



LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: New World Language Standards: Preparing Global Citizens

Course Description:

This course will examine the revised NYS World Language Standards and how it will impact teaching practices and use of teaching resources and materials. This course will also explore the pedagogical shift toward preparing students for a globalized world through foreign language instruction with a focus on how to ensure our students are prepared with 21st century communication skills.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Participants will be able to:</p> <ul style="list-style-type: none"> -Demonstrate knowledge of content and pedagogy examining elements of the World Language standards -Understand and connect critical consciousness to the World Language classroom and content. -Examine World Language standards and elements for multiculturalism, multilingualism, and learning gaps. -Reflect on successful practices in instruction as a result of implementing World Language standards and elements. -Recognize how standards influence learning goals and student inclusivity in the classroom.
<p>Topics</p>	<ul style="list-style-type: none"> ● Teaching standards and equity. ● World Language Standards 1996: Instructional practices and classroom content ● Exploring critical consciousness and learning goals: Considering diversity, inclusion and social and global issues in the World Language subject area.
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of the content area and its pedagogy through the examination of teaching standards ● Analyze the teaching standards for critical consciousness and 21st century global contexts. ● Consider how teaching standards impact foreign language instruction, learning goals and classroom environment. ● Demonstrate knowledge of students in examining how teaching standards align with different learning levels and various student populations (i.e. minority groups, learning disabled, multilingual learners).

Session II

<p>Objectives</p>	<p>Participants will be able to:</p> <ul style="list-style-type: none"> ● Participants will compare and contrast the old (1996) World Language Standards with the revised 2021 World Language standards. ● Analyze World Language topics and modes for world-readiness and cultural responsiveness in teaching ● Understand a “Can-Do” statement and how to use them as learning objectives ● Analyze performance indicators and discuss the notion of “Acceptable Evidence”
--------------------------	--

	<ul style="list-style-type: none"> ● Consider how to incorporate critical consciousness and cultural responsiveness into the revised NYS standards and topics for World Language
Topics	<ul style="list-style-type: none"> ● 2021 Revised NYS World Language Standards ● Modes of communication and inclusive content ● Language Functions and “Can-Do” statements ● Performance indicators and classroom equity ● Acceptable evidence and equal student outcomes ● Critical consciousness in the World Language classroom.
Application to Instruction & Student Learning	<ul style="list-style-type: none"> ● Educators will gain knowledge of the new revised World Language standards and how to fully implement its components into instruction to foster student awareness of global/social issues. ● Participants will reflect on the many possibilities the World Language classroom offers educators to explore multicultural perspectives, diversity and inclusion. ● Participants will gain knowledge of “Language Functions” and “Can-Do” statements to develop lesson objectives which foster classroom discussion on social/global issues with language acquisition. ● Participants will reflect on equity and equality when assessing student proficiency in the World Language classroom.

Session III

Objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> ● Understand what an Authentic Resource is and how to use it in the World Language classroom. ● Recognize how Authentic Resources can be used to teach and highlight cultural diversity and social inequities within communities ● Analyze how Authentic Resources can help educators achieve the 5 Cs of the World Language standards and elements. ● Recognize which students have been marginalized and/or underrepresented in the World Language classroom and its content.
Topics	<ul style="list-style-type: none"> ● Understanding authentic resources and inclusivity in the World Language classroom ● Choosing authentic resources to support racially and culturally affirming learning environment ● Understanding the element of Cultural Knowledge: Standard 4 and 5
Application to Instruction & Student Learning	<p>Participants will learn the value in selecting classroom content which recognizes different races, cultures and perspectives. Participants will analyze the notion of “Culture” in the 21st century and consider how authentic resources in the World Language classroom can provide a more complete and inclusive perspective to learning which recognizes multiple identities and fosters deeper discussions of race and social issues within our communities.</p>

Session IV

Objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> ● Understand global awareness and global citizenship.
------------	--

	<ul style="list-style-type: none"> ● Gain knowledge about how to incorporate global awareness and intercultural competence into instruction. ● Reflect on instructional practices for global competence, multicultural perspectives and sensitivity to diversity.
Topics	<ul style="list-style-type: none"> ● Understanding global awareness and global citizenship ● Ways to incorporate globally pressing issues into the WL classroom ● “Culture” what it means today and how to teach it.
Application to Instruction & Student Learning	<ul style="list-style-type: none"> ● Content this week will contribute to the development of the participants' instructional practices by expanding the possibilities of instructional content and classroom perspectives to reflect a more culturally diverse and sensitive approach. ● Participants will gain insight on how to implement cultural responsiveness and critical consciousness into World Language communication and cultural concepts. ● Students will gain insight on globally pressing issues and how to communicate about them. ● Students will be able to explore multiple perspectives on various topics and issues in becoming more globally and socially aware of various topics and concerns.