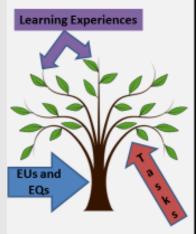
Designing World Language Curriculum for Intercultural Competence (Eddy, 2006) Culture Standard Identify **Enduring Understandings** Desired **Essential Questions** Results Intercultural Competence Communication Standard Determine Summative Performance Assessment Acceptable Interpretive-Interpersonal-Presentational Evidence Comparisons, Connections, Communities Standard Plan Learning Formative Assessments in three modes Experiences Performance Task Specific Can-Do and Instruction Statements Intercultural Transfer Targets Performance and Transfer UCADAPT Eddy / NLP (2006, 2009, 2013, 2017), Wiggins, G. & Mc Tighe, 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. All Rights Reserved. Copyright © World Languages for Performance, LLC. 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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