

**U46**  
ACADEMIC  
SUCCESS  
FOR ALL



# Proposal

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## **Japanese Levels 1 and 2 Curriculum Framework and Instructional Resources**

### **Board of Education Presentation**

**Presenters:**

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

Dr. Nathaniel Bond, World Languages Teacher

# Alignment to Strategic Plan

U46 STRATEGIC PLAN AUG 2022 Revised



# Committee Members

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- Jacob VandeMoortel, Coordinator of K-12 Social Studies and World Languages
- Miriam Abe, Japanese teacher at Streamwood High and Elgin High
- Nathaniel Bond, Current Japanese Teacher at South Elgin High and Bartlett High
- Ryoko Hayashi, Current Academy Japanese Teacher at Streamwood High
- Miho Nakagawa, Current Japanese Teacher at Larkin High and Elgin High
- Wendy Witt, Current French Teacher at Elgin High and Member of the 2019 World Language Curriculum Committee

# Rationale

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## Revise:


- Level 1 Units condensed from 6 to 4 to better align assessment with 3 alphabets, Hiragana, Katanaka, and Kanji
- Addition of *Adventures in Japanese* resource

## Expand:

- New Level 2 curriculum, rubrics, assessments, and resources.
- Additional American Council on Teaching Foreign Languages (ACTFL) Culture resources

# Program Plan

- 4-year rollup of new languages
- phase out of Academy courses
- 6-year curriculum cycle and review



We are here.

- 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

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- 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

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- ACTFL foreign language learners proficiency standards and world readiness standards
- College Board's Advanced Placement Language and Culture Themes
- International Baccalaureate Topics
- 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 AP Theme
- Essential Questions
- Enduring Understandings
- ACTFL-level specific proficiency guidelines by language domain/mode

AP Themes, Essential Questions, Enduring Understanding, and Unit Goals  
Students will be able to ....

	Unit 1: Who am I? Global Citizenship Novice Low	Unit 2: My friends, family, and Childhood Novice Low	Unit 3: What's for dinner? Nov. Mid	Unit 4: How I Spend My Time Nov. Mid
<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>✓ Families and Communities</li> <li>✓ Contemporary Life</li> <li>✓ Global Challenges</li> <li>✓ Beauty and Aesthetics</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>✓ Science and Technology</li> <li>✓ Personal and Public Identities</li> </ul>
<b>Essential Question</b>	Who am I?	Who are the people in my life?	How does culture influence food choices and options?	How do learning and play look different based on where I live?
<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 and our pasts influence our identity.	Students will understand that food choices and options are shaped and influenced by the culture in which they live.	Students will understand that daily routines vary across cultures and geographies.
<b>Interpretive Listening</b>	View videos to learn about how people greet each other.	View simple videos to determine how the concept of family, friendship and childhood varies across cultures.	Research meal practices, attitudes and beliefs in target cultures by watching simple videos.	Watch simple videos in order to find out what education and leisure is like in target cultures.
<b>Interpretive Reading</b>	Explore simple texts in which people present themselves.	Interpret simple texts (infographics/picture books/etc.) and analyze how the concept of family, friendship, and childhood varies across cultures.	Investigate meal practices, attitudes and beliefs in target cultures by reading simple texts.	Explore simple texts about education and leisure in order to compare education in target cultures to their own.
<b>Interpersonal Communication</b>	Engage in a simple conversation by asking and answering questions about their name, age, feeling, nationality, likes/dislikes.	Ask and answer questions about their families, friends, and childhood.	Engage in a simple conversation in order to compare their food preferences to those in a target culture.	Give their opinion of their school, classes, teachers and after-school activities, and ask a partner for his/her opinions.
<b>Presentational Speaking and Writing</b>	Introduce themselves appropriately giving their name, age, feeling, nationality and	Compare and contrast their families and friendships to those in a target country.	Describe how their meal practices, attitudes and beliefs compare to those in a target	Describe how their education and leisure compares to schools in a target culture.

