

World Language Curriculum Proposal

Proposal to Adopt Curriculum



Presenters:

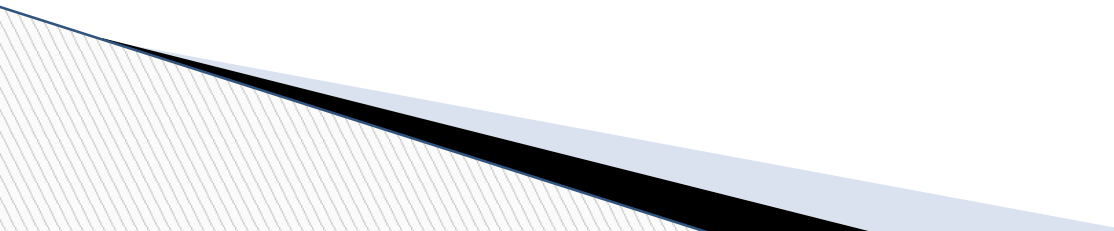
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Curriculum Writing Team

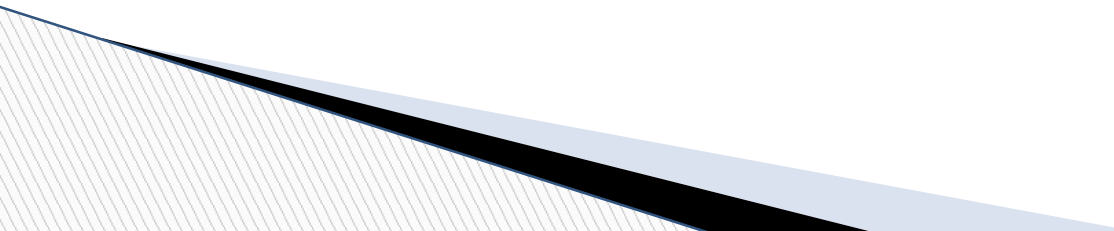
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Purpose

- Adoption of the curriculum frameworks and resources for French, German, and Spanish Levels 1–4
 - Update the World Language curriculum to align with modern American Council on Teaching Foreign Language standards
 - Provide needed updates to course resources
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Rationale

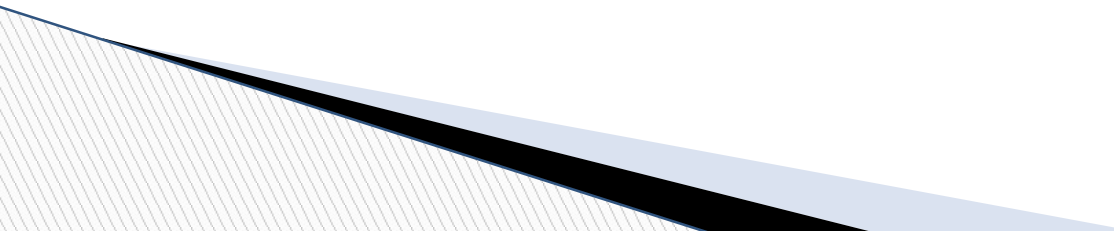
Five high schools in U-46 offer world language courses that provide different experiences and knowledge depending on the teacher & available resources. We do not currently have a consistent, standards-based curriculum in place for any of our world language courses. These course templates, assessments and rubrics will provide common experiences, rigor and the opportunity for students to develop their interpretive, interpersonal and presentational proficiency.



U46 STRATEGIC PLAN

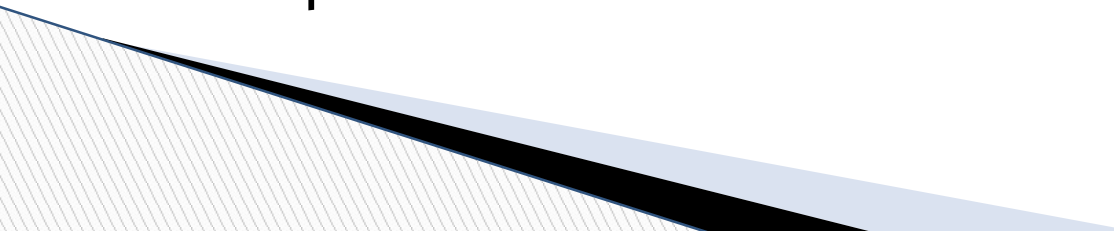


Writing Process

- Mapping the Curriculum, Writing Assessments/Rubrics
 - Professional Development Team Feedback
 - Curriculum and Instruction Plus Team Feedback
 - Instructional Cabinet Feedback
 - Instructional Council Steering/Instructional Council Feedback
 - Board of Education Presentation
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Resources for Curriculum Mapping

Resources used to help define what a student should know and be able to do as result of a quality world language program:

