



# MASTER PLAN

## World Languages

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DEPARTMENT(S): College and Career Readiness, World Languages

Course Group #: 10456247

The World Languages Program plays a unique role in capturing the breadth of human diversity. In this increasing globalized world, being multilingual is a necessary skill. Learning a second or third language improves the student's opportunities to compete in today's job market. The goal of the World Languages program is to prepare students to become role players in today's job market.

## 1. STUDENT

**1.1 DESIRED OUTCOME: Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Interprets factual information about common everyday or job- related topics.</p> <p>Demonstrates understanding of presentations-where different accents and lexical variations are used</p> <p>Demonstrates understanding of the main idea and supporting-details in conversations, presentations, and short discussions.</p>	<p>Uses context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p> <p>Demonstrates understanding of the main idea and supporting details of presentations on familiar topics.</p> <p>Demonstrates understanding of complex directions and instructions in familiar settings.</p>	<p>Demonstrates understanding of basic words, phrases, and questions about self, and personal experiences, through gestures, drawings, pictures, and actions</p> <p>Demonstrates understanding of short conversations, in familiar contexts.</p> <p>Follow directions or instructions to complete a task when expressed in short conversations.</p>	<p>Not able to understand and interpret information in the target language.</p>

**1.2 DESIRED OUTCOME: Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Makes appropriate inferences and recognize literary elements from a variety of culturally authentic sources</p> <p>Demonstrates understanding of significant points and essential details presented through newspaper articles or official documents.</p> <p>Demonstrates understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.</p>	<p>Identifies specific information in everyday authentic materials such as advertisements, brochures, menus, schedules and timetables.</p> <p>Uses context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p>	<p>Demonstrates understanding of written familiar words, phrases, and simple sentences supported by visuals.</p> <p>Demonstrates understanding of simple written announcements with prompting and support.</p>	<p>Not able to understand and interpret information in the target language.</p>

**1.3 DESIRED OUTCOME: Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Expresses self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p> <p>Handles a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p>	<p>Initiates and engage in a conversation on familiar topics.</p>	<p>Introduces self and others using basic culturally appropriate greetings</p> <p>Differentiates among oral statements, questions, and exclamations in order to determine meaning.</p>	<p>Not able to engage in a conversation and exchange information in the target language.</p>

**1.4 DESIRED OUTCOME: Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Delivers a clear and precise presentation that engages and informs a specific type of audience in a variety of media.</p> <p>Communicates with accuracy, clarity, and precision on many concrete and abstract topics</p> <p>Delivers a short presentation on social, academic, or work topics with appropriate complexity for the target audience.</p>	<p>Describes events, plans and actions using logically sequenced and connected sentences with relevant details.</p>	<p>Provides basic information about self and immediate surroundings using words and phrases, and memorized expressions.</p> <p>Describes aspects of daily life using complete sentences.</p>	<p>Not able to present information orally.</p>

**1.5 DESIRED OUTCOME: Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Presents in writing viewpoints on an issue and support opinion with clarity and detail.</p> <p>Incorporates with accuracy idioms, and culturally authentic expressions in writing.</p>	<p>Describes a familiar event or situation using a variety of sentences and with supporting details.</p> <p>Writes informative texts through a variety of media using connected sentences and providing supporting facts about the topic.</p>	<p>Fills out a simple form with basic information.</p> <p>Writes simple statements to describe aspects of daily life.</p>	<p>Not able to present information in writing.</p>

**1.6 DESIRED OUTCOME: Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Discusses historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)</p> <p>Investigates practices and perspectives of past and contemporary life in the target culture through a variety of media.</p>	<p>Recognizes similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p>Researches contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.</p>	<p>Recognizes basic practices, and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)</p>	<p>Not able to recognize or understand common cultural practices of the target language.</p>

## 1. TEACHER

**1.1 DESIRED OUTCOME: Interpretive Listening:** The teacher will provide listening skills instruction for students to be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs/delivers listening skills instruction to provide students with factual information about common everyday or job- related topics.</p> <p>Creates lessons that present real life opportunities for students to listen to people with different accents and lexical variations in the target language</p> <p>Creates lessons provide opportunities for conversations, presentations, and short discussions.</p>	<p>Models the use of context cues in the target language to identify the main idea and essential details on familiar topics in short conversations, presentations, and messages.</p> <p>Uses multimedia to provide students with real life experiences in the target language</p> <p>Provides lessons based on research-based listening skills.</p>	<p>Uses target language to introduce basic words, phrases, and questions using gestures, drawings, pictures and actions.</p> <p>Provides students with listening activities in the target language</p> <p>Provides lessons that focus on listening skills.</p>	<p>Unable to instruct listening skills and interpretation of information in the target language.</p>

