

The Maine Department of Education has developed this presentation as a tool to assist educators throughout Maine in understanding both the revisions to the Maine Learning Results and the implications for teaching and learning in the content area of World Languages.

Maine Learning Results; Parameters for Essential Instruction Goals and Purposes

- Identify knowledge and skills essential to prepare Maine students for post-secondary education, career and citizenship
- Express what students should know and be able to do at various checkpoints during their education
- Define core elements that should apply to all students without regard to their specific career and academic plans
- Provide educators, parents and the community with guidance

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The 2007 Maine Learning Results provide a comprehensive description of the most essential knowledge and skills needed to prepare students to succeed in the 21st century. The Learning Results describe a continuum of learning across significant topics in eight content areas. This document represents a common body of knowledge and skills for ALL Maine students, regardless of future academic or career plans. It also serves as a tool to inform educators, parents and the broader community of Maine's expectations for student learning.

Guiding Principles

- A. A clear and effective communicator
- B. A self-directed and lifelong learner
- C. A creative and practical problem solver
- D. A responsible and involved citizen
- E. An integrative and informed thinker

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The common body of knowledge and skills described in the revised Maine Learning Results supports the goals outlined in the document's Guiding Principles. The Guiding Principles, which define a broad set of student attributes and behaviors, incorporate all eight content areas of the Learning Results and ask students to synthesize the knowledge and skills that they learn in each content area.

Guiding Principles

- A. 1. A clear and effective communicator who demonstrates organized and purposeful communication in English **and at least one other language**;

- D. 5. A responsible and involved citizen who displays **global awareness** and economic and civic literacy;

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Two of the most direct connections between the Guiding Principles and the content area of World Languages are shown here. Both communication in a language other than English and global awareness are essential components of the World Languages standards.

Where do the Revised Maine Learning Results fit in the overall framework ensuring all students are ready for post-secondary education, careers and citizenship?

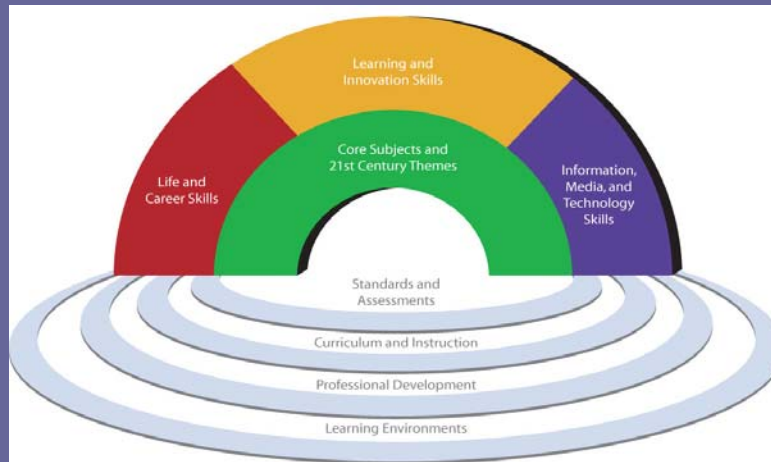
- Parameters for Essential Instruction
- Partnership for 21st Century
- Best Instructional Practices
- Chapter 125 – Environment for Learning
- Chapter 127 – Assessment and Graduation

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Maine's standards document defines essential knowledge and skills required for post-secondary education, careers and citizenship in the 21st century. This document is just one part of a system of educational components that seeks to integrate: 21st century standards and practices, high quality teaching, positive environments that foster student learning, and varied assessments and high school graduation requirements.

Partnership for 21st Century Framework informs the Revised Learning Results

www.21stcenturyskills.org



To ensure that Maine's standards support 21st Century Learning, the Partnership for 21st Century Learning Framework was used in the Learning Results revision process. In July 2007, Maine became the sixth state to join this partnership. World Languages is one of the Core Subjects included in the 21st Century Framework. While the Framework includes content standards, it also extends beyond the essential knowledge and skills to address connected issues related to instruction, curriculum, assessment and learning environments, thus providing a broader educational framework.

