

# Proposal

---

## **Japanese and Mandarin Chinese Curriculum Framework and Instructional Resources**

**Board of Education Presentation  
May 2, 2022**

**Presenters:**

Jacob VandeMoortel, Coordinator of K-12 Social Studies and World Languages

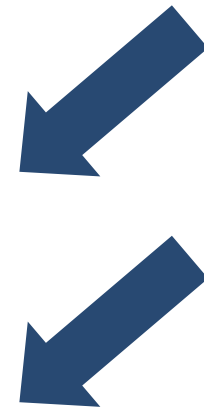
Miriam Abe, World Languages Teacher

Ryoko Hayashi, World Languages Teacher

Wendy Witt, World Languages Teacher



# Alignment to Strategic Plan



# Committee Members

---

- Jacob VandeMoortel, Coordinator of K-12 Social Studies and World Languages
- Miriam Abe, Current Academy Japanese and DL Teacher at Streamwood
- Ryoko Hayashi, Current Academy Japanese Teacher at Streamwood
- Wendy Witt, Current French Teacher at Elgin High School and Member of the 2019 World Language Curriculum Committee

# Rationale

---

## **Currently:**

- Streamwood High School (SHS) Languages and International Studies Academy is the only place in U-46 teaching Japanese and Mandarin
- No World Language Graduation Requirements

## **Dilemma:**

- The Streamwood High School change to the L.E.A.D Magnet Academy is phasing out old Academy classes, including Japanese and Mandarin.
- The Illinois State Board of Education is adding two years of World Language to graduation requirements starting in school year 2028-2029.

# Rationale

---

## **Proposed Solution:**

- **Expand Japanese and Mandarin Chinese to all five traditional U-46 High Schools as a general education world languages electives beginning in school year 2022-2023**

# Program Plan

- Four year rollup of new languages
- phase out of Academy courses
- Six year curriculum cycle and review

2022-2023

- Japanese/Chinese Level 1 for All
- SHS Academy Japanese/Chinese levels 2-4

2023-2024

- Japanese/Chinese Levels 1 and 2 for All
- SHS Academy Japanese/Chinese levels 3-4

2024-2025

- Japanese/Chinese Levels 1-3 for All
- SHS Academy Japanese/Chinese level 4

2025-2026

- Japanese/Chinese Levels 1-4 for All

# Writing Process

---

- Mapping the Curriculum, Writing Assessments/Rubrics
- Choosing Appropriate Resources
- Instructional Cabinet Feedback
- Instructional Council Steering Committee and Instructional Council Feedback
- Professional Development Committee Feedback
- Board of Education Presentation



# Resources for Curriculum Mapping

---

- American Council on Teaching Foreign Languages' (ACTFL) foreign language learners proficiency standards and world readiness standards
- College Board's Advanced Placement Language and Culture Themes
- Illinois State Board of Education World Language Learning Standards
- UbD Process
- U-46's World Language Curriculum for German, French, and Spanish

# Curriculum Units

Each thematic unit is anchored by:

- A College Board Advanced Placement (AP) Theme
- Essential Questions
- Enduring Understandings
- ACTFL-level specific proficiency guidelines by language domain/mode

Level 1  
AP Themes, Essential Questions, Enduring Understanding, and Unit Goals

Students will be able to ....

	Unit 1: Who am I? Global Citizenship (Novice Low - Mid)	Unit 2: My friends and family Novice Low - Novice Mid	Unit 3: Childhood Nov. Mid	Unit 4: Education & school Nov. Mid - Nov. High	Unit 5: My free-time activities Novice High	Unit 6: What's for dinner? Nov. Mid - Nov. High
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Families and Communities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> </ul>	<ul style="list-style-type: none"> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> <li>✓ Global Challenges</li> <li>✓ Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Contemporary Life</li> <li>✓ Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> <li>✓ Global Challenges</li> <li>✓ Beauty and Aesthetics</li> <li>✓ Science and Technology</li> </ul>
<b>Essential Question</b>	Who am I?	Who are the people in my life?	How has my past impacted who I am today?	What is learning like and who has access?	What role does where I live play in my daily activity choices?	How does culture influence food choices and options?
<b>Enduring Understanding</b>	Students will understand that describing oneself is an important component to communication.	Students will understand that concepts of family and friendship vary across cultures.	Students will understand that past experiences influence personal identity.	Students will understand that not everyone has the same access to educational opportunities, and systems differ across communities.	Students will understand that daily life is shaped and influenced by the culture in which they live.	Students will understand that food choices and options are shaped and influenced by the culture in which they live.
<b>Interpretive Listening</b>	View videos to learn about how people greet each other.	View simple videos to determine how the concept of family and friendship varies across cultures.	Watch simple videos in order to find out what childhood is like in the target culture.	Watch simple videos in order to find out what education is like in target cultures.	Investigate leisure activities in the target culture by watching simple videos.	Research meal practices, attitudes and beliefs in target cultures by watching simple videos.
<b>Interpretive</b>	Explore simple texts in which	Interpret simple texts	Read simple stories in order to	Explore simple texts about	Explore simple texts to learn	Investigate meal practices,

