Developing a Cross-Cultural and Cross-Content Foreign Language Curriculum

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INTRODUCTION

   This curriculum is intended to fill a gap in foreign language education materials by providing an adaptable and innovative program of study for novice students at the elementary level. Developed to meet the standards of the recent Common Core State Standards initiative aligned with the Standards for Language Learners presented by the American Council on the Teaching of Foreign Languages, this curriculum is designed for flexible implementation in a range of instructional settings. The curriculum includes three units of French instruction that are designed to develop intercultural competency by running parallel to a 4th grade social studies curriculum. The scope and sequence of the three units are designed to correspond with the logical thematic and instructional sequencing of a typical 4th grade social studies curriculum being implemented in the state of Tennessee, while also presenting a thematically and instructionally logical sequence for a stand-alone introductory level French curriculum.

UNDERLYING PHILOSOPHY

   This curriculum is not grounded in any one educational theory. Instructors will find that the proposed framework is open-ended enough to allow for adaptation to fit with individual instructors' personal methodological preferences and instructional styles as well as individual schools' over-arching mission statements. Three distinguishing core instructional components unify the content of this curriculum: (1) an emphasis on second culture acquisition and (2) a parallel design (3) to the grade level appropriate social studies curriculum. I highlight these three specific components, because it is my personal

philosophy that each of these components is necessary in a curriculum that proposes to best address the struggles and shortcomings of contemporary foreign language instruction.

(1) **Second culture and second language**

In her article "Reevaluating Communicative Competence as a Major Goal in Postsecondary Language Requirement Courses," Renate A. Schulz entreats curriculum developers at the university level to "reexamine and rebalance our instructional goals" by demonstrating "to students in the requirement sequence that language - its system and use - and culture - as embedded in language - are in themselves fascinating and potentially useful content areas for study," (254). Her core argument is that the emphasis on communicative competence in the second language that has dominated instructional design since the 1970's has become unrealistic and insufficient as a part of general education requirements in university curricula (254). But tertiary education is not the first place where students encounter a general education curriculum; the fact that the Common Core only provides subject-specific standards for grades 6-12 says much about educators' perspectives on the role of K-5 instruction within the education system (Common Core State Standards Initiative: Preparing Students for College and Career). If the goals of K-5 instruction are to cover the basics of core subjects in addition to teaching foundational scholastic skills, I would argue that an emphasis on communicative competence in foreign language instruction is just as insufficient and unrealistic at the elementary level as it is at the tertiary level. This curriculum approaches language, first and foremost, as an access point for cross-cultural conversation, making foreign language instruction not only

relevant but invaluable to a general education curriculum. Instead of encountering culture on the way down a vocabulary list, students will acquire knowledge of a second language through the broader process of acquiring knowledge of a second culture.[1]

(2) **Why a parallel curriculum?**

In light of the constant and continuing growth of our body of knowledge, the increasingly acute issue of curriculum relevancy, and the proven inadequacy of over-emphasis on subject area specialization, many schools are developing and implementing interdisciplinary curricula (Jacobs 4-6). For the purposes of this curriculum, I considered the parallel model and integrated model. This curriculum is essentially parallel in format; it proposes a scope and sequence for French instruction based on a possible scope and sequence for social studies instruction that was derived from a variety of existing social studies curricula and the CCSS for 4th grade. However, many of the individual lessons were designed using an integrated model, specifically to address the failure of the traditional parallel design to deliberately and explicitly address the overlapping content and interdisciplinary concepts as a part of instruction. In the design process, I have found that the parallel+integrated hybrid model is the most logical choice in light of this curriculum's goals and intended use. The parallel structure best addresses the practical concerns of implementing the curriculum in schools or programs while the integrative lessons, by their very nature, require instructors and students to

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[1] This discussion is more fully explored in the section "Terminology" of *Defining a Cross-Content Cross-Cultural Curriculum for Foreign Language* (page 9).

employ the comparative skills necessary for developing intercultural competency.[2]

(3) **Why social studies?**

There are a range of theoretical and practical considerations supporting the selection of the social studies curriculum as the parallel to the foreign language curriculum. The intellectual and practical criteria for the assessment of an integrated curriculum proposed by David Ackerman in Chapter 3 of *Interdisciplinary Curriculum: Design and Implementation* as applied to the example of the Humanities serve as useful starting point (Jacobs 33-4). Intellectual benefits of combining Western history, literature, art, and music cited by Ackerman include:

-the support that each discipline provides to the key concepts presented in the others

-the need for assessment that inherently requires students to "explore topics from multiple

points of view and produce coherent synthesis"

-students developing "a sensibility to history that transcends specific subject matter

knowledge"

-students being positioned to look at any content from a perspective that transcends

specific subject matter

Practical benefits of the Humanities course cited by Ackerman include:

-the shared chronological sequence typical for each of the disciplines

-the precedence of many successful Humanities programs

Foreign language would serve just as effectively as art, music, or literature as the

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[2] This discussion is more fully discussed in the section "Designing Parallel Curriculum" of *Defining a Cross-Content and Cross-Cultural Curriculum for Foreign Language* (page 28).

source of a parallel perspective through which students approach the key concepts of history or social studies. The foreign language curriculum benefits because social studies offers the least variable chronological framework off of which parallel or integrated subjects can build. Unlike music, art, science, math, or language arts, the sequence of social studies curricula rarely deviates from the historical chronology in order to teach the most basic and fundamental segments of history first, nor is it subject to change as a result of the instructor's thematic preferences. In the case of my proposed curriculum, the French side benefits from a solid chronology around which it can orient the thrust of its cultural instruction and from which it can identify meaningful vocabulary fields. The social studies curriculum benefits from the re-evaluation of its content from the perspective of a second culture.[3]

