

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.



Thomas Edison High School World Languages Department Course Curriculum & Instructional Methodologies

I. Course Curriculum

Standards-based

- The World Languages Department at Thomas Edison High School provides a curriculum divided into thematic units that adhere to standards and benchmarks set by internationally recognized language instruction bodies such as International Baccalaureate (IB), national bodies such as the American Council on Teaching Foreign Languages (ACTFL), as well as state and local education standards.

Scope & Sequence

- Curriculum aligns with the natural language learning process outlined by Stephen Krashen's Theory of Second Language Acquisition.
- In early levels, instruction will focus on developing students reading and writing skills but also, and more importantly, their listening and speaking skills, with proficiency in core communicative tasks – such as greeting others, giving directions, dining out – the focus.
- In later levels, instruction will zero in on more academic skills such as research and college-level literacy.

SpEd, ELL and Other Accommodations

- Instructional accommodations will be made to meet the particular needs of a student.
- Accommodations include but are not limited to: seat placement, written instructions, class notes, extended assignment deadlines, reduction of assignment length, use of modified rubrics and grading scales, break times.

II. Instructional Methodologies

SOEI

- The Minneapolis Public Schools Standards of Effective Instruction (SOEI) is the rubric by which administrators evaluate teacher performance. Created by teachers, parents, and administrators, SOEI was developed in consultation with national teaching bodies including the National Board for Professional Teaching Standards (NBPTS).
- SOEI includes four domains: Planning and Preparation, Classroom Environment, Classroom Instruction, Professional Responsibilities.
- The faculty of the World Languages Department at Thomas Edison High School strives to meet and surpass the requirements and standards set forth in the SOEI.

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- For more information on SOEI, visit http://www.mpls.k12.mn.us/teacher_evaluation

TELL

- While the Standards for Effective Instruction (SOEI) lays out best practices for all teachers, regardless of their subject area, the Teacher Effectiveness for Language Learning (TELL) framework was specifically designed for foreign language teachers.
- TELL is comprised of seven domains: Environment; the Language Experience; Collaboration; Planning; Performance & Feedback; Professionalism; Learning Tools.
- The faculty of the World Languages Department at Thomas Edison High School strives to meet and surpass the requirements and standards set forth by the TELL framework.
- For more information on TELL, visit <http://www.tellproject.org>

Culturally Responsive Teaching

- Thomas Edison High School takes great pride in its talented, multi-cultural student body. Honoring our students' ethnic and cultural backgrounds is of utmost importance to the Edison faculty and staff.
- Developed by Dr. Sharrocky Hollie, the Culturally Responsive Teaching instructional methodology educates teaches to the cultural backgrounds and norms of inner-city youth.
- CRT also trains teachers on ways to weave cultural norms, such as discussion strategies as well as non-verbal communication, into instructional and classroom management practices.

TPRS

- Total Physical Response and Storytelling (TPRS) is a proven form of instruction designed with the traditional K-12 foreign language student in mind. Central to TPRS is the idea of comprehensible input.
- Developed by Stephen Krashen, comprehensible input is defined as language that can be understood by students in spite of the fact that the students may not understand all of the words or phrase being used.
- To achieve comprehensible input, teachers engage in TPRS instruction to establish and deepen meaning of the target language. To establish meaning, teachers engage in Total Physical Response, which includes the use of images, gestures, student-led activities, and questioning techniques. Many of these practices align with other instructional frameworks and philosophies such as SOEI, TELL, ACTFL, IB, and Culturally Responsive Teaching.
- To deepen meaning, teachers use Storytelling and other learning activities such as role plays, readers theatre, interviews, debates, and art.

Belong