

FWPS Secondary World Language Standards

Aligned to Previous Years' Standards



**FEDERAL WAY
PUBLIC SCHOOLS**



Multilingual
SERVICES

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PURPOSE

In 2015, Washington State OSPI published their updated edition of the "Washington K-12 World Language Learning Standards" based on national standards, integrating Common Core State Standards for English Language Arts and Mathematics, College and Career Readiness, and 21st Century Skills. These World Language Standards "describe what students should know and be able to do as they study and learn to communicate in languages beyond English" (OSPI).

Federal Way Public Schools' World Language (WL) Reporting and Priority Standards are aligned with the Washington State K-12 World Language Standards. Upon the request of WL teachers, it was decided that 2022-2023 would be a transition year, giving teachers the choice to use either the existing standards or the updated standard in their gradebook for the school year.

With full implementation set for the 2023-2024 school year, Multilingual Services is providing this document to WL teachers as a crosswalk, connecting the updated standards with those used previously, to ease the transition.

Multilingual Services Core Beliefs

In alignment with the district's Strategic Plan:

- *We believe that EVERY scholar can learn at the highest level.*
- *We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of student achievement.*
- *We believe that our scholars must have voice, see themselves in their schooling, and be connected to the adults that teach them.*
- *We believe that what we do in the classroom every day has the greatest impact on student learning.*
- *We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.*
- *We believe that we must intentionally collaborate and use data as a guide to improve our practice.*
- *We believe that our families are critical partners in each child's learning.*



MIDDLE SCHOOL & HIGH SCHOOL

World Language Standards

New Reporting Standard: Communication		Aligned Previous Standards
Priority Standard	1.1 Interpersonal Communication: learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactins, feelings and opinions.	<u>Reporting Standard:</u> Interpersonal Communication
		1.1a (Speaking)
		1.1b (Writing)
Priority Standard	1.2 Interpretive Communication: Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.	<u>Reporting Standard:</u> Interpretive Communication
		1.2a (Listening)
		1.2b (Reading)
Priority Standard	1.3 Presentational Communication: Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.	<u>Reporting Standard:</u> Presentational Communication
		1.3a (Listening Audience)
		1.3b (Reading Audience)

MIDDLE SCHOOL & HIGH SCHOOL

World Language Standards

New Reporting Standard: Cultures		Aligned Previous Standards
Priority Standard	2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.	<u>Reporting Standard:</u> Cultures
		2.1
Priority Standard	2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.	<u>Reporting Standard:</u> Cultures
		2.2

New Reporting Standard: Connections		Aligned Previous Standards
Priority Standard	3.1 Making Connections: Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	NONE
Priority Standard	3.2 Aquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	<u>Reporting Standard:</u> Global Contexts
		3.2

MIDDLE SCHOOL & HIGH SCHOOL

World Language Standards

New Reporting Standard: Comparisons		Previous Standards
Priority Standard	4.1 Language Comparisons: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.	NONE
Priority Standard	4.2 Cultural Comparisons: Learners use the language to investigate, explain and reflect on the nature of culture through comparisons of the culture studied and their own.	<u>Reporting Standard:</u> Cultures
		4.2

New Reporting Standard: Communities		Previous Standards
Priority Standard	5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	NONE
Priority Standard	5.2 Lifelong Learning: Learners set goals and reflect on their progress in using language for enjoyment, enrichment and advancement.	<u>Reporting Standard:</u> Global Contexts
		5.2

MIDDLE SCHOOL & HIGH SCHOOL

ASL Standards

New Reporting Standard: Communication		Aligned Previous Standards
Priority Standard 1.1 Interpersonal Communication: learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactins, feelings and opinions.		<u>Reporting Standard:</u> Interpersonal, Conversational Signing
		PS 1 Interpersonal signing: Carry on a short conversation about personal interests, including what they are doing and are planning to do at a novice-mid level of ASL.
		PS 2 Interpersonal signing: Ask and answer questions at a novice-mid level of ASL
		<u>Reporting Standard:</u> WA CTE 12st Century Leadership Skills
		PS 13 Demonstrate verbal communication skills in a variety of forms and contexts to various audiences (Communication)
		PS 14 Demonstrate written communication skills in a variety of forms and contexts to various audiences (Communication)
Priority Standard 1.2 Interpretive Communication: Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.		<u>Reporting Standard:</u> Interpretive Signing
		PS 5 Interpretive signing: Understand signed language that incorporates familiar vocabulary and structures at novice-mid level of ASL.
		PS 6 Interpretive signing: Comprehend simple ASL conversational techniques on familiar topics and selected, age-appropriate (novice-mid level) authentic recordings, broadcasts and videos.