THE STANDARDS

Common Core State Standards

According to the Tennessee Department of Education website, over the course of the 2013-2014 school year, Tennessee has fully implemented the Common Core State Standards (CCSS). The website for the Common Core State Standards describes the Common Core as "a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics," (Common Core State Standards Initiative). It is important to note that, of all the core subjects, only English language arts/literacy and mathematics are mentioned. Until the 6th grade, the

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[3] This discussion is more fully explored in the section "Interpretation of Comparative Analysis" of *Defining a Cross-Content Cross-Cultural Curriculum for Foreign Language* (page 41)

CCSS do not offer standards for the other core subject areas other than the two specified. K-5 curriculum developers are not entirely without guidance; the CCSS were designed with the intention that literacy be taught across all subject areas. These intentions are detailed in the document entitled *The CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. However, even these standards offer no specific guidelines for foreign language instruction prior to 6th grade. For this reason, the proposed curriculum is designed in reference to the American Council of Teachers of Foreign Languages (ACTFL) alignment of the CCSS with the National Standards for Learning Languages (SLL).

Standards for Learning Languages

ACTFL's document, *Aligning the National Standards for Learning Languages with the Common Core Standards,* lists the Common Core State Standards for English Language Arts (CCSS-ELA) from each of the categories of literacy: reading, writing, speaking and listening, and language. For practical reasons, I will be focusing on the speaking and listening standards.[4] The speaking and listening standards are divided into two subheadings: Comprehension and Collaboration and Presentation of Knowledge and Ideas. Next to the CCSS-ELA, ACTFL places the relevant standards from the Standards for Learning Languages (SLL), which are divided under the subheadings of Interpersonal, Interpretive, and Presentational modes of communication. Beneath these side-by-side comparisons of the CCSS-ELA and the SLL are the relevant benchmarks for

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[4] Because speaking and listening skills can be taught with relative consistency regardless of program budget, length of instructional time, frequency of meetings, availability of media and materials, and continued course availability, these skill areas have been emphasized in the design of this curriculum.

a student at the Novice, Intermediate, and Advanced proficiency levels, as defined by

ACTFL. The proficiency benchmarks will be discussed in more detail in the *Scope and*

Sequence section.

Table 1 is a re-creation of the side-by-side CCSS-ELA and SLL. Although my

focus is on the speaking and listening, I have also included abridged versions of ACTFL's

alignment of the CCSS-ELA and SLL in the areas of reading, writing, and language. I

have summarized these areas by reporting only the relevant subheadings for reading,

writing, and language and the SLL that ACTFL aligns directly with the subheadings. I

have included these abridged versions of the standard alignment for the other four strands

in order to lay the groundwork for my discussion of ACTFL's 5 C's in the *Scope and*

Sequence section.

TABLE 1

Common Core State Standards for English Language Arts - Speaking and Listening	Standards for Learning Languages
Comprehension and Collaboration	Interpersonal (Speaking & Listening; Reading & Writing) *Interpersonal Communication (Standard 1.1)* *Cultures: Practices and Perspectives (Standard 2.1)* *Cultures: Products and Perspectives (Standard 2.2)* *Connections: Acquiring New Information (Standard 3.2)* *Comparisons: Language (Standard 4.1)* *Communities: Lifelong Learning (Standard 5.2)*
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	**Interpersonal Communication** Standard 1.1.1 Engage in oral exchange of ideas in formal and informal situations Standard 1.1.2 Elicit information and clarify meaning by using a variety of strategies Standard 1.1.3 State and support opinions in oral interactions Standard 1.1.4 Self-monitor and adjust language production Standard 1.1.5 Converse in ways that reflect knowledge of

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally 3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric	target culture communities **Cultures: Practices and Perspectives** Standard 2.1.1 Use appropriate verbal and non-verbal behavior in interpersonal communication **Cultures: Products and Perspectives** Standard 2.2.1 Compare and contrast artifacts, themes, ideas, and perspectives across cultures **Connections: Acquiring New Information** Standard 3.2.1 Use age-appropriate authentic sources to prepare for discussions **Comparisons: Language** Standard 4.1.1 Demonstrate an awareness of formal and informal language expressions in other languages and one's own **Communities: Lifelong Learning** Standard 5.2.1 Establish and/or maintain interpersonal relations with speakers of the target language
Presentation of Knowledge and Ideas	Presentational (Writing, Speaking, Visually Representing) **Presentational Communications (Standard 1.3)* **Connections: Acquiring Information (Standard 3.2)*
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	**Presentational Communication:** Standard 1.3.1 - Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance) Standard 1.3.2 - Retell or summarize information in narrative form, demonstrating consideration of audience Standard 1.3.3 - Create and give persuasive speeches Standard 1.3.4 - Expound on familiar topics and those requiring research Standard 1.3.5 - Self-monitor and adjust language production Standard 1.3.6 - Use information about features of target culture communities in presentations Standard 1.3.7 - Incorporate content across disciplines in presentations **Connections: Acquiring New Information** Standard 3.2.1 - Use age-appropriate authentic sources to prepare for discussions

