



DECOLONISING CURRICULUM WITH AATT

ARTICULATED ASSESSMENT TRANSFER TASKS

PERSPECTIVES & PRACTICES IN AUTHENTIC COMMUNITY TEXTS

MEDIATION THROUGH CREATIVE INTERACTION IN TASKS



JENNIFER EDDY

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK

CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

THE AATTS UNFOLD VERTICAL PROGRESSION OF CONCEPTS AND SKILLS

AND THE CULTURE'S STORY OF WHAT MATTERS

HOW WE MEDIATE UNDERSTANDING WITH SOMEONE

UNFAMILIAR WITH THE LANGUAGE AND CULTURE

TRANSFERABLE SKILLS BEYOND CLASSROOM FOR LIFE



TEACHER AS DESIGNER

LEARNER AS MEDIATOR

DECOLONISING IS CONTENT CURATION
OF KNOWLEDGE, PHILOSOPHIES AND PERSPECTIVES FROM
AUTHENTIC COMMUNITY TEXTS
AATT THEMES SPIRAL FOR ALL YEARS AND KEY STAGES
DIFFERENT DELIVERABLES ACROSS LEVELS
LEARNERS CREATE TO MEDIATE WITH LANGUAGE THEY OWN



BRIDGE AND EXPLAIN TO
SOMEONE UNFAMILIAR WITH
LANGUAGE AND CULTURE



Student involvement in government Featured, Open

By: **Amanda Silva** (Cincinnati Central School) – Email: asilva@cc.cnyric.org

Topic(s): **B. Contemporary Life, D. Global Awareness & Community Engagement, Government and Politics, School Life & Education**
(**Unpublish** – **Feature**)

Students will understand that government and politics are impacted by cultural differences and that organization varies between countries.

How is an individual responsible for his or her contribution to government and politics? How can young adults be active in government?

The American Student Government Association is looking to expand their resources to students around the world. They would like to provide information to French speakers and would like your help.

PRINT

Novice High-CEFR A1/A2

Video from the Senegal government discussing changes being made.

https://www.youtube....h?v=O80b-yR8O_w

Website full of podcast choice options

<https://podcasts-fra...gory/government>

Intermediate Low-CEFR A2

Video from the Senegal government discussing changes being made.

https://www.youtube....h?v=O80b-yR8O_w

Explanation about the Assemblée nationale de France

<https://www.assemble...ir-de-assemblee>

Intermediate High-CEFR B1

Video from the Senegal government discussing changes being made.

https://www.youtube....h?v=O80b-yR8O_w

Organization of the Swiss government

https://www.youtube....h?v=dgg9vsKQ_rk

LA BELLA FIGURA

ARTICULATED ASSESSMENT TRANSFER TASK

Helena Serena

Year 8

<https://queenscollege.classroad.org/>



Novice Mid-CEFR A1

Presentational

Students create a poster about the "do's and don'ts" to make 'Bella figura' in their country with written and visual representation in Italian. Using the structure "bisogna + infinitive" (=need to) and the verb "dovere" (=to have to) in the present tense. They have access to a dictionary to describe the different habits. They present their poster to the class in the target language.

Create a poster for tourists with do's and don'ts



Intermediate Mid-CEFR A2/B1

Presentational

Students create a guide of etiquette and good manner of what they think you should do or not when staying in a host family or visiting a country. Using the conditional ('dovresti'-you should / 'non dovresti' - you should not) and visual support in their guide. They can also include different persons ('dovrei' - I should / 'dovrebbe' - it should / 'dovremmo' - we should, etc.).

Create a guide of etiquette and making a good impression



Advanced Mid-CEFR B2/C1

Presentational

Students create a short film (script and audio) explaining and illustrating at least 2 rules of etiquettes in their home country and their opinions about it in Italian. They should use a varied vocabulary (for example: good manners at the restaurant; good manners at school; etc.). They should include the conditional "dovresti" (you should) + verb infinitive + "bisogna" (need to) + verb infinitive.

Create a short film explaining good manners





Exploring Traditional and Contemporary Haitian food Uncategorized

By: **Prisca St Jean** (Queens College) – Email: prisca.stjean85@gmail.com

Topic(s): Food & Meal Taking, Food and Nutrition, Geography, Historical periods, Identity
(**Unpublish** – **Feature**)

Haitian cuisine is influenced by African, French, Taino, Spanish, and Arab cultural history.

To what extent do other cultures influence what we eat? How can cuisine teach us history?

A summer food festival wants to promote interest in Haitian food on its website for visitors.