**1.2 DESIRED OUTCOME: Interpretive Reading:** The teacher will provide instruction on how to interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs learning opportunities that use appropriate inferences and recognition of literary elements from a variety of culturally authentic sources</p> <p>Incorporates the use of newspaper articles or official documents to document significant points and essential details</p> <p>Creates lessons where students take an active role to demonstrate viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.</p>	<p>Creates lessons that provide students with opportunities to demonstrate how to identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules and timetables.</p> <p>Creates learning opportunities for presenting general written information through a variety of sources for-practical applications in academic and workplace contexts.</p>	<p>Uses pre-reading activities to introduce basic vocabulary supported by visuals in the target language</p> <p>Provides prompts and support in the target language for students to comprehend simple written announcements</p> <p>Guides the use of context clues and background knowledge to determine the main idea and essential details in texts that contain familiar themes.</p>	<p>Unable to provide instruction on how to interpret information in the target language in writing.</p>

**1.3 DESIRED OUTCOME: Interpersonal Communication:** The teacher will provide opportunities for students to engage in conversations, exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Evaluates students' ability to express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p> <p>Designs opportunities to handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p>	<p>Designs/delivers lessons to Initiate and engage students in a conversation on familiar topics in the target language.</p>	<p>Provides lessons that introduce differentiation among oral statements, questions, and exclamations in order to determine meaning in the target language.</p>	<p>Unables to provide opportunities to use conversation and exchange information, orally and in written format in the target language.</p>

**1.4 DESIRED OUTCOME: Presentational Speaking:** The teacher will provide learning opportunities for the student to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs and delivers multimedia lessons that provide students the opportunity to make clear and precise presentations that engages and informs a specific type of audience and concrete and abstract topics in the target language</p> <p>Evaluates students' detailed, complex, presentations on topics related to home, school, work, leisure activities, and personal interests.</p>	<p>Develops lessons that provide students with the opportunity to use logically sequenced and connected sentences with relevant details to describe events, plans and actions.</p>	<p>Uses lessons that demonstrate how to use words, phrases, and memorized expressions to provide basic information about self and immediate surroundings in the target language.</p> <p>Introduces students to the use of complete sentences to describe aspects of daily life in the target language.</p>	<p>Fails to provide opportunities for students to present information orally.</p>

**1.5 DESIRED OUTCOME: Presentational Writing:** The teacher will provide instruction on how to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs and delivers lessons that provide students writing opportunities to express viewpoints on an issue and support opinion with clarity and detail.</p> <p>Creates writing lessons that incorporate with accuracy idioms, and culturally authentic expressions of the target culture.</p>	<p>Develops lessons that provide students with the opportunity to write short essays using supporting details to describe a familiar event or situation or informative text through a variety of media in the target language.</p>	<p>Uses lessons to demonstrate steps on how to fill out a simple form with basic information in the target language.</p> <p>Introduces students to simple writing skills to describe aspects of daily life in the target language.</p>	<p>Fails to provide opportunities for students to present information in writing.</p>

**1.6 DESIRED OUTCOME: Culture:** The teacher will provide instruction on how to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs and delivers lessons that includes historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)</p> <p>Designs and delivers lessons that provide students with opportunities to investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.</p>	<p>Develops lessons that provide students with opportunities to recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) and to understand one's own and others' ways of thinking.</p> <p>Develops research lessons that provide students with opportunities to learn about contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.</p>	<p>Uses lessons that demonstrate basic knowledge of practices, and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)</p>	<p>Not able to recognize or understand common cultural practices of the target language.</p>



## Data Collection Plan

**End Goal of plan**

World Languages teachers, who participate in professional development opportunities, will advance at least one developmental level annually, as define by the World Languages Master Plan, until they are able to maintain proficiency with consistency.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Sample Lessons	Posted in WL Learning Village (Wiki) as part of the implementation and includes all the elements discussed in the professional learning using the check list	Available	WL Wiki	World Languages Supervisor	Following each professional learning opportunity
Students products		Available	CDs		
Teacher Performance Data		Required	Talent Development		
PD participation	iObservation Domain 1 DQ2, DQ3	Available	SAP		September January June
	Domain 2 42,23,44, 45,46				
	Rosters/ Appraisals				
					Following Each professional learning opportunity

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	Reflection logs Observations Informal conversations Multimedia products	Reflection logs Observations Informal conversations Multimedia products
Leadership Practices		
Collaboration Practices	Meeting Agendas/ Presentation Products developed by teams	Meeting Agendas/ Presentation Products developed by teams
Student Learning	Sample of student work	

Desired Outcomes based on Florida World Languages Standards ([http://www.fldoe.org/bii/curriculum/course\\_descriptions/](http://www.fldoe.org/bii/curriculum/course_descriptions/)) and Broward County World Languages Alignment to CCSS (World Languages WIKI)