Standards-Based Education and Opportunity

- Reflect on programming
- Ensure equitable access for all students
- Ensure 21st century content
- Reexamine instruction for 21st century learning

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After a decade of using the 1997 Maine Learning Results, the adoption of revised standards provides us with important opportunities. The implementation of the revised Learning Results requires us to reflect on whether our current programming provides opportunities to learn the knowledge and skills that are described in the standards; ensure that we are providing equitable access for all students to this essential learning. It also demands that we reflect on the meaning of 21st century content and that we examine if, in fact, we are providing 21st century instruction. It is clear that 21st century standards alone will not ensure that students are equipped with 21st Century Skills.

MLR Review History and Goals

- History
 - Mandated by 1997 State Legislature
 - 2004-2007 review process
- Goals
 - Post-secondary education, career and citizenship readiness
 - Essential knowledge and skills
 - Improved clarity
 - Improved coherence

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The review process for the Maine Learning Results is required by legislation. This process began in 2004 and ended in 2007, (Fade in) and sought to ensure readiness for post-secondary education, careers and citizenship. It also sought to address concerns from educators across the state that Maine's standards should be more focused on essential knowledge and skills and, at the same time, be clearer and more coherent.

Chapter 132 and Title 20-A

- Maine Department of Education
Chapter 132
 - Learning Results: Parameters for Essential Instruction
- Maine Education Statutes, Title 20-A, §6209
 - system of learning results established

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Maine Department of Education Regulation 132 – or Chapter 132 – Learning Results: Parameters for Essential Instruction was adopted in October 2007. It contains standards, performance indicators and descriptors that identify knowledge and skills essential for instruction in the eight content areas formerly found in the 1997 Learning Results. Maine Education Statutes, Title 20-A requires all school districts to implement the Learning Results in Career and Education Development, World Languages, and Visual and Performing Arts by the end of the 2007-2008 school year.

Content Differences

- Identification of grade level and grade span “big ideas” - Performance Indicators
- Greater depth of knowledge in content areas
- Greater alignment to national standards and the body of knowledge on learning and best practices
- Inclusion of a Glossary

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Across all content areas, the revised Maine Learning Results more clearly identify ideas and topics that develop across grade spans in a progression of learning. The document describes a greater depth of student understanding within these ideas and topics, and is more closely aligned to both national standards and the body of knowledge related to student learning. Additionally, a glossary defines italicized words and phrases present in content area standards, performance indicators and descriptors in the revised document.

Structure

- Eight content areas
- Four grade spans: *Pre-K-2, 3-5, 6-8, 9-Diploma*
- Content standards – *Capital Letters*
- Performance Indicators – *Numbers*
- Descriptors – *Lower Case Letters*

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The revised Learning Results are organized into the same eight content areas found in the 1997 Maine Learning Results. There are four grade spans in the 2007 Maine Learning Results: Pre-K-2, 3-5, 6-8 and 9-Diploma. Content standards and performance indicators are found in both documents. Content standards are broad descriptions of the knowledge and skills that students should acquire. They are identified by capital letters. Within each content standard is a series of Performance Indicators which help to define the big ideas within the content standard. Performance indicators are identified by numbers. Descriptors, not found in the 1997 Maine Learning Results, are identified by lower case letters. Where needed, Descriptors are incorporated to define more specifically the depth and breadth of the big idea contained in the performance indicator.

Content Standards

- Define the broad descriptions of the knowledge and skills that students should acquire

World Languages



A. Communication:
Students communicate in the target language

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The text identified in the green box is an example of a content standard for World Languages. Content standards are identified by capital letters as shown in this slide by letter A.

Performance Indicators

- Define the big ideas within the standards

World Languages

A3 (6-8)

A3 Presentational			
Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use memorized words or phrases and visuals in short oral/signed presentations.	Students use phrases and simple sentences in rehearsed oral/signed and written presentations on familiar topics.	Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.	Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by <i>native speakers</i> accustomed to interacting with language learners.

An example of Performance Indicators for Standard A, Communication, is highlighted in green. Performance indicators are identified by numerals as shown in this slide by the numeral 3. Performance indicators also have labels. The label for performance indicator 3 of Standard A is identified by the label at the top of the table and is titled A3 - Presentational. Each performance indicator can be further identified by referencing a specific grade span. For example, World Languages A3 (6-8).

