enter, reprise, and exit throughout the curriculum
- Compose Essential Questions that enter, reprise, and exit throughout the curriculum
- Create Perspectives-Practices-Products Infographics and Intercultural Word Clouds
- Research and Compose Intercultural Communicative Competence Inquiry Project

Chapter Three

- Design three *Turnarounds for Transfer* with existing tasks and learner 'in role' as experts.
- Design a Context for your AATT.

Chapter Four

- Design tasks for identifying main ideas and details using images
- Design Constructing or Posing Questions from cultural community texts
- Use the Capacities for Imaginative Learning to design for the Interpretive-Receptive Mode
- Design three listening, viewing and reading Interpretive mode tasks for the AATT and Stage Two.
- Develop the PASS Can-Dos from each Interpretive mode task.



DESIGN FOR TRANSFER

KEY PERFORMANCES USING THIS BOOK IN A COURSE OR PD PLAN

Chapter Five

- Use the Capacities for Imaginative Learning to design for the Interpersonal-Interactive Mode
- Design three summative Interpersonal mode tasks for the AATT and Stage Two.
- Develop the PASS Can Dos from each Interpersonal Mode task.

Chapter Six

- Use the Capacities for Imaginative Learning to design for the Presentational-Productive Mode
- Design three summative Presentational tasks for the AATT and Stage Two.
- Develop the PASS Can-Dos from each Presentational Mode task.
- Derive Intercultural Transfer Targets for your AATT set.

Chapter Seven

- Review, Spiral and New
- Intercultural Transfer Targets
- Turnaround formative tasks to transfer
- Unit Guide implementation tool
- Articulation: In a different place and at a different pace
- Task for Principle One: Multimedia presentation, two concepts & key performances on articulated timeline
- Task for Principles Two and Three
- Task for Principles Four and Five
- Task for Principles Six and Seven
- Tool for Articulation with the Seven Guiding Principles

TOWARD A FLEXIBLE, BESPOKE CURRICULUM

The AATTs and ICANADAPT curriculum framework is flexible, yet is responsive to required standards, particularly those which tend to start with Stage Three topics, vocabulary lists and grammar.

Even with fixed topics, grammar and vocabulary, begin with Intercultural transferable goals first.

In this book, the Teachers as Designers and I have made the case for curriculum design centered on intercultural and transdisciplinary competence as the hook for sustained inquiry across levels, buildings, and schools. Hopefully their exemplars have inspired you to design your own AATTs and ICANADAPT exemplars for your curricula, schemes of work, units, and programs.

Design World Language/MFL curriculum for transfer and make meaning new every day.

Prepare language learners for the inevitable unexpected.