



A Community of Learners

Information Memo: Curriculum Cycle Update

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers, Director of Innovation, Teaching and Learning

September 24, 2019

Background

This memo provides an update on the curriculum process for areas currently under review. This year, the Fine Arts Committee will initiate their curriculum process. The World Language Committee will begin year two of their curriculum cycle. Committees were formed with representation of teachers from each grade level and representation from all five schools in the District. Carla Tarini, teacher at Skokie School was chosen as the Chairperson to help steward the curriculum review for World Language.

The Fine Arts are subdivided into three areas consisting of Art, Music, and Drama. The Teacher Curriculum Chairs for the given areas of Fine Arts are Michael Greenman (Skokie-Art), Stephen Vowles (Skokie-Music), and Amy Markos (Washburne-Drama). The Fine Arts Chairpersons in concert with administration help to steward a highly collaborative process with teachers representing all grade levels and schools.

Formal Curriculum review cycles have been designed to occur within a six year time period for Winnetka schools based on the following template:

Year 1

- Research, development and design

Year 2

- Develop and design course expectations and materials

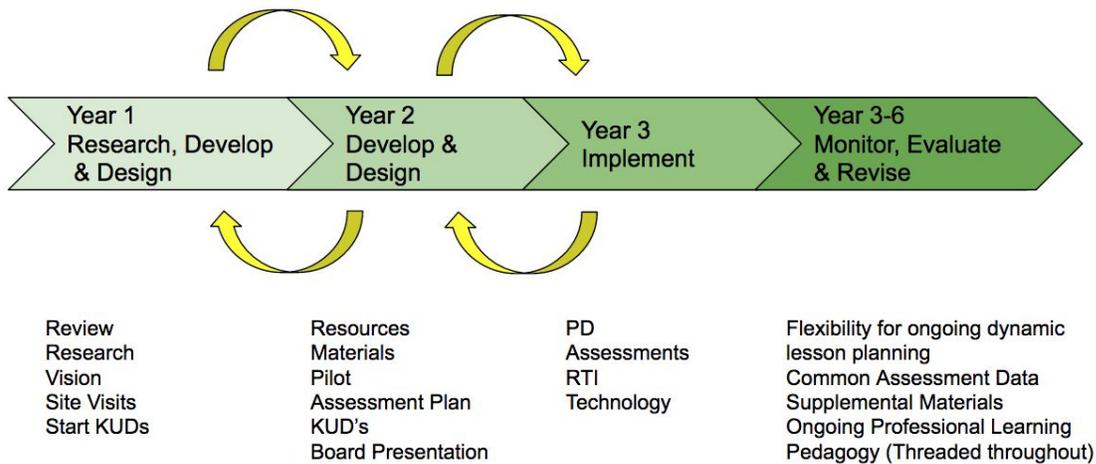
Year 3

- ❑ Implementation and alignment

Year 4-6

- ❑ Monitor, evaluate and revise

This month, the Fine Arts initiated the curriculum review process, starting with an examination of current standards as well as a review of current and past practices. In addition, the committee reviewed the curriculum review cycle process. This process provides for coherence and accountability, while offering flexibility not given in a traditional lockstep process.. This agile approach allows teachers to examine new materials and digital resources, pilot lessons, and review pedagogy as needed throughout the curriculum review cycle. A schematic our process is illustrated below:



World Language Update

The World Language committee is in year two of the curriculum cycle. The foundation of curriculum development is aligned with current standards. Illinois World Language Standards as provided by the Illinois State Board of Education:

The Illinois Learning Standards for World Languages guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world. The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The Illinois Standards are informed by the national ACTFL (American Council of Teachers of Foreign Languages) standards. In developing curriculum, the World Language Committee will also be using the ACTFL standards as a guiding resource.

Additional resources on these standards can be found here:

[ACTFL Proficiency Descriptions](#)

[Illinois World Language Standards](#)

Timeline of World Language Committee Work

The World Language Committee met regularly during the 2018-19 school year including three Institute Days and four after school meetings. Below is a list of topics covered in the initial year of the process.

Fall

- Reviewed ACTFL and IL standards
- Discussed new-to-us comprehensible input techniques: StoryListening, MovieTalk, Special Person, etc.
- Elementary: Planned for alignment of readers across 3 schools
- Examined KUD curriculum documents

Winter

- Discussed IL State thematic units and how some of content comes up in CI teaching
- Explored digital tools: Flipgrid, Storyboard That, Adobe Spark
- Discussed teacher self-care: using microphones to save our voices
- Planned in-district and local observations of CI teachers
- Discussed expert in CI to bring to Winnetka
- Reviewed Winnetka World Language Vision and Belief statement and program description
- Brainstormed what we “Value and Wonder”

Spring

- Elementary: Examined ways to streamline program and selected anchor texts
- Skokie: Reviewed Novice-Intermediate Can-Do statements
- Explored resources for non-French or Spanish speaking substitutes
- Discussed creating Winnetka comprehensible input online binder of CI resources
- Examined student proficiency expectations after 4, 6, 8 years of instruction in Spanish and 1, 3 years of instruction in French

Summer

- Washburne Spanish: Modified 8th grade curriculum to connect to AAPPL test; created new assessments for beginning of year; explored SOMOS curriculum for 7th grade; planned for new classroom management strategies
- Washburne French: Conceived and designed new units, including assessments, for interactive textbook on BookCreator App;
- Skokie Spanish: Designed new materials to bridge 4th to 5th grades and 5th to 6th grades; wrote new materials for new MovieTalks; evaluated online resources for

possible use

- ❑ Skokie French: Designed new materials for cultural topics (French speakers around the world); studied classroom management techniques for the CI classroom; created new MovieTalk, StoryListening, and Special Person materials
- ❑ Elementary: created shared database of materials; developed new curricular materials based on fairy tales
- ❑ Attended and presented at the International Forum of Language Teaching (iFLT) and Teaching Proficiency through Reading and Storytelling (NTPRS) conferences

Alignment with the District 36 Shared Vision

The Curriculum Review Cycle supports the goals outlined in our shared vision by providing opportunities for every student to flourish in an innovative experiential learning environment. Through the curriculum review process, we aspire to design curriculum and experiences that challenge and support all learners while fostering our students' ability to be able to make a meaningful difference in their world.

Next Steps

Year two of the curriculum review cycle will focus on continued development of themes and units, assessment, and the exploration of digital tools and various resources. Year two will culminate in the writing of KUD documents. At the end of the 2019-20 school year, the committee aims to provide their recommended KUD curriculum documents for Board approval. Specific action steps are listed below.

- ❑ Teachers will visit expert teachers in Denver, Colorado, Ann Arbor Michigan, and Los Angeles, California.
- ❑ Representative of the World Language Committee will conduct articulation meetings and observations with New