- American Council on Teaching Foreign Languages' foreign language learners proficiency standards and world readiness standards
 - College Board's Advanced Placement Spanish/French/German Language and Culture themes
 - Illinois State Board of Education World Language Learning Standards
 - UbD process
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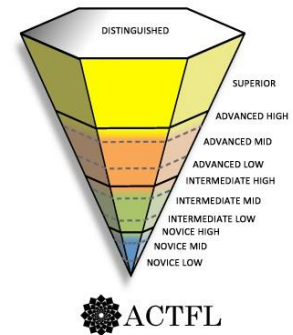
Learning Outcomes

By the end of 4 levels of world language instruction, students will have the following proficiencies from the ACTFL proficiency scale:

Intermediate–Low in the Interpretive mode

Intermediate–Low in the Interpersonal mode

Intermediate–Mid in the Presentational mode



These proficiencies will prepare students for college level world language courses as well as the Illinois Seal of Biliteracy test.

The Proficiency scale rolls up from level 1.

Learning Outcomes - Thematic Units with Transfer Goals



UNIT 2

Course: World Language		Grade Level: Level 1
Unit Title: My Friends and Family		Length of Unit: ~ 6 weeks
Unit Summary: Students will continue their introduction to the target language by learning how to communicate around topics of friends and family. Through building on their beginner's vocabulary and grammar, they will understand when and how people say simple things about families and friends as well as be able to prepare basic statements that communicate information about friends and families. Additionally, students will learn how family and friendship structures differ across cultures.		
Stage 1- Desired Results		
STANDARDS Interpretive <input type="checkbox"/> I can understand people talk about their family members and their likes and dislikes <input type="checkbox"/> I can recognize common pets <input type="checkbox"/> I can recognize simple family terms like father,		Transfer
	<i>Students will be able to independently use their learning to...</i> Communicate about family life in prepared ways.	
		Meaning

Learning Outcomes - ACTFL Modal Standard Proficiency Benchmarks

STANDARDS

Interpretive (NL)

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal (NL)

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced words, phrases, simple sentences, and questions.

Presentational (NL)

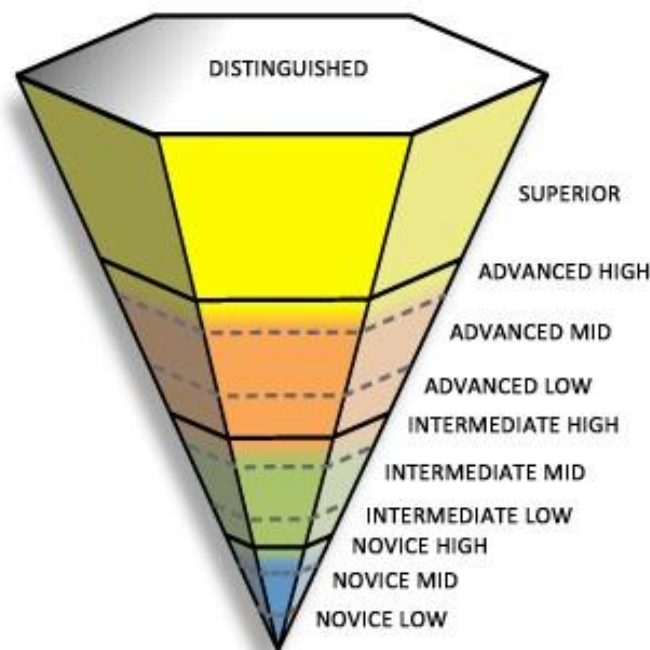
I can present information on both very familiar and everyday topics using a variety of practiced words,

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Learning Outcomes - Essential Questions, Enduring Understandings and Acquisition

Meaning	
ENDURING UNDERSTANDINGS <i>Students will understand that...</i> Students will understand that concepts of family and friendship vary across cultures.	ESSENTIAL QUESTIONS <i>Students will continue to consider...</i> Who are the people in my life?
Acquisition	
<i>Students will know</i> Language Functions: <ul style="list-style-type: none">• Ask and answer• Identify/name family members and give	<i>Students will be able to...</i> <ul style="list-style-type: none">• Identify people, pets, and groups who are important to them• Exchange information about pets or a person who is special to them

“Students will know” is sorted into Language Functions, Related Structures and Patterns, and Priority Vocabulary.

Assessment

Stage 2- Evidence	
Evaluation Criteria	Assessment Evidence

<p>Task Rubric</p> <p>Standard Rubric Interpretive</p> <p>Standard Rubric Presentational</p> <p>Standard Rubric Interpersonal</p> <p>Sub-categories Interpretive Rubric</p> <p>Sub-categories Presentational Rubric</p> <p>Sub-categories Interpersonal Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>French L1U1 IPA Interpersonal Organizer for support</p> <p>German L1U1 IPA</p> <p>Spanish L1U1 IPA Supporting image 1 Supporting Image 2</p>
	<p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT & REFLECTION</p> <p>Included</p>

Every level is loaded with an Integrated Performance Assessment for Unit 1. Developing other units is part of the collaborative work planned for this Spring.

