

World Languages Curriculum Scope & Sequence

February 2021



Oak Park and River Forest
High School

World Languages Division Curriculum Journey

Guiding Questions:

1. To what extent are our freshmen courses equitable and relevant in terms of students' experiences and outcomes?
2. How can we revise our curriculum to be consistent in the experience of our students across all our language level classes?

Claim

In our language courses, our students experience unequal access to curriculum (due to different entry language levels) and relevant opportunities to authentic cultural experiences (regardless of level) in their freshman experience, and as a result students of color are less likely to continue through the language sequence.

Insights

- Differences in grades: Females are achieving higher grades, level A students obtain more “A” grades than regular language classes, white students are getting more “A” grades than our black students
- Progression to the next level is inconsistent across languages, and more white freshman are moving up to honors level classes
- Students experience unequal access to curriculum and relevant opportunities to authentic cultural experiences beginning in level one. As a result, students of color are discouraged to continue through the language sequence.

Evidence

- Students opt to complete the minimum college requirement for acceptance
- Conflicting mandated course requirements
- Feeder school language options are limited
- Lack of consistency between all languages
- Students in regular level classes do not have as many opportunities to real-life language experiences
- Students of color may not feel represented in the curriculum and content delivery

WLD Goals

- To provide all students meaningful and authentic language experiences and skills to communicate effectively in languages other than English.
- To develop the mastery of the four essential skills in communication--reading, writing, speaking and listening through an authentic and meaningful curriculum.
- Detrack level 1 in French and Spanish.
 - Chinese, German, Italian, Japanese, Latin only have one entry point and French and Spanish will align.
- Students' WL experience will provide opportunities to explore and implement their acquisition of language skills, knowledge of their own culture and others into real world applications.

Curriculum Writing Process

Curriculum Team:

- 10 Teachers with representation from Chinese, German, Italian, Japanese, Latin, French teachers, and Spanish

Meetings:

- Four full-school during 2019-2020 school year and three during 2020-2021
- Countless hours of curriculum research and comparisons to other language programs
- Over 15 hours of summer curriculum work
- Presentations to and feedback from the WLD division

Products

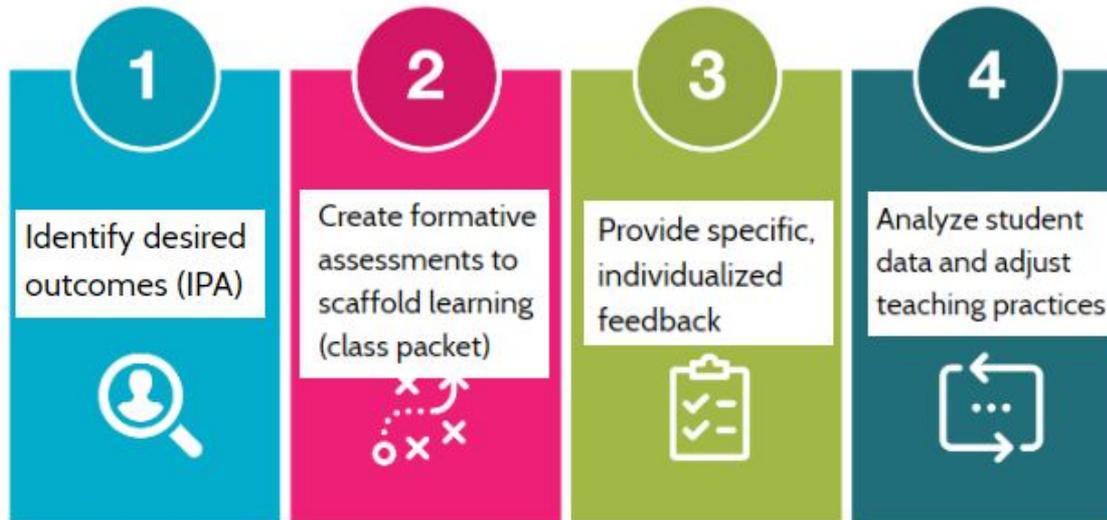
- Established goals
- Using the “Backward by Design” model:
 - Completed alignment to World-Readiness Standards for Learning Languages
 - * Standards focus on literacy, real world applications, 21st century skills
 - Common themes in all units across all languages
 - * Families and Communities, Personal and Public Identities, Contemporary Life, Science and Technology, Global Challenges, Beauty and Aesthetics
 - * All themes concentrate on the 5 C’s: Communities, Communication, Cultures, Connections and Comparisons

Products

- Common Integrated Performance Assessments (IPA)
 - *Proficiency assessments that focus on interpretive, interpersonal and presentational communication
 - *Assessment tasks are aligned with the theme
 - *Authentic real-life situation resources are included for each task
- Common Scoring Guidelines
 - *Shifted rubrics from targeted single skills to application
 - *Rate the performance in terms of whether student met standard
 - *Scoring guidelines for each communication mode: interpersonal, interpretive, and presentational

Proficiency through collaboration: Our goal = consistency!