Descriptors

- Where needed, define depth and breadth of big ideas contained in the Performance Indicator

World Languages A2 (6-8) a & b

A2 Interpretive

For classical languages only, the 6-8 and 9-Diploma indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students comprehend and respond to simple spoken/signed language in a classroom setting.</p> <p><u>Modern and Classical</u></p> <p>a. Respond to simple oral/signed directions, commands, and routine requests in the classroom.</p> <p>b. Identify people and objects based on oral/signed descriptions.</p>	<p>Students comprehend and respond to simple spoken/signed and written language in <i>familiar contexts</i>.</p> <p><u>Modern only</u></p> <p>a. Comprehend isolated words, phrases, and simple sentences in <i>familiar contexts</i>. (also b., c. and d.)</p> <p><u>Classical only</u></p> <p>e. Identify people and objects based on written descriptions. (also f.)</p>	<p>Students comprehend brief conversations, <i>narratives</i>, and <i>recorded material</i> in <i>familiar contexts</i>.</p> <p><u>Modern only</u></p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p><u>Classical only</u></p> <p>b. Identify main ideas, topics, and details from simple written texts.</p>	<p>Students comprehend conversations, <i>narratives</i>, and recorded material in <i>familiar contexts</i> that are longer and/or more complex than those in the 6-8 grade span.</p> <p><u>Modern and Classical</u></p> <p>a. Identify main ideas, topics and specific information in a variety of <i>authentic</i> written/signed <i>materials</i>. (also b. and c. Modern only, d. Classical only)</p>

The Descriptors for Standard A, Performance Indicator 2 (Interpretive Communication) at grade span 6-8 are highlighted here in green. Descriptors are identified using lower case letters and are referenced as follows: World Languages A2 (6-8) a. Please note that some words and phrases in the text are written in blue italics. These words and phrases can be found in the glossary.

Changes in World Languages Standards

- 1997 – 6 Standards
- 2007 – 4 Standards

- 1997 – 97 Performance Indicators
- 2007 – 36 Performance Indicators

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The overall organization of the World Language standards in the revised Learning Results is significantly different from the 1997 document. As shown here, the 2007 document includes decreases in both the number of standards and the number of performance indicators. As such, the standards and performance indicators provide a clearer and more concise framework for curriculum, instruction and assessment in this content area.

Changes in World Languages Standards

Content Area Title

World languages means a language, either ancient or modern, that is used or has been used for written, oral and signed communication in the multilingual and multicultural worldwide community.

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The title of this content area was changed from Modern and Classical Languages in the 1997 document to World Languages in the 2007 Learning Results. This revision reflects an awareness of the global perspectives and international competencies of the 21st century and beyond. Additionally, this term embraces a philosophy that emphasizes how languages connect us to all societies and cultures, both ancient and modern. It is all-encompassing, reflecting both the present and the past.

Changes in World Languages Standards

Performance Indicators

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The Performance Indicators associated with each World Languages standard describe a progression of learning for significant topics, from one grade span to the next.

B1 Cultures: Practices and Perspectives Performance Indicators

- **PK-2:** Students identify and imitate some basic *culturally-appropriate practices*.
- **3-4:** Students identify and demonstrate some basic *culturally-appropriate practices* of daily life.
- **6-8:** Students describe *perspectives of a culture(s)* in which the *target language* is spoken.
- **9-Diploma:** Students identify and explain how *perspectives* are related to cultural *practices of a culture(s)* in which the *target language* is spoken.

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This slide provides an example of one such progression within Performance Indicator 1, Practices and Perspectives, of Standard B, Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken. The words and phrases in blue italics are included in the document's glossary.

Changes in World Languages Standards

Descriptors

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The World Languages Standards in the revised Maine Learning Results outline both common and unique descriptors for modern and classical languages. Distinctions between modern and classical languages are identified only where necessary to acknowledge significant differences in communication modes and resources.

Common Descriptors

Example: B1, 9-diploma
Cultures: Practices and Perspectives

Modern and Classical

- a. Identify and explain the reason behind significant *practices of a culture(s)* in which the target language is spoken.

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This slide provides an example of a descriptor that is common to all world languages at the 9-diploma grade span for Performance Indicator B 1: Students identify and explain how perspectives of a culture(s) are related to practices of a culture(s) in which the target language is spoken.

Unique Descriptors

Example: A2, 6-8
Communication: Interpretive

Modern only

a. Identify main ideas, topics, and details from simple oral/signed and written texts.

Classical only

b. Identify main ideas, topics, and details from simple written texts.