Common Core State Standards for English Language Arts - Writing	**Text Types and Purposes** *Presentational Communication (Standard 1.3)* *Comparisons: Language (4.1)* **Production and Distribution of Writing** *Presentational Communication (Standard 1.3)* *Cultures: Practices and Perspectives (Standard 2.1)* *Cultures: Products and Perspectives (Standard 2.2)* *Comparisons: Language (Standard 4.1)* *Communities: Beyond the School Setting (Standard 5.1)* **Research to Build and Present Knowledge** *Presentational Communication (Standard 1.3)* *Interpretive Communication (Standard 1.2)* *Cultures: Practices and Perspectives (Standard 2.1)* *Cultures: Products and Perspectives (Standard 2.2)* *Connections Reinforce Other Disciplines (Standard 3.1)* *Connections: Acquiring New Information (Standard 3.2)* *Comparisons: Culture (Standard 4.2)* **Range of Writing** *Presentational Communication (Standard 1.3)* *Cultures: Practices and Perspectives (Standard 2.1)* *Cultures: Products and Perspectives (Standard 2.2)*
Common Core State Standards for English Language Arts - Reading	**Key Ideas and Details** *Interpretive Communication (Standard 1.2)* *Cultures: Practices and Products (Standards 2.1 and 2.2)* *Connections: Acquiring New Information (Standard 3.2)* **Craft and Structure** *Interpretive Communication (Standard 1.2)* *Cultures: Practices and Products (Standards 2.1 and 2.2)* *Connections: Reinforce Other Disciplines (Standard 3.1)* *Comparisons: Language (Standard 4.1)* *Comparisons: Cultures (Standard 4.2)* **Integration of Knowledge and Ideas** *Interpretive Communication (Standard 1.2)* *Cultures: Practices and Products (Standards 2.1 and 2.2)* *Connections: Reinforce Other Disciplines (Standard 3.1)* *Comparisons: Cultures (Standard 4.2)* *Communities: Beyond the School Setting (Standard 5.1)* **Range of Reading and Level of Text Complexity** *Interpretive Communication (Standard 1.2)* *Comparisons: Cultures (Standard 4.2)* *Communities: Beyond the School Setting (Standard 5.1)*
Common Core State Standards for English Language Arts - Language	The goal area of Comparisons also specifically addresses the Language strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary.

(re-created from *Aligning the National Standards for Learning Languages with the Common Core Standards*)

Social Studies Standards

Though the curriculum I am proposing is a French curriculum and students will be evaluated only on their ability to meet foreign language benchmarks, I have included an abridged version of the standards for reading, writing, and listening and speaking from *The CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* to highlight their alignment.[5] In order for the parallel+integrated model of this curriculum to be effective, the instructors of both subject areas must be aware of the standards in the content area that their instruction will be supporting. Table 1 from the previous section confirms that there is substantial overlap in the skills required to meet the 4th grade social studies benchmarks and the novice level foreign language proficiency benchmarks.

TABLE 2

Reading for Grade 4 students:
Key Ideas and Details
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. Explain events, procedure, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to *grade 4 topics or subject area*s.

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[5] The social studies standards for language were excluded in order to maintain consistency for comparison to ACTFL's Standards for Learning Languages, which only address the areas of reading, writing, speaking and listening.

5. Explain major differences between poems, drama, and prose, and refer to structural elements of these three genres. Describe the overall structure of events ideas, concepts, or information in a text or part of a text.
6. Compare and contrast the point of view from which different stories are narrated. Compare and contrast firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided.

<div align="center">Range of Reading and Level of Text Complexity</div>

7. Make connections between the text of a story or drama and a visual or oral presentation of the text. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

<div align="center">Writing for Grade 4 students:</div>

<div align="center">Text Types and Purposes</div>

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<div align="center">Production and Distribution of Writing</div>

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

<div align="center">Research to Build and Present Knowledge</div>

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening for Grade 4 students:
Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
    a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b) Follow agreed-upon rules for discussions and carry out assigned roles.
    c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Add audio recordings and visual displays to presentations when appropriate to enhance development of main ideas or themes.

(re-created from *The Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*)

SCOPE AND SEQUENCE

This section includes a more detailed discussion of the guidelines and standards that directly influenced the choice of content and the order in which it is presented in this curriculum. Additionally, this section establishes a model for generic instruction of concepts by theme, clearly illustrating the connection between standards, outcomes, and assessment. The final subsection provides explicit instruction by unit based off of the generic model, outlining the outcomes and assessment plans for each unit.

ACTFL's Proficiency Guidelines

While several elements of this curriculum have been deliberately left undefined in

order to maximize adaptability in diverse educational settings, I would like to clarify here that this curriculum is designed specifically to help students achieve Novice proficiency in the areas of speaking, writing, listening, and reading. In other words, the curriculum assumes that students will have had no prior exposure to formal instruction in the target language. ACTFL delineates the proficiency guidelines further by providing Low, Mid, and High subdivisions within each of the five major levels of proficiency (Conrad). Table 3 presents a summary of the subdivisions for Novice students in the areas of speaking, writing, listening, and reading (Conrad).