Learning Plans

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	Mode of Communication
Hook: Work with video or images that are based on If the World Were a Village of 100 People. Present a context like language. Give the categories and ask students to predict the correct percentage before showing. Students can view a video that shows the breakdown for the US (https://www.youtube.com/watch?v=mCTaiKxpWSA). Then, the language specific version could be used to compare some of the statistics to those for a country where the target language is spoken.	Interpretive Presentational
Read an infographic about greetings in the target culture and make comparisons with your culture.	Interpretive Reading
Read an infographic about sports/leisure activities in the target culture and discuss which ones you like with a partner	Interpretive Reading / Interpersonal speaking
Read a very simple article about the geography country/countries in the target culture and complete a graphic organizer with basic facts.	Interpretive Reading
When given a picture of people greeting each other in the target culture, create a dialog of what	Presentational Speaking / Writing

Each Unit has ACTFL modal activities teachers could use to build proficiency level appropriate skills within the theme.

Curriculum Implementation

Spring/Summer of 2019: Professional Development on ACTFL standards, rubrics, and resource specific training

School Year 2019–2020: Full implementation for all languages levels 1–2 with optional implementation for teachers of levels 3–4

School Year 2020–2021: Full implementation for all languages levels 1–4



Professional Development

➤ Teacher and Divisional Professional Development:

Module 1: ½ day PD centered on shift to ACTFL proficiency standards and rubric. Facilitated by Lisa Shepherd.

Cost: \$3,400

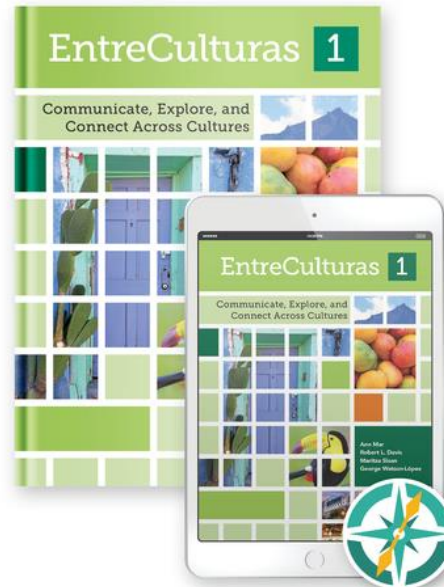
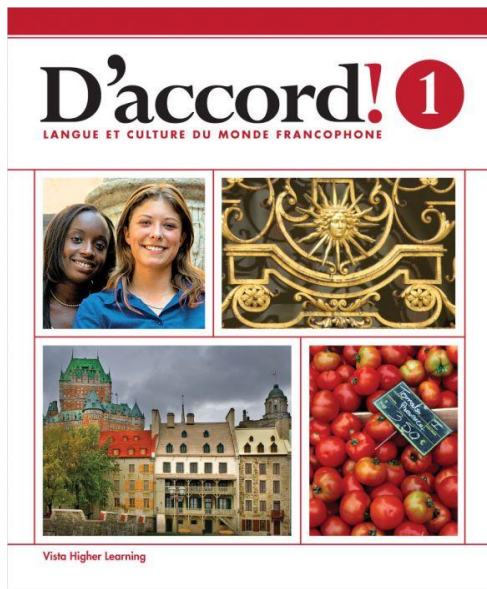
Module 2: ½ day PD for teachers to work in curricular teams with support to write new learning plans.

Module 3: ½ day PD centered around training on SAMR model, new technology resources, and Infinite Campus.

Cost: \$2,500

Collaborative Google Classroom Experience – The WL team is building a Google Classroom experience that will allow teachers to share resources, plans, IPA components, and platform specific interactions.

Resources and Digital Access



Resources and Digital Access (ALL)

French – <u>D’Accord</u> Class Sets & Individual Digital Licenses	\$150,288.00 \$125.24/pupil \$20.88/pupil per year
German – <u>Prima Plus & Neue Blickwinkel</u> Student Books, Consumable Workbooks, & Digital Access	\$50,772.60 \$119.47/pupil \$19.92/pupil per year
Spanish – <u>Entre Culturas & Tejidos</u> Class Sets and Digital Licenses	\$427,801.48 \$1,786.92/pupil \$29.48/pupil per year
Total	\$628,862.08

Total Program Cost:

▶ Text & Digital Resources: **\$628,862.08**

▶ Professional Development: **\$5,157.00**

▶ **Total Cost: \$634,019.08**

▶ Total Cost (per pupil): \$156.82 per pupil

▶ Total Cost (yearly): \$26.14 per pupil per year

Next Steps

- Implement professional development plan to prepare teachers.
 - Work with Information Systems to integrate online technology through district single sign on technology.
 - Continue to write Common Individual Performance Assessments and review efficacy.
 - Review and revise curriculum templates, rubrics and assessments.
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