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This slide provides an example of unique descriptors at the 6-8 grade span for Performance Indicator A2: Students comprehend brief conversations, narratives, and recorded material in familiar contexts.

Changes in World Languages Standards

Use of Target Language

- All performance indicators for modern languages, with one exception, are to be accomplished in the target language.
- The majority of the performance indicators for classical languages may be accomplished in the target language or English.

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In this content area, a Pre-K-Diploma structure in all schools is foundational to the state vision for world languages. In modern languages, students engaged in a sequential PreK-Diploma program are expected to develop the knowledge and skills necessary to communicate basic understandings using target language at a level appropriate to the grade span. The study of classical languages, such as Latin or ancient Greek, however, emphasizes the ability to understand written language over oral communication although oral communication remains a component.

Changes in World Languages Standards

- Organization reflects closer alignment to national standards
- 5 C's = 4 C's

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The revised standards for World Languages are more closely aligned in both structure and content to *Standards for Foreign Language Learning in the 21st Century*, a national document that was first published in 1999 and recently republished in a revised third edition. Four of the five goal areas of the national standards – Communication, Cultures, Connections and Communities – are incorporated as separate World Languages standards in the revised Maine *Learning Results*. In the 2007 document, the fifth national goal area – Comparisons – is included in Standard A: Communication.

Standard A

Communication:

Students communicate in the target language.

- A1 Interpersonal
- A2 Interpretive
- A3 Presentational
- A4 Language Comparisons

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Standard A outlines grade span proficiencies for communication skills. The main ideas found in standards A. Person-to-Person Communication, B. Reading, Listening, and Viewing for Understanding, C. Oral and Written Presentations, and D. Workings of Language of the 1997 Maine *Learning Results* have been reorganized into four separate performance indicators – A1, A2, A3 and A4 – in this Communication standard.

Standard B

Culture:

Students demonstrate an understanding of a culture(s) in which the target language is spoken.

- B1 Practices and Perspectives
- B2 Products and Perspectives
- B3 Comparisons with Own Culture

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Standard B outlines essential cultural knowledge and skills related to the target language that a student is learning. The main ideas found in Standard E. Cultural Practices, Products, and Perspectives of the 1997 Maine *Learning Results* have been incorporated as two performance indicators, B1 and B2, in the revised 2007 document. Performance Indicator B3 reflects the main ideas related to cross-cultural comparisons found in Standard F. Cross-Cultural Connections and Comparisons of the 1997 document. Practices, products and perspectives are defined in the glossary and described further in the individual grade span performance indicators and descriptors.

Standard C

Connections:

Students expand their knowledge by connecting their study of a world language(s) with other content areas.

- C1 Knowledge of Other *Learning Results* Content Areas
- C2 Distinctive Viewpoints

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Standard C describes connecting the study of a language with other disciplines. The first performance indicator focuses on target language support for content from other subject areas. The second performance indicator focuses on information available to the learner only through the target language. The main ideas regarding cross-cultural connections from Standard F. Cross-Cultural Connections and Comparisons of the 1997 *Learning Results* have been incorporated into this standard.

Standard D

Communities:

Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

- D1 Communities

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Standard D is a new standard that was not present in the 1997 *Learning Results*. This standard emphasizes applied learning and personal enrichment. It focuses on language as a tool for communication with speakers of the language in varied environments throughout one's life – a major goal of language learning. Because language is an avenue to information and interpersonal relations, students who study a world language can use their skills and knowledge to further enrich their personal lives and better prepare themselves for post-secondary education, careers and citizenship.

Implications for Work in Schools

- Curriculum mapping
 - Opportunity for all students
 - Syllabus review for high schools
- Examination of instruction
- Integration across content areas:
Cross content connections, including
Career and Technical Education,
Alternative Education and Adult Education

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The 2007 Learning Results provide starting points for a variety of school-based work. Schools and districts will need to review and revise their curriculum so that it reflects the revised World Languages standards and performance indicators and also provides all students with opportunities to learn. These opportunities should be available in a variety of contexts including Career and Technical Education, Adult Education, and Alternative Education settings. In World Languages, all students are expected to develop a level of proficiency defined in the standards and performance indicators at the 9-Diploma grade span in one language other than English. In order to succeed, all students must have the opportunity to begin a sequential, articulated world language program in the early elementary grades and continue their study through the middle and high school years.