TABLE 3

Proficiency Sublevels for SPEAKING	Performance Expectations
Novice Low	may be able to exchange basic information - not a true conversational exchange; no functional ability; may be unintelligible even to sympathetic interlocutors accustomed to non-natives
Novice Mid	minimal communication; isolated words and memorized phrases; can be understood with difficulty by sympathetic interlocutors used to non-natives
Novice High	can respond to and formulate simple, direct requests for basic information; can generally be understood by sympathetic interlocutors used to non-natives; can express personal meaning
Proficiency Sublevels for WRITING	Performance Expectations
Novice Low	can copy or transcribe familiar words or phrases; can produce erroneous limited words and phrases from memory
Novice Mid	can produce accurate words and phrases from memory and accurately provide basic information on familiar topics; writing may be difficult to understand for those accustomed to non-native writers
Novice High	can recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Intentions of the writer begin to emerge; often comprehensible to natives used to non-native writers
Proficiency Sublevels for LISTENING	Performance Expectations
Novice Low	able to recognize isolated words or high-frequency phrases in context; no

	comprehension of any kind of spoken message
Novice Mid	can recognize and begin to understand a number of high-frequency words and phrases, cognates, and borrowed words in context; understand phrase-by-phrase delivery
Novice High	can sometimes recognize sentence-length speech, one utterance at a time and speech involving learned vocabulary and dealing with highly standardized areas of need
Proficiency Sublevels for READING	Performance Expectations
Novice Low	recognize limited number of letters, symbols or characters; occasionally identify high-frequency words/phrases in context
Novice Mid	recognize letters or symbols, identify a number of familiar words, phrases, cognates, and borrowed words in context; rarely understand more than a phrase; reread frequently
Novice High	easily and fully understand key words, cognates, and formulaic phrases in familiar context; can understand formulaic phrases if they have familiarity with the relevant vocabulary field; can derive meaning from short texts that convey basic info

(re-created from *ACTFL Proficiency Guidelines 2012*)

Due to the parallel+integrated design, students will be encountering familiar content from a new perspective. All of the three themes - l'espace (space), l'exploration (exploration), and le people (people) - are based around the process of understanding, interpreting, and creating representations of physical space. Rather than jumping from one thematically distinct unit to another, students will constantly be refining their knowledge of a core vocabulary field and a fundamental understanding of cross-cultural perspectives. Due to the scaffolding between content areas and the scaffolding within the three units, some students may achieve Intermediate Low proficiency, especially in the passive skills - listening and reading. However, the curriculum is designed with the expectation that students will start out with Novice Low proficiency in speaking, writing, listening, and reading and achieve Novice Mid or Novice High proficiency in all four areas as they progress through the three units.

ACTFL's 5 C's and the Parallel+Integrated Model

ACTFL divides the Standards for Foreign Language Learning into five goal areas: communication, culture, connection, comparison, and communities (*Standards for Foreign Language Learning: Preparing for the 21st Century*). These goal areas provide a convenient framework for the parallel+integrated model of this French curriculum. Though all of these goal areas clearly relate to the study of a foreign language, the French content covered in this curriculum predominately emphasizes communication and culture and scaffolds the parallel social studies content. Furthermore, the parallel social studies curriculum works in concert with the French curriculum to address these standards, emphasizing the goal areas of connections and comparisons. This is the "integrated" portion of the parallel+integrated model at work. By making the 'what' and the 'why' of learning clear to the students, discipline-specific knowledge isn't simply mutually reinforced; it becomes inexorably integrated, stimulating the development of interdisciplinary perspectives through the fusion of the two disciplines. The goal area of community is best addressed in this third area of learning that takes place through the integration of the two disciplines. The chart on the following page illustrates the relationship between the two parallel subjects and ACTFL's 5 C's.

SECOND LANGUAGE ACQUISITION	SOCIAL STUDIES
communication communicating in a language other than English 1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2. Students understand and interpret written and spoken language on a variety of topics. 1.3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This is the second language (L2) component of this curriculum. A second culture can be studied in the native language, but until students have some level of proficiency in the second language, it is impossible to develop insight into the nature of the L2 and its cultures. scaffolds ⟶	**connections** developing insight into the nature of language and culture 3.1. Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Examples of standards from the CCSS for Social Studies that address this goal area: (Reading) 4. Determine the meaning of words and phrases as they are used in a text. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to *grade 4 topics or subject areas.* (Reading) 7. Make connections between the text of a story or drama and a visual or oral presentation of the text. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
culture gaining knowledge and understanding of other cultures 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. This is the second culture (C2) component of this curriculum. Knowledge of the C2 is clearly a prerequisite for standard 4.2. As for standard 4.1, while proficiency in the L2 enables students to make connections between language and culture, the *nature* of language is only accessible through a cultural context. scaffolds ⟶	**comparisons** connecting with other disciplines and acquiring information 4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. Examples of standards from the CCSS for Social Studies that address this goal area: (Reading) 9. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

<table>
<tr><td colspan="2" align="center"><u>communities</u>
<u>participating in multilingual communities at home and around the world</u></td></tr>
<tr><td colspan="2">

5.1. Students use the language both within and beyond the school setting.
5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

      This standard deals with experiences in the target language and target culture that take place beyond the classroom, thus its placement beyond the two parallel subject areas. As students develop in the four goal areas above, they will be able to gain access to and understanding of multilingual communities. The reverse is also true; as students participate in multilingual communities, they are likely to develop proficiency in communication, culture, connections, and comparisons. In both instances, the goal area of communities builds upon all four of the other goal areas: connections and comparisons are made across cultural representations, the most basic of which are linguistic.

