

## Foundations for High-Quality Early Learning Programming

## Early Learning Intermediate (Grades 3-5)

**Developmentally Appropriate Practices for Global Competence**

Global competence is the knowledge, skills, and dispositions which focus on students' understanding and effective participation in their world, as well as issues of global significance that encourage multicultural understanding. Multicultural education programs must be developed and implemented to foster an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial, and religious backgrounds as per W. Va. Code §18-5-15a.

**Multicultural Education**

Communicating in a global society requires students to apply developmentally appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. Students utilize world languages through culturally authentic contexts within classroom experiences.

**World Language(s)**

The Early Learning Intermediate grades (third through fifth grades) provide opportunities for students to refine their knowledge, skills and dispositions for global competence and multicultural understanding.

The teacher's ability to integrate meaningful and developmentally appropriate experiences throughout the classroom provides a context for students to explore other languages and cultures.

**Critical Considerations to Help Assure Developmentally Appropriate Practices for Global Competence:**

- Students at this age gain an understanding of other cultures and languages through a process of making connections with familiar contexts.
- Students benefit from concrete experiences including the use of visuals, authentic realia, role-play drama, music and hands-on learning to make language and culture comprehensible.
- World language learning takes place within a communicative context that is meaningful to the learner and focuses on content rather than isolated grammar instruction.
- A developmentally appropriate classroom that provides students an opportunity to investigate the world, recognize perspectives, communicate ideas, and take action supports the early development of global competence.
- Students benefit when global content, multicultural education and world languages seamlessly integrate and reinforce the goals of the general curriculum.

**Implications**

Learners are active constructors of meaning and should be provided opportunities to use world languages through culturally-authentic situations that reflect communicative interchange. **Ask yourself:** Do I provide students opportunities to use a world language to interpret meaning, engage in interpersonal conversations and present for authentic purposes? How can I help my students use a world language to gain a deeper understanding of the world around them?

Dispositions and skills (listening, reasoning, weighing options and perspectives, decision-making, responsibility and collaboration) contribute to an interdependent and globally-connected world. **Ask yourself:** How do I facilitate meaningful opportunities for learners to begin the process of applying global dispositions and skills within classroom learning experiences?

Authentic resources and materials enable learners to connect with diverse cultures and languages. **Ask yourself:** Do I introduce culturally authentic artifacts and primary resources in the classroom to support meaningful learning experiences?



**WVBE POLICY 2510-ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS**

*Providing guidance for leaders dedicated to high-quality early learning programming, Pre-K through 5<sup>th</sup> grade*

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## **Developmentally Appropriate Practices for Global Competence**

### **Selected Resources**

Asia Society. (2010). Ready for the World: Preparing Elementary Students for the Global Age.

Boix-Mansilla, V. & Jackson, A. (2011). Educating for Global Competence: Preparing Our Youth to Engage the World. Online: <http://asiasociety.org/files/book-globalcompetence.pdf>

Curtain, H. & Dahlberg. (2011). Languages and Children: Making the Match, New Languages for Young Learners, Grades K -8<sup>th</sup> (4<sup>th</sup> ed.). Pearson Education.

### **Related Policies**

Policy 2510

[Assuring the Quality Of Education: Regulations For Education Programs](#)

Policy 2520.7

[21st Century Foreign Language Content Standards and Objectives for West Virginia Schools](#)

Policy 5500.01

[The Study of Multicultural Education for School Personnel](#)



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