Level 2

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

	Unit 1: Daily Routines Around the House (9 weeks)	Unit 2: Lifestyles (9 weeks)	Unit 3: My Health (3 weeks)	Unit 4: Leisuretime and Friends (6 weeks)	Unit 5: Media, Social Media, and Entertainment (8 weeks)
<b>AP Themes</b>	<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> <li>✓ Global Challenges</li> <li>✓ Beauty and Aesthetics</li> <li>✓ Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Beauty and Aesthetics</li> <li>✓ Contemporary Life</li> <li>✓ Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Contemporary Life</li> <li>✓ Beauty and Aesthetics</li> <li>✓ Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> <li>✓ Science and Technology</li> <li>✓ Formal/Informal register</li> <li>~ 1, 2, 3, 4, 5</li> </ul>
<b>Essential Question</b>	How is the way in which people live a reflection of their culture?	Why do my daily routines differ from those in the target language culture?	How do my choices affect my well-being?	How do my choices affect my well-being?	What characteristics and qualities do I look for in others?
<b>Enduring Understanding</b>	Students will understand how others' lives are influenced by culture.	Students will understand that daily life is shaped and influenced by the culture in which they live.	Students will understand that lifestyle choices can be influenced by one's culture.	Students will understand how to communicate health and bodily needs and discuss health and wellness in informal and medical settings.	Students will understand that what we look for and see in others is influenced by culture.
<b>Interpretive Listening</b>	Learn about homes and communities in the target culture by watching simple videos.	Interpret simple videos in order to determine how a typical day of a member of a target culture compares to their own.	Investigate how lifestyle choices influence well-being in our own and the target cultures by watching simple videos on health-related topics.	Interpret short audio or visual samples around health-related topics.	Watch videos in which people describe a friend or someone else important to them in order to identify what characteristics are valued in the target culture.
<b>Interpretive Reading</b>	Investigate differences between their homes and communities and those in target cultures by reading simple texts.	Interpret short texts about daily routines and analyze how daily activities reflect cultural values.	Interpret simple texts about health-related topics in order to identify how lifestyle choices influence well-being in their own and other cultures.	Interpret simple texts about health-related topics in order to identify how lifestyle choices influence well-being in their own and other cultures.	Analyze simple texts about friendship in order to determine what characteristics are valued in the target culture.
<b>Interpersonal Communication</b>	Ask for and give opinions about their homes.	Discuss what a typical day is like and why they engage in the activities they do.	Discuss health habits and give advice on how to improve well-being.	Discuss health habits and give advice on how to improve well-being.	Discuss a close friend and what qualities they appreciate in this person.
<b>Presentational Speaking and Writing</b>	Compare their homes and communities to those in target cultures, explaining the differences and why	Summarize their typical day and describe how it is similar or different to that of a member of a target	Explain how their lifestyle choices affect their well-being as well as those of their target culture peers.	Explain how their lifestyle choices affect their well-being as well as those of their target culture peers.	Compare friendship in the target culture to their own friendships and suggest reasons for these

# Learning Outcomes- ACTFL Modal Standard Proficiency Benchmarks

## STANDARDS

### Interpretive (NL)

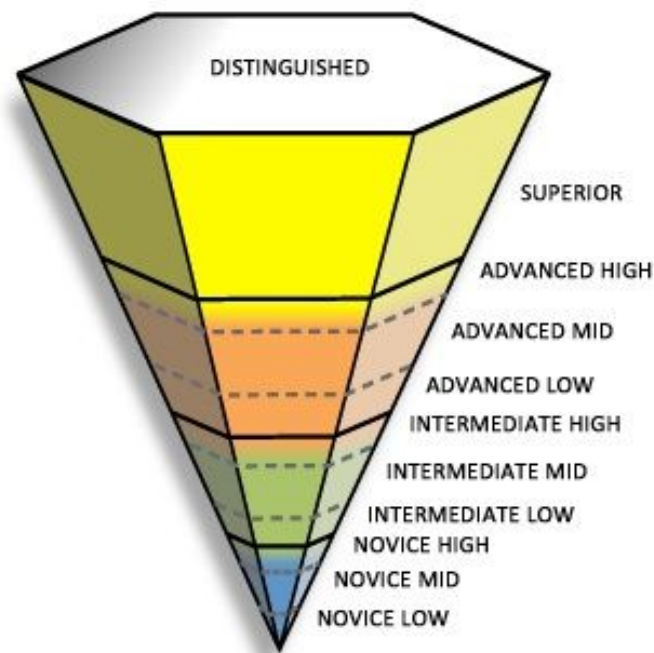
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced words, phrases, and simple sentences in texts that are spoken, written, or signed.

### 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
<p><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.</p>	
<b>Stage 1- Desired Results</b>	
<p><b>STANDARDS</b> <b>Interpretive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can understand people talk about their family members and their likes and dislikes</li> <li><input type="checkbox"/> I can recognize common pets</li> <li><input type="checkbox"/> I can recognize simple family terms like father,</li> </ul>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <p><b>Communicate about family life in prepared ways.</b></p>
	<p><b>Meaning</b></p>

# 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

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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.

# Learning Plans

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

Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	Mode of Communication
<p><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.</p>	<p><i>Interpretive</i></p> <p><i>Presentational</i></p>
<p>Read an infographic about greetings in the target culture and make comparisons with your culture.</p>	<p><i>Interpretive Reading</i></p>
<p>Read an infographic about sports/leisure activities in the target culture and discuss which ones you like with a partner</p>	<p><i>Interpretive Reading / Interpersonal speaking</i></p>
<p>Read a very simple article about the geography country/countries in the target culture and</p>	<p><i>Interpretive Reading</i></p>

# Resources: Process

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- 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 Information Services and Curriculum Applications
- Final resource evaluation and selection process
- Business Services negotiation of six-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

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## 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**

# Resources: Selection

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## Adventures in Japanese:

- **Clear Expectations**  
Can-Do statements and self-assessment checklists have been added to each lesson so objectives and expectations are clearly defined.
- **Grammar Instruction**  
and practice augments communication based resources.
- **Audio**  
New audio recordings for Dialogues, Vocabulary, Language in Context, Grammar models, review questions, audio activities, and Culture Notes.