Examples of standards from the CCSS for Social Studies that address this goal area: (Writing) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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Explicit Instruction by Unit

Unit 1 – L'espace

| OUTCOMES | **Culture**
Students will be able to:
*Identify the components of physical space
*Create representations of these components visually and kinesthetically
*Recognize and label parts of the French-speaking world
*Identify and demonstrate understanding of differences in American and French perceptions of space
*Create and identify the parts of a map in French
*Logically combine discrete landforms to form a map
*Logically apply weather patterns to maps and landscapes
*Draw logical conclusions about how animals fit into maps and landscapes | **Communication**
Students will be able to:
*Identify and label vocabulary words related to weather, animals, landforms, and maps with the accuracy expected of Low Novice speakers and writers
*Identify positive and negative responses with the accuracy expected of Low Novice listeners and readers
*Identify gender-specific articles in written and spoken French
*Make attempts to apply the appropriate gender-specific articles in written and spoken French |
| ASSESSMENT | <u>Summative:</u>
Groups will create maps based on landscapes created in prior lessons. Criteria for success include:
*accurate use of French vocabulary
*supported analysis of landscapes and their features
*comparative analysis of French and American representations and perspectives | |

Unit 2 – L'exploration

OUTCOMES	**Culture** Students will be able to: *Identify the components of physical space *Create representations of these components visually and kinesthetically *Construct landscapes and maps that logically integrate representations of the individuals in physical space *Form and test hypotheses about navigating regions, accounting for landforms, weather, animals, and supplies verbally, visually and kinesthetically *Interpret sources in order to construct a narrative describing the presence of French speakers in a variety of locations worldwide *Interpret sources in order to construct a narrative describing the role of the French language and French-speaking people in colonial North America *Identify and explain similarities and differences in the American and French experiences of exploration in the native and target languages	**Communication** Students will be able to: *Apply the correct gender-specific article in written and spoken French with about 50% accuracy *Compose and deliver a logical narrative describing the presence of French speakers in a variety of locations worldwide with the accuracy expected of Low Novice speakers and writers *Recognize and appropriately respond to basic question words and question structures with the accuracy expected of Low-Mid Novice speakers and writers *Recognize and appropriately use animal, environment, and travel vocabulary with the accuracy expected of Low-Mid Novice students *Recognize and appropriately use basic statements of agreement or disagreement with the accuracy expected of Low-Mid Novice speakers and listeners *Recognize and appropriately use basic statements of cause/justification with the accuracy expected of Low-Mid Novice speakers and listeners
ASSESSMENT	Summative: Groups will re-create or add to their maps created in Unit 1. Criteria for success include: *accurate use of French vocabulary *supported analysis of landscapes and their features *supported analysis of individuals and their environment *comparative analysis of French and American representations and perspectives	

Unit 3 – Le peuple

OUTCOME	**Culture** Students will be able to: *Identify the components of physical space *Create representations of these components visually and kinesthetically *Construct maps and landscapes that logically integrate representations of groups and basic government structures in physical space *Interpret sources in order to explain the role of the French language and French-speaking people in the American Revolution in the native and target language *Recognize and articulate connections between French and English political and economic vocabulary *Interpret sources in order to explain similarities and differences in the American and French experiences of government	**Communication** Students will be able to: *Almost always apply the correct article in written and spoken French *Recognize and appropriately use basic question words and question structures in French with the expected accuracy of Mid-High Novice speakers *Recognize and appropriately use statements of cause/justification in with the expected accuracy of Mid-High Novice speakers/listeners and Low-Mid Novice writers/readers *Recognize and appropriately use political and economic vocabulary with the accuracy expected of Mid-High Novice speakers/listeners and Low-Mid Novice writers/readers
ASSESSMENT	Summative: Groups will re-create or add to their maps created in Units 1 and 2. Criteria for success include: *accurate use of French vocabulary *supported analysis of landscapes and their features *supported analysis of groups and their environment *comparative analysis of French and American representations and perspectives	

ADDITIONAL RESOURCES

One of the strengths of this curriculum is that it can be implemented effectively with only basic arts and craft supplies, enthusiastic students, and a good dictionary. Any instructor competent in the content area and open to taking the role of guide as students generate the bulk of classroom media should be able to implement this curriculum with very limited materials. Below is a list of websites that could be used to reinforce and enhance the presentation of and engagement with the content, in and out of the classroom:

Recommended websites for classroom or independent use:

MAPS

*Le Monde Francophone
<http://www.kameleo.com/french/JEU-Ch0-MondeFranco.htm>
        Online interactive french language map of the French-speaking world. Good as a starting visual.

*Jeux Pour Enfants, la géographie pour les enfants
<http://www.jeux-pour-enfants.com/geographie.htm>
        Links to five different types of maps or map-related sites with different emphases. Of these five, four seem particularly helpful for the purposes of this curriculum: a world atlas (l'atlas géographique modial), countries by map and basic statistics (la géographie en cartes et chiffres), world maps layered to reflect the geographical shifts resulting from pivotal changes in history (les mappemondes), access to satellite images and maps (populationdata). Any number of these cites could provide materials relevant to activities in all three units.

*Association Relative à la Télévision Européenne (ARTE) <http://ddc.arte.tv/>
        A Franco-German television channel online with a section on thematic maps relevant to (primarily contemporary) social and political issues. Potential source for dynamic maps that incorporate many of the same elements students will be asked to incorporate into their maps (political dimension, people dimension, etc). Powerful visual component in the classroom; not recommended as a website for independent student exploration.

CONCEPTS

*Au pied de la lettre, épisode 20 "la Francophonie"
<https://www.youtube.com/watch?v=EjGfglJzLTQ#t=96>
        Just one example of the type of video/audio instructors could utilize to help students understand the larger unifying concepts, such as le monde francophone. I recommend creating a transcript for students to follow along with during a second or third listening and focus on identifying cognates, global understanding, appreciating

authentic French materials, and identifying the context (audience, register of language, etc) of the presenter in the video.