Our goal was to align the curriculum to American Council on Teachers of Foreign Language (ACTFL) proficiency standards and use *best practice consistently* across all levels and languages. Our four-step process:



Presentational Writing Assessments

Examples of presentational writing activities for Level 1

Français 2 Q3 2020
Unité 5: À l'école! IPA

nom: _____

_____/25 points

3 **Partie III: Présentation écrite: Presentational Writing** **Presentational Writing** **Proficiency Target: Novice High**

Imagine that a French foreign exchange student is coming to stay with you and they want to know about OPRFHS and your class schedule. Send them a message in which you include the following information:



- Your name, your age, where you go to school, where it is located and what grade you are in.
- When classes begin and end each day and when you eat lunch and with whom.
- What your daily class schedule is like, including times the classes meet.
- What is your favorite class? Why? Which class do you not prefer and why? Use adjectives to describe them!
- What do you do in some of your classes? What items do you need for your classes?
- What teachers do you like and why? Describe them with adjectives!

Make sure to use words like *et* (and), *mais* (but), *parce que* (because), *d'habitude* (usually), to link your ideas and additional creative detail. You must write at least 125 words, so make sure to organize your letter with paragraphs and include lots of detail!

- Each thematic unit has an essential question (Ex. *How are families defined in different societies?*) that engages students to think about their own backgrounds and cultures and make comparisons
- Students know the end goal at the beginning of each unit and receive consistent, individualized feedback through the formative unit cycle that improves their proficiency
- The topics prepare students for real-life situations that they might encounter in the target language and culture

Interpretive Reading Assessments

some examples of authentic reading assessments for Level 1: Receipts, posters, infographics, children's books, schedules, short news articles, etc.

LES JEUNES AIMENT LES MARQUES !



QUELLES MARQUES, QUELS SECTEURS ?

SAMSUNG	Apple	NIKE	adidas	SONY
16%	14%	12%	11%	7%

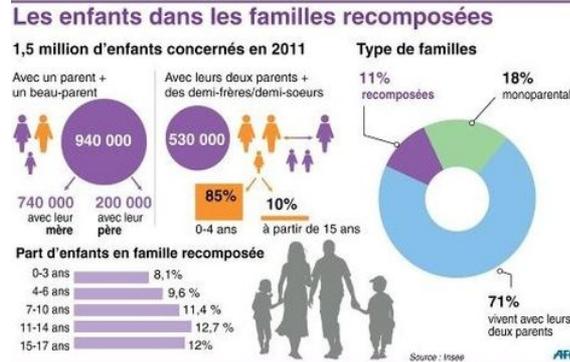
Secteurs porteurs

51%	38%	30%
1 marque de textile	1 marque de high-tech	1 marque de grande consommation

MAIS QUE VEUT DIRE ÊTRE PROCHE D'UNE MARQUE POUR CETTE CIBLE ?

DES MARQUES SCRUTÉES SOUS TOUS LES ANGLES :

- Les éléments concrets comme les produits, les services, le prix, ou encore la qualité (53%)
- Mais également la relation entretenue avec la marque (21%)
- Et les valeurs et la personnalité de la marque (16%)



Interpretive Listening Assessments

[Examples of interpretive listening activities for Level 1](#)

5 bonnes raisons de regarder la série STRANGER THINGS (SANS SPOILERS).mp4



A son avis, le casting et les acteurs sont:

- nuls
- ratés
- géniaux
- ennuyeux

Submit Skip

0:10 / 06:57

- Students practice their listening skills on each thematic topic during the formative cycle
- Commercials, cartoons, news reports, and YouTube videos help students gain better listening comprehension skills
- Listening resources are taken from a variety of countries to expose students to different accents and cultures in the target language

2020 Intermarché - Les Bons Légumes
InterFactory

MIEUX MANGER
PAR INTERMARCHÉ
**LES BONS
LÉGUMES**

Intermarché



Presentational and Interpersonal Speaking

- Negotiate meaning in authentic conversations about relevant topics
- Consistent, individualized feedback
- Preparation for real-life situations that students might encounter in the target language and culture
- Students show what they have learned during the unit and continue to gain proficiency and confidence throughout the year

[Example of Presentational Speaking for level 1](#)



What we have learned so far...



- Students like to know what to expect. By clearly delineating the end goal at the beginning of the unit, they understood what we expect them to be able to do, and how to get there. The IPA summative assessments allow students to show us what they know, instead of what they don't know.
- Students are more motivated when given individualized feedback.
- Discussing real-world issues in the language classroom allows the students to see the language connection to their own lives.
- Teamwork makes the dream work. Creating curriculum is a big commitment, and it really helps to work together and be able to create and deliver this new curriculum to our students.

Current Action Research:

Ongoing professional development:

- ❖ Standards-based grading
 - Staff participating in “Grading and Assessment Committee”
 - WLD discussion on best practices in grading
- ❖ Investigating ways to help students find the “why” to their language study through authentic community connections

Action Research Continued

- ❖ Incorporating culturally relevant pedagogy into our units
WLD engaged in reading *Words and Actions: Teaching Languages Through the Lens of Social Justice*

Process for systemic inclusion of social justice instructional units in the world language classroom.

Social justice as an approach that support students in thinking critically about rights, privileges, and justice in the target cultures and their own.

Next Steps

- Align level 2 language courses to the World-Readiness Language Standards
- Continue with the common themes
- Continue with consistent course experiences
- Align subsequent levels to the World-Readiness Language Standards