National Context for a Vision of World Language Pathways PK-20

<table>
<thead>
<tr>
<th>Steps to create global literacy</th>
<th>Defining global literacy</th>
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<tbody>
<tr>
<td>• Start with curiosity</td>
<td>• Trade literate (21st century economics)</td>
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<tr>
<td>• Add in experiences to build curiosity</td>
<td>• Sensitive to foreign cultures (cultural awareness, adaptability, and diplomacy)</td>
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<tr>
<td>• Add desire to communicate</td>
<td>• Conversant in different languages</td>
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<tr>
<td>• Provide tools to communicate</td>
<td>• Technology savvy</td>
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<tr>
<td>• Instill confidence to</td>
<td>• Capable of managing complexity (being creative; knowing how to learn)</td>
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<tr>
<td>communicate across borders</td>
<td>• Ethical</td>
</tr>
</tbody>
</table>

Michael Eskew (CEO of UPS)
http://internationaled.org/statesinstitute2005overview.htm

Making the Case for Global Literacy

**Global literacy adds value to our economy** (http://tse.export.gov)

**Global literacy adds value to our diplomacy**
Association of American Universities, 2006

**Global literacy adds value for heritage cultures** (http://www.mla.org/census_main)

**Global literacy adds value by the impact on academic achievement**
American Council on the Teaching of Foreign Languages (ACTFL) (http://www.actfl.org/i4a/pages/Index.cfm?pageID=4525)

**Global literacy adds value by adding perspectives**
PK-20: Make it seamless

Common Goals
- Standards for learning world languages (http://www.dpi.wi.gov/pubsales/language.html)
- Georgetown University curriculum (http://www1.georgetown.edu/departments/german/)
- Association of American Colleges and Universities: Liberal Education and America’s Promise (Project LEAP) (http://www.aacu.org/leap)

Continuous Progress
- Elementary Grades: Instruction integrated with grade level content
- Middle School: Continuing development of language proficiency
- Senior High: Program options and flexibility

Menasha (WI) K-12 Curriculum (http://www.mjsd.k12.wi.us/district/curriculum/curriculum.html)

Integrated Performance Assessment (http://www.actfl.org/i4a/pages/index.cfm?pageid=3565)
- New Jersey Project (http://flenj.org/CAPS/?page=parent)

Cooperating Programs
- Native Language
- Career Languages
- Languages for Global Connections

Glastonbury (CT) Curriculum (www.foreignlanguage.org)

Collaborative Development
- Ohio Collaborative Articulation & Assessment Project (http://caap.osu.edu/index.htm)
- Ohio Foreign Language Advisory Council, 2007 (http://internationaled.org/Ohioforeignlanguageplan.pdf)

Lessons Learned: Principles for Building PK-20 World Language Pathways
- Have a vision: focus on real communication
- Provide a rich and engaging context
- Build on students’ proficiency (gather evidence via performance assessments)
- Take advantage of resources available
- “Grow” the program with students one grade level at a time
- Recruit, nurture, develop, retain staff

Resources:
- Partnership for 21st Century Skills (www.21stcenturyskills.org)

World Languages Summit – Seattle – November 6, 2008