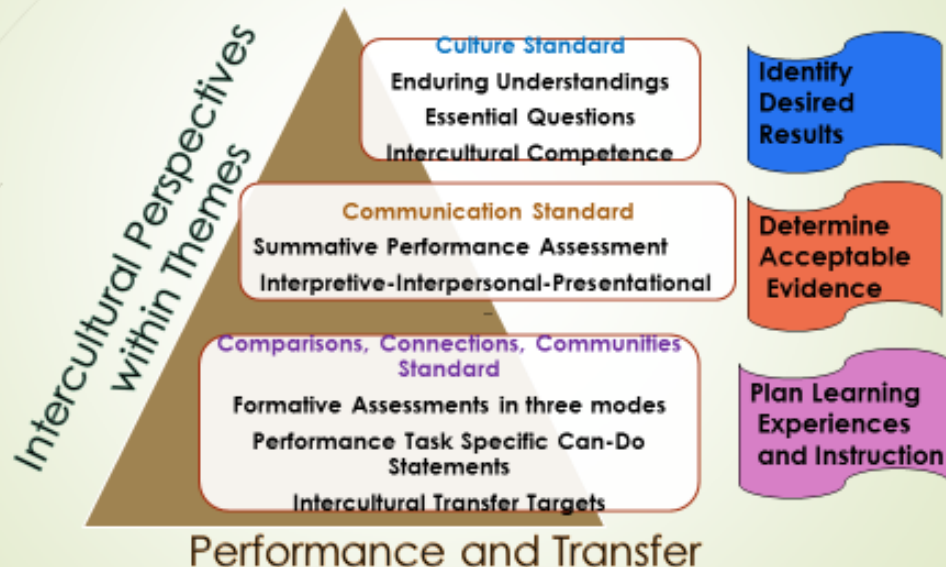


## Designing World Language Curriculum for Intercultural Competence (Eddy, 2006)

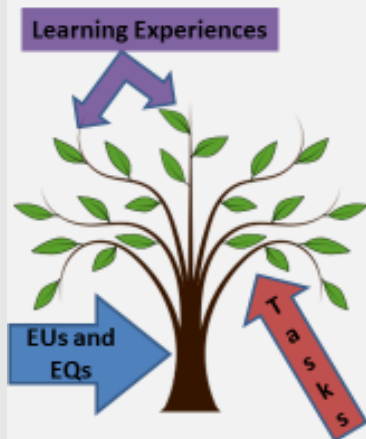


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UCADAPT Eddy /WLP(2006, 2009, 2013, 2017), Wiggins, G. & McTighe, J. UbD (2005); ACTFL, 2006/2012, ACTFL/NCSSFL, 2013)

Eddy, J. (2017) *Unpacking the Standards for Transfer: Intercultural Competence by Design*. In Rebecca Fox (Ed.) Special Volume on Intercultural Competence for Northeast Conference on the Teaching of Foreign Languages (NECTFL).

## Designing Articulated World Language Curriculum for Intercultural Competence



Eddy, J. 2006, 2014, 2015, 2017.  
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Consider articulated curriculum is like a tree.

**Stage One:** Enduring Understandings and Essential Questions are the stable trunk of the tree, recurring Intercultural themes informed by the Culture standard. These frame the language program and support the branches.

**Stage Two:** Those branches are the summative performance assessment tasks in the three modes of communication that appear each year and change as students progress every unit, level, or year.

**Stage Three:** Lastly, the leaves are the formative tasks, learning experiences and instruction. You plan these only after the summative assessments are designed. Comparisons, Connections, and Communities surface in the Performance Assessment Specific Statements (PASS Can Do) and Intercultural Transfer Targets for the unit.

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