*Canal Académie <http://www.canalacademie.com/apprendre/fiche.php?id=67>
Mp3 files on a small range of historical and cultural topics. This link will take you to the mp3 most relevant to the proposed scope of this curriculum (*Frontières naturelles, frontiers politiques*), but there are seven other *émissions* that could prove useful in an adaptation of this curriculum. As with other audio content, I recommend providing a transcript for students to be consulted during subsequent listens. It is also advisable to choose a small section that especially promotes a content or language skill relevant to the unit.

* Canadian Geographic Atlas Online
<http://www.canadiangeographic.ca/cgKidsAtlas/francais/geographie.asp#>
Detailed information about the geology, geography, history, society, and economy of Canada designed for children. Strengths include the use of interactive audio and visuals. Specific portions - from history and geography especially - could be invaluable in Unit 2.

* Archive numériques de la Révolution française <http://frda.stanford.edu/fr/catalog>
Excellent resource for Unit 3. Rich with images and authentic texts from the French Revolution. Also provides a chronology of the events of the French Revolution and profiles of key figures. Valuable for intensive comparative studies of the French and American Revolutions.

* L'histoire de la France <http://www.histoire-france.net/>
An excellent and comprehensive source for brief, grade-level appropriate historical events, figures, and themes from the Middle Ages to 2014. Ideal as a reference for the instructor or as an exploration point for students.

DICTIONARIES

*Wordreference.com   <http://www.wordreference.com/>
Online dictionary for all ages (designed for secondary students and adults) for French-English or English-French translation. Includes the wordreference forums where language learners can engage in conversation with native speakers about specific questions of usage.

Examples of Weather and Animal Bingo Board (Unit 1)

Bingo boards are a simple and engaging way to revitalize traditional vocabulary drills. This variation uses basic clip art to create an image-only bingo board for speaking and listening vocabulary exercise. Consider compiling student illustrations of terms into a set of bingo board or allowing students to draw their own. In any variation, the emphasis should be on connecting target language and images without reliance on the native language. Though vocabulary themes that focus on concrete nouns (animals, landforms, etc) are easiest, more abstract themes (government, economy) present an intriguing challenge to students and instructors in the language arts areas of visually representing and viewing.
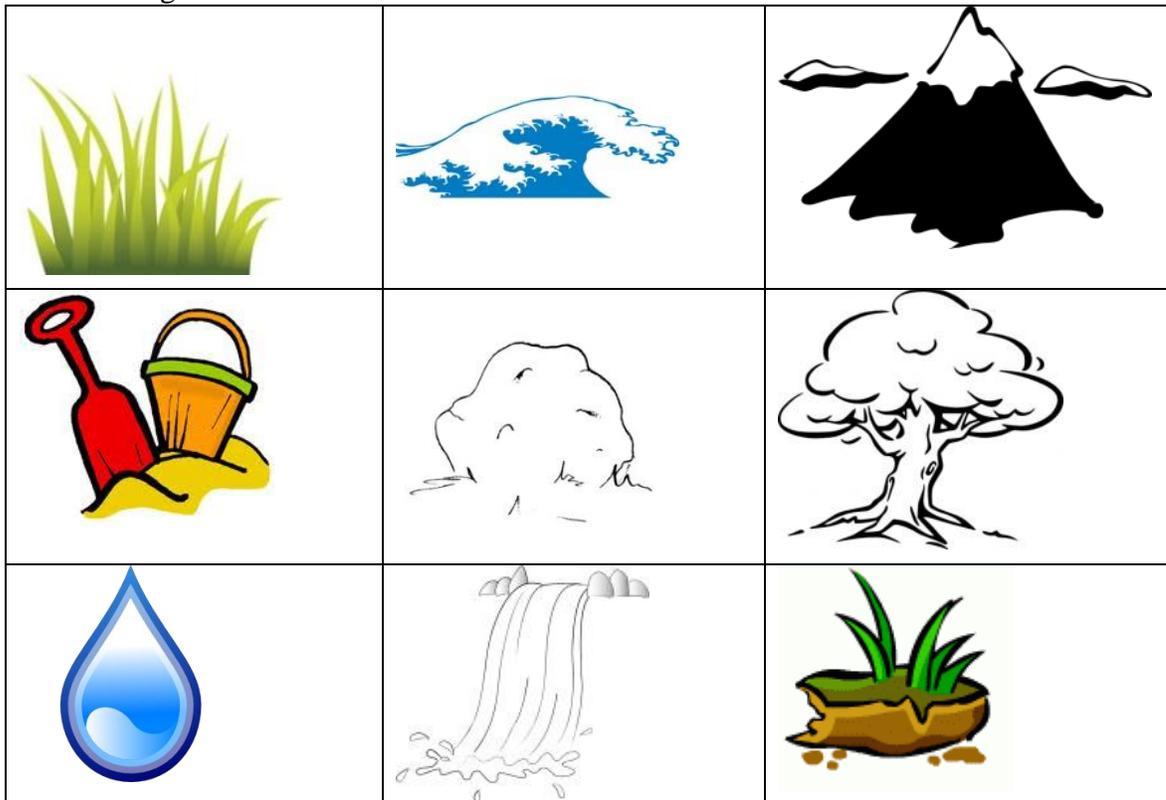
Example of Weather and Animal Vocabulary Sheet (Unit 1)

Vocabulary sheets like this one can be handed to individual students or kept in a large form in the classroom or both. As with the bingo boards, student illustrations are ideal though clip-art is useful for creating a document with image-to-target language terms when introducing new vocabulary terms.