The Department of Education, working with the Education Policy Improvement Center (EPIC), is developing a high school syllabus review process based on the revised Learning Results. This on-line tool will help districts evaluate instructional programming and course sequences offered in high schools. The ultimate goal is to help districts ensure that all students across Maine have access to instruction that prepares them to graduate ready for post-secondary education, work, and citizenship, regardless of whether learning occurs in traditional classrooms or in other contexts.

Schools and districts should also carefully examine classroom instruction and ensure that 21st Century standards are being delivered within the context of 21st century learning experiences. The Partnership for 21st Century Learning Framework, referenced in an earlier slide and also on the resources slide at the end of this presentation, provides helpful information and materials.

The revised Learning Results provide opportunities to integrate instruction across content areas and school programs in ways that better support students' learning.

Cross Content Connections

Knowledge and skills from World Languages often connect to other content areas.

http://www.maine.gov/education/lres/pei/cross_content.pdf

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Learning experiences that require integration of ideas across content areas of the revised Learning Results replicate the application of knowledge and skills that students will encounter in the workplace and in life. (Fade in) Recognizing significant connections between and among content areas is a first step in providing instructional experiences that will prepare all students for success. The study of world languages offers logical places to integrate the learning identified in other content areas of the revised Maine Learning Results. (Fade in) One can access detailed descriptions of cross-content connections at the web address provided on this slide. While not a comprehensive list, this document does articulate significant connecting points between and among the eight content areas of the Learning Results. It can serve as a guide to develop curriculum and instruction that mutually support student knowledge and skills across content areas. The following slides provide examples of potential opportunities for integration between World Languages and other content areas.

Cross Content Connections

World Languages and Career and Education Development

- Integrate grade-level appropriate interpersonal skills into world languages classes to enhance language acquisition and cultural understanding.

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Here is one example of a connection with the content area of Career and Education Development. Interpersonal skills play an especially important role in World Languages Standard A. Communication and Standard B. Cultures.

Cross Content Connections

World Languages and English Language Arts

- Apply effective grade level appropriate reading strategies for understanding texts either written in a language other than English or containing information about world languages.
- Integrate understandings about grammatical structures, syntax, pronunciation, idiomatic expressions and word meaning from English language arts to better understand world languages.

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The content area of English Language Arts offers a number of possibilities for integration with World Languages. These two examples relate directly to Standard A. Communication and Standard C. Connections.

Cross Content Connections

World Languages and Social Studies

- Integrate grade-level appropriate knowledge and skills related to geography, economics, history and civics and government with connections to knowledge about culture(s) where the target language is spoken.

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Social Studies also provides a number of important connections to World Languages, especially when one considers Standard B. Cultures – students demonstrate an understanding of a culture(s) in which the target language is spoken – and the associated performance indicators.

Cross Content Connections

World Languages and Visual & Performing Arts

- Integrate grade level appropriate knowledge and skills related to products and perspectives of culture from world languages with understandings about the arts, their history and world cultures from the visual and performing arts.

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World Languages Standard B (Cultures) and Standard C. Connections provide significant points of integration with Visual and Performing Arts.

Cross Content Connections

World Languages and Instructional Technology

- Use digital media and environments to communicate with multiple audiences
- Use technology to generate new ideas and products and to express one's ideas creatively.

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There are many opportunities to integrate instructional technology with all four World Languages standards and accompanying performance indicators.

Resources in World Languages

- *Maine Learning Results: Parameters for Essential Instruction*
<http://www.maine.gov/education/lres/pei/index.html>
- *Standards for Foreign Language Learning in the 21st Century*
http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf
- *ACTFL Performance Guidelines for K-12 Learners*
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>
- *ACTFL Proficiency Guidelines*
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>
- Maine Department of Education World Languages website
(to be developed)
<http://www.maine.gov/education/lres/language/index.html>
- The Partnership for 21st Century Skills
<http://21stcenturyskills.org/>

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The Maine Learning Results do not stand alone as an instructional resource. When teachers and school administrators require additional understanding of the intent of the World Languages portion of the revised Learning Results, it is important for them to reference the national standards document for foreign language learning, the Guidelines from the American Council on the Teaching of Foreign Languages (ACTFL), and relevant research on language learning and program development.

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