MIDDLE SCHOOL & HIGH SCHOOL

ASL Standards

New Reporting Standard: <i>Communication (cont.)</i>		Aligned Previous Standards
Priority Standard	1.2 Interpretive Communication: Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.	<u>Reporting Standard:</u> Presentational, Expressive Signing
		PS 3 Presentational expressive signing: Demonstrate a simple story at novice-mid level of ASL.
		PS 4 Presentational expressive signing: Dramatize short poems, skits or dialogues at the novice-mid level of ASL.
		<u>Reporting Standard:</u> CCSS Literacy
		9-10. WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

New Reporting Standard: Cultures		Aligned Previous Standards
Priority Standard	2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.	<u>Reporting Standard:</u> Cultural Practices and Comparisons
		PS 8 Comparisons: Identify major historical events and figures that impact the language culture and norms of the Deaf and how they compare to hearing norms.
Priority Standard	2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.	<u>Reporting Standard:</u> WA CTE 12st Century Leadership Skills
		PS 15 Apply digital literacy/career-based technology for exploration, research, creation, and reflection (Digital Literacy)

MIDDLE SCHOOL & HIGH SCHOOL

ASL Standards

New Reporting Standard: Connections		Aligned Previous Standards
Priority Standard	3.1 Making Connections: Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<u>Reporting Standard:</u> WA CTE 12st Century Leadership Skills
		PS 11 Employ critical-thinking skills both independently and in groups to solve problems, make decisions to create and accomplish goals (Critical Thinking and Problem Solving)
Priority Standard	3.2 Aquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	<u>Reporting Standard:</u> WA CTE 12st Century Leadership Skills
		PS 12 Demonstrate leadership skills by analyzing, evaluating and applying diverse perspective to solve problems, make decisions or accomplish a common goal (Collaboration and Leadership)
		<u>Reporting Standard:</u> CCSS Literacy
		9-10. WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism following a standard format for citation.

MIDDLE SCHOOL & HIGH SCHOOL

ASL Standards

New Reporting Standard: Comparisons		Previous Standards
Priority Standard	4.1 Language Comparisons: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.	<p><u>Reporting Standard:</u> Cultural Practices and Comparisons</p> <p>PS 7 Cultural practices and perspectives: With frequent reminders use appropriate behaviors for daily activities in the Deaf community by identifying common beliefs, social etiquette and attitudes within the Deaf culture that compares/contrasts with the hearing norms.</p>
Priority Standard	4.2 Cultural Comparisons: Learners use the language to investigate, explain and reflect on the nature of culture through comparisons of the culture studied and their own.	NONE

New Reporting Standard: Communities		Previous Standards
Priority Standard	5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<p><u>Reporting Standard:</u> Communities, Careers and Workplace Connections</p> <p>PS 10 Communities: Participate in an activity to experience ASL beyond the school setting and identify cultural characteristics and traits as related to the community for 1 hour per semester.</p>
Priority Standard	5.2 Lifelong Learning: Learners set goals and reflect on their progress in using language for enjoyment, enrichment and advancement.	<p><u>Reporting Standard:</u> Communities, Careers and Workplace Connections</p> <p>PS 9 Connections/Workplace Readiness: Investigate careers where ASL skills can be directly and indirectly applied and identify professional elements during ASL assessments/presentations.</p>

ACKNOWLEDGEMENTS

Thank you to the following for their support and collaboration in completing this work:

Marci Redmond *(ASL Teacher)*

Ruth Cummings *(ASL Teacher)*

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