Il pleut.	Il fait chaud.	Il fait humide.	Il fait froid.	Il fait frais.
Il neige.	Un nuage	Il fait du vent.	Un cheval	Un singe
Un cerf	Un élan	Une souris	Un ours	Un lapin
Un canard	Un oiseau	Un poulet	Un serpent	Un lézard
Une tortue	Un crabe	Un dauphin	Un poisson	Un insecte
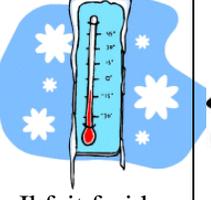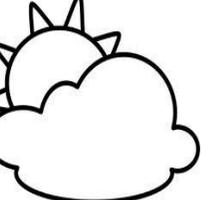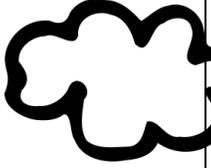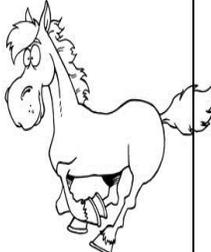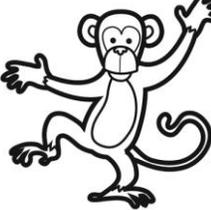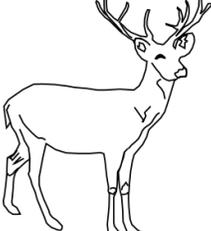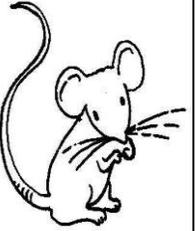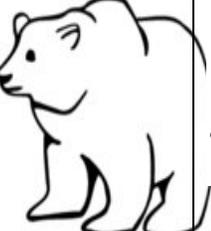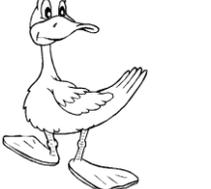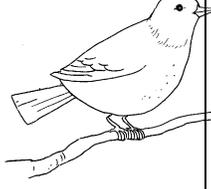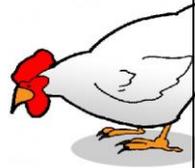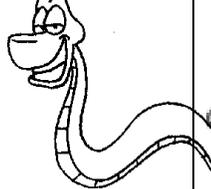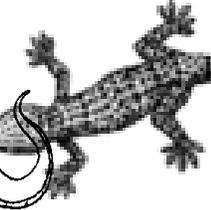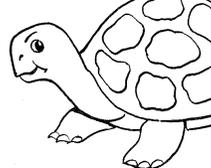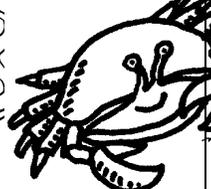
Example of Student Generated Vocabulary (Unit 1)

        The curriculum encourages building vocabulary lists using previous vocabulary lists. In this case, these animal and weather terms were suggested by students based off of the landform vocabulary and natural element vocabulary from previous lessons. Instructors can work with the class to pare down lengthy vocabulary list into more manageable chunks. Students and instructors may even decide to drop some terms entirely as they move into the next vocabulary theme and certain terms lose relevancy.

English (provided by students)	French (provided by instructor or dictionary)
bats	une chauve-souris
bear	un ours
bird	un oiseau
crab	un crabe
crow	un corbeau
deer	un cerf
dolphin	un dauphin
fish	un poisson
fly	une mouche
gecko	un gecko (un léazard)
insect	un insecte
kangaroo	un kangourou
lion	un lion
mouse	une souris
octopus	une pieuvre
pelican	un pélican
shark	un requin
squid	un calamar
snake	un serpent
turtle	une tortue
whale	une baleine
cold	il fait froid
hot	il fait chaud
humid	il fait humide
mild	il fait doux/il est tempéré/il fait frais
rainy	il pleut
sunny	il fait du soleil
wet	il mouille

Studying government vocabulary through question word groupings (Unit 3)

      Unit 3's content focus is government and organized people interacting with each other and the environment. One of its language foci is recognition and generation of question words. Documents like this offer an alternative form for talking through vocabulary terms that requires students to employ metacognitive skills in order to sort vocabulary terms based off of their viability as a potential response to a question formed using one of the question words. "Quoi" is always a challenging inclusion, as it is not actually frequently used for formation of questions in French asking 'what', and could be replaced with "Qu'est-ce que c'est?" for the purposes of maximizing the applications of a document like this in multiple lessons.

Thème: la guerre d'Indépendance américaine: 1776

qui	les américains, américain(e)(s)
	les anglais, anglais(e)(s)
	un roi
	un colon
	une révolutionnaire
	un citoyen
	un soldat/une armée/une marine
	un politicien/une femme ou un homme politique
	un/une aristocrat(e)
quoi	une guerre/une bataille/une lutte
	l'indépendance/la liberté
	une colonie/la monarchie
	une démonstration
	un conflit
	un pays/une nation
	une séparation
où	une colonie
	la mer/l'océan
	le guérillero/la fleuve/les montagnes/le bois/la forêt
	un port
	la ville/la campagne
quand	l'année
	le jour

	la date
	le mois
	l'époque
pourquoi	la monarchie
	l'oppression des droits
	l'économie
	l'administration/la contrôle
	le pouvoir/l'influence
	une taxe/un impôt
	les idées/la philosophie/la liberté/les principes/les morales
comment	la guerre
	la force
	protester/manifester
	la sécession
	la déclaration d'Indépendance
	l'unification

LINGERING CONSIDERATIONS

This section includes detailed discussion of concerns to which I have previously alluded: practical application, retention of discipline-specific integrity in a parallel model, and adaptability to other grade levels and to other languages.