# Learning Outcomes

## ACTFL Modal Standard Proficiency Benchmarks

### STANDARDS

#### **Interpretive (NL)**

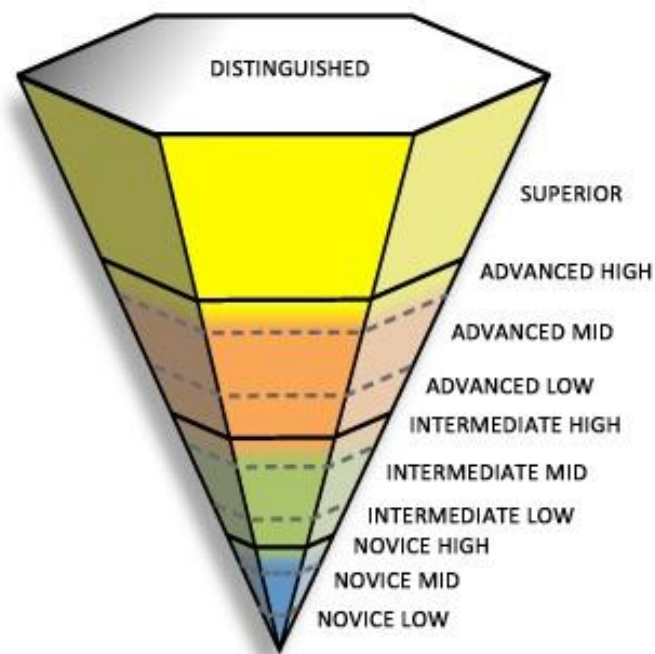
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced words, phrases, and simple sentences in texts that are spoken, written, or signed.

#### **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,



# Learning Outcomes

## Thematic Units with Transfer Goals



### UNIT 2

<b>Course:</b> World Language		<b>Grade Level:</b> Level 1
<b>Unit Title:</b> My Friends and Family		<b>Length of Unit:</b> ~ 6 weeks
<b>Unit Summary:</b> 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.		
<b>Stage 1- Desired Results</b>		
<b>STANDARDS Interpretive</b> <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,	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>  <b>Communicate about family life in prepared ways.</b>	
	<b>Meaning</b>	

# Learning Outcomes

## Essential Questions, Enduring Understandings, and Acquisition

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

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



# Assessment

## Integrated Performance Assessments

---

Integrated Performance Assessments are classroom-based performance assessments developed by ACTFL to evaluate students' communication skills in the 3 modes of communication (Interpretive, Presentational, Interpersonal) in response to an authentic language stimulus or related stimuli.

I		Stage 2- Evidence
Evaluation Criteria		Assessment Evidence
Task Rubric <a href="#">Interpersonal</a> <a href="#">Interpretive</a> <a href="#">Presentational</a>		PERFORMANCE TASK(S): <a href="#">Japanese IPA</a> - L1U1 <a href="#">Mandarin IPA</a> - L1U1
		OTHER EVIDENCE

# Learning Plans

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

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
<b>Hook:</b> 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 ( <a href="https://www.youtube.com/watch?v=mCTaiKxpWSA">https://www.youtube.com/watch?v=mCTaiKxpWSA</a> ). 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.	<i>Interpretive</i> <i>Presentational</i>
Read an infographic about greetings in the target culture and make comparisons with your culture.	<i>Interpretive Reading</i>
Read an infographic about sports/leisure activities in the target culture and discuss which ones you like with a partner	<i>Interpretive Reading / Interpersonal speaking</i>
Read a very simple article about the geography country/countries in the target culture and	<i>Interpretive Reading</i>

# Resources: Process

---

- Solicit potential resources
- Creation of rubric framework for reviewing resources
- Initial review of viability
- Piloting of select resources
- Review of technology and integration compatibility with U-46 IS and Curriculum Applications
- Final resource evaluation and selection process
- Business Services negotiation of 6 year contract with discounts.



## **Included:**

- compatibility with Canvas
- Flexibility to work with our curriculum
- connection to 6 themes, ACTFL proficiency, and IPA design principles
- Accommodations for differentiation and meeting individual student needs
- Acquisition based pedagogical practices
- Formative and Summative Activities

# Resources: Selection

---

## Education Perfect:

- Company is customizing their content to create U-46 Unit resources
- Lessons and Activities in all domains
- Integrates to Canvas
- Can be used in whole group, team, or individual instruction
- Allows for integration of Teacher/District content/assessment
- Robust catalog of authentic interpretive texts and audio



**Education  
Perfect**

# Professional Development (PD): Four TBD Days in August 2022 and Five Ongoing After School Sessions

Day 1	Day 2	Day 3	Day 4
Introduction to New Teachers and Curriculum Overview	New Resource Training and Collaboration with Education Perfect	Semester 1 Deep Dives Teacher Collaborative Planning Time	IPA work with outside specialist.

The PD plan features initial launch Professional Development coupled with ongoing Opportunities.

Five voluntary one-hour after school Teacher Meet-ups for collaborative Unit planning for units 2-6.



# Cost: Resources and PD

ESTIMATED COST ANALYSIS Japanese/Mandarin PD		Total
RESOURCES (digital)	Education Perfect for 484 students for 6 years	\$43,560.00
TECHNOLOGY	Technological resources for students	N/A
PROFESSIONAL DEVELOPMENT	Initial and Ongoing	\$6,792.00
ESTIMATED TOTAL COST (subject to change)		\$50,352.00
ESTIMATED COST PER STUDENT PER YEAR		\$17.34

# Plans for Evaluation and Change

---

- The team will continue to meet to write Level 2;
- Evaluate effectiveness of resources and assessments in meeting standards and proficiency expectations;
- Include the newest teachers hired to teach level 1; and,
- Success will be measured by retention rate and student proficiency level benchmarks.