# Resources: Selection

## Cultural Components:

- Class set of Buddha Boards
- Origami Paper
- Traditional Japanese games
- Funds to custom build reader libraries
- A Cultural Experience fund to equitably augment unique cultural experiences.\*



\*Opportunities could include, but are not limited to: sushi classes, classroom mats and screens, trips to Art Institute of Chicago, Japanese Cultural Center, or Chicago Botanic Garden.

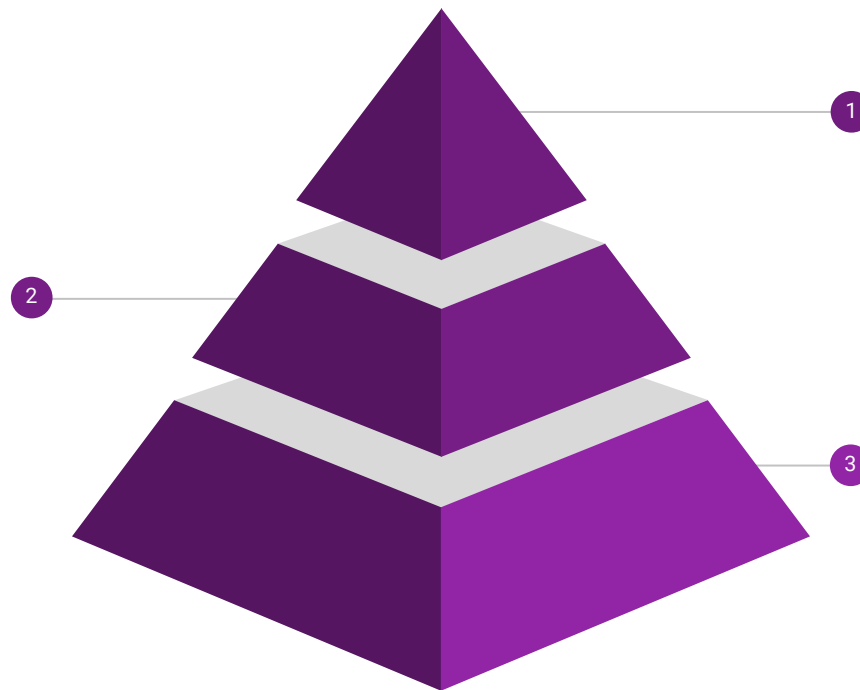
# Professional Development:

Total Teachers Affected: 5

New Teachers: 1

## New Teacher Orientation

1 anticipated new Japanese hire will work with the Coordinator during NTO and NTO extension. The new teacher will be welcomed (but not required) to participate in the Japanese PLC and Level 3 writing



## Ongoing Curriculum Writing

1 As the program continues to roll up, the team will continue to meet throughout the year to write Japanese Honors Level 3 for '24-'25

## Japanese Teachers Professional Learning Community

3 All Japanese teachers were involved in writing the curriculum. Through their PLC they continue to collaborate and address needs.

# Cost: Resources and PD

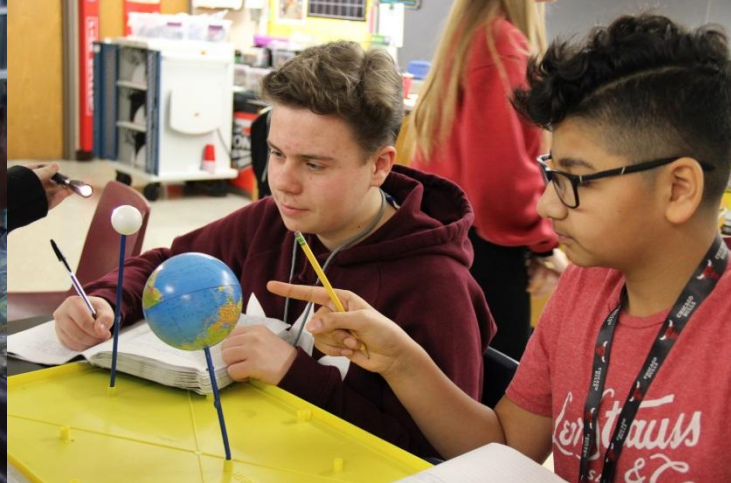
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<b>ESTIMATED COST ANALYSIS Japanese/Mandarin PD</b>		<b>Total</b>
<b>Curricular Resources</b>	Adventures in Japanese and Education Perfect (hard copy and 6 year licensing)	<b>\$197,836.84</b>
<b>Cultural Components</b>	Adapted readers, games, and experiential budgets	<b>\$14,193.65</b>
<b>PROFESSIONAL DEVELOPMENT</b>	Incorporated into existing PD structures	<b>\$0.00</b>
<b>ESTIMATED TOTAL COST</b> (subject to change)		<b>\$212,030.49</b>
<b>ESTIMATED COST PER STUDENT PER YEAR</b>		<b>\$61.14</b>

# Plans for Evaluation and Change

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- The team will continue to meet to write Level 3;
- Evaluate effectiveness of resources and assessments in meeting standards and proficiency expectations, and include new teachers; and,
- Success will be measured by retention rate and student proficiency level benchmarks.



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