Practical Concerns

Funding and scheduling are unavoidable practical concerns that will vary from case to case and over which individual instructors will have very limited control. What French instructors hoping to implement this curriculum *can* control is their collaborative relationship with a social studies instructor or the social studies team. I cannot over-emphasize the importance of professional collaboration to the success of this curriculum. In my unit plans, I have provided only the most basic overview of how this

curriculum can support social studies content. Instructors actually implementing this curriculum will need to refer to the social studies curriculum of their schools or programs and work closely with the social studies instructor(s) of the corresponding grade level to maximize opportunities for mutual support of concepts and language on a *day-to-day* basis.

The basis for this curriculum was my fieldwork as a volunteer French instructor in an extra-curricular program that piloted a rough integrative model. Unexpectedly, one of the greatest practical problems I experienced was the consistent desire of students and paraprofessionals to learn basic conversational French that was outside the scope of our curriculum. My co-teachers and I found many ways to deliver some of the expected conversational niceties and basic communicative vocabulary without deviating from our parallel model. Some of the best examples are the use of conversational greetings outside of class, oral and/or written delivery of the date, using name activities as part of the introductory lesson, and providing a folder in the classroom where students could deposit specific phrase or vocabulary questions so that we could provide individual oral or written responses at the next class meeting. While treating these requests can be rewarding and have a positive ripple effect across an entire school, it is sometimes tempting to abandon the unit plan in order to ride temporary waves of enthusiasm that more often than not land instructors off track in a morass of irrelevant and disconnected vocabulary fields or isolated grammar lessons.

Are we not just teaching social studies in French?

I believe there is an imminent danger that this parallel design will be misinterpreted or misapplied as social studies instruction *in* a foreign language. Furthermore, the flexible design of the curriculum opens the door for considerable deviation from the curriculum and the philosophy behind it. The goal is not to *reteach* the social studies curriculum but to *align* the French curriculum with content from social studies that is familiar to students in order to help them view language learning as relevant and accessible. Assessment should not measure students' knowledge of purely social studies concepts. Assessment is designed primarily to test students' knowledge of cultural concepts that transcend language - maps, survival, discovery, exploration, conflict, revolution, groups, the individual. Secondarily, assessment measures students' ability to engage with those concepts with Novice proficiency in the target language and through the perspective of both their native culture and that of the target culture. Implemented correctly, the parallel model reinforces a non-traditional, culture-focused French curriculum *through* extant knowledge students will bring to the classroom from social studies.

Adaptability to other grade levels

In the subsection "Interpretation of Comparative Analysis and Implications" of the accompanying work, Seage submits her justification for 3rd grade as the earliest possible grade level that would benefit from a curriculum that focuses on developing cross-cultural competency (*Defining a Cross-Content Cross-Cultural Curriculum for Foreign Language*, 44). Considering the variability of the number of grade levels

serviced within one institution in the American school system, 4th grade is then a particularly appealing choice for the purposes of presenting a cross-cultural curriculum designed for elementary school students. That said, adaptation to later grade levels could be as straight-forward as revisiting the standards and adjusting outcomes and assessment accordingly or as complex as altering one or all of the unit themes in order to better support the corresponding social studies standards.

Adaptability to other languages

With the necessary adjustment of day-to-day activities, this curriculum could conceivably be used to deliver instruction in any of the modern languages. However, I would encourage instructors considering the adaptation of this curriculum to another language to also consider the following:

-different grade level objectives in social studies (i.e. state history, eastern hemisphere studies) might better support core cultural concepts in languages other than French

-different subjects (i.e. psychology, computer science) might offer unique and relevant opportunities for developing cultural competency in languages other than French

The extent of modification should be carefully evaluated if instructors want to maximize the most relevant and interdisciplinary cultural and linguistic components inherent to the languages they teach. In any case, the *potential* for modification of this curriculum to fit the needs of other modern languages is only as limited as the imaginations and knowledge of instructors, schools, and curriculum developers.

CONCLUSION

As with any curriculum, this curriculum is highly experimental and will likely require substantial reevaluation after each attempted implementation. As instructors consider adapting and experimenting with the limitations of the parallel+integrated model, it will likely become possible and practical to provide a version of this curriculum with more detailed instructional recommendations. In evaluating the effectiveness of the curriculum, instructors should focus on the two most fundamental elements: parallel design and emphasis on second culture acquisition. Ackerman's criteria - validity within the disciplines, validity for the disciplines, validity beyond the disciplines, and contribution to broader outcomes - adequately measure the effectiveness of the parallel design (Jacobs 27-30). Evaluating validity within the disciplines requires instructors to verify the importance of cross-content concepts to their respective discipline (Jacobs 27). Evaluating validity for the disciplines requires instructors to examine the extent to which the parallel+integrated design enhances the learning of concepts based in the individual disciplines (Jacobs 27-9). In order to evaluate validity beyond the disciplines and determine the contributions to broader outcomes, instructors must identify and qualify the effects of cultivating an interdisciplinary perspective with students (Jacobs 29-30). Implicit to these latter two criteria is an examination of the curriculum's effectiveness in terms of helping students develop an understanding of the relationship between the practices, products, and perspectives of the culture(s) studied (*Standards for Foreign Language Learning: Preparing for the 21st Century*). Wherever this curriculum is implemented and with whatever degree of success, any experimentation, modification,

and adaptation prompted by this curriculum is a positive step towards a new and

promising approach to foreign language instruction.

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