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<https://queenscollege.classroad.org/>

Novice Mid-CEFR A1

Haitian restaurant menu and recipes

<http://www.recettes-haitiennes.com/>

Interpretive

Look at a Haitian restaurant menu and recipes and write down the ingredients or food that you identify.

I can identify foods and ingredients.

Intermediate Mid-CEFR A2/B1

Watch a video about Haiti's popular soup: *joumou* (squash soup)

Chef Gaspard Dorelien
<https://www.youtube.com/watch?v=88nMQ54I7KU>

Fafane Creole
<https://www.youtube.com/watch?v=EI1UtFduNaM>

Interpretive

Watch a video about Haiti popular dish soup *joumou* (squash soup); list all the ingredients necessary to make that dish.

Advanced Low-CEFR B1/B2

Explore the internet and read articles about ingredients that African, French, indigenous Taino, Spanish and Arab have in common with Haiti.

Interpretive

Explore African, French, indigenous Taino, Spanish and Arab cuisine in order to identify the similarities among the food cultures.

I can identify the influences that the African, French, Taino, Spanish and Arab had on Haitian cuisine by making a list of similar

Interpersonal



Preserve Lake Xochimilco and the endangered Axolotl Uncategorized

By: [Lori Langer de Ramirez](#) (The Dalton School) – Email: lr Ramirez@dalton.org

Topic(s): [D. Global Awareness & Community Engagement](#), [Environmental Issues & Sustainability](#)
([Unpublish](#) – [Feature](#))

Cause and effect helps us see relationships between the environment, life, places, and events.

How have humans affected their physical environment?

Ancient stories, myths, and legends often shape current culture and thought. How is the unique culture of Mexico today revealed in ancient stories, myths and legends?

How do stories tell us what matters? (EUs and EQs by Eddy, 2020)

The environmental organization [Agua.org.mx](#) needs promotional materials to spread the word about the pollution of Lake Xochimilco and the preservation of the endangered axolotls who live there.

PRINT

<https://queenscollege.classroad.org/>

Novice Mid-CEFR A1

<https://agua.org.mx/...-de-xochimilco/>

<https://www.youtube....h?v=vAAsxpu7Vyc>

<https://www.youtube....h?v=e13WLu5Nn44>

Interpretive

Fill in an SOA chart with things you know (Save

Intermediate Mid-CEFR A2/B1

<https://www.youtube....h?v=IYiYlBRX1JQ>

Interpretive

Listen to the song “Ajolote mexicano” on the Biodiversidad website and list 3-5 things we can do to help protect the axolotl, according to the song

Intermediate High-CEFR B1

<https://www.youtube....h?v=3WlxtVtK8So>

Interpretive

Listen to the story “Xolotl” on the Biodiversidad website and fill in a story chart with the personajes, the main events of the story plot, and the moral of the story.

ADDITIONAL AATT EXEMPLARS IN COMMUNITY LANGUAGES AND DIVERSE THEMES

ARABIC	OUR LIVES, OUR HOMES
CHINESE	SCHOOL AND EDUCATION
ÈDÈ YORÙBÁ	WEDDING CELEBRATION OF THE YORUBA PEOPLE
FRENCH	CHANSON POUR HAITI ---LEISURE IN 1884 AND TODAY
GERMAN	LGBTQ FAMILIES --BERLIN THE FOOD CITY
HINDI	THE PAPER BOY AND LOCKDOWN YOGA
ITALIAN	MADE IN ITALY
JAPANESE	INSIDE AND OUTSIDE SPACE
KOREAN	ARIRANG AND A LUCKY DAY
LADINO	THE WOUNDED LION STILL KNOWS HOW TO ROAR (LADINO SONGS OF SEPHARDIC JEWS)
NAHUATL	<u>IN XOCHITL, IN CUICATL</u> (FLOWER & SONG IS THE WORD FOR POETRY IN NAHUATL.
PORTUGUESE	CAPOEIRA--THE SYMBOL OF RESISTANCE
RUSSIAN	AXE PORRIDGE
SPANISH	<u>BULLYING</u> RACISM, HUMAN RIGHTS--SANA SANA --CHILD LABOR --GENDER-BASED VIOLENCE
TE REO MāORI	TAKIWATANGA--IN MY/HIS/HER OWN TIME AND SPACE (THE WORD FOR AUTISM IN AOTEAROA)
URDU	CELEBRATION OF EID



THANK YOU



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DesignSpace

<https://queenscollege.classroad.org/>

To see more exemplars and use the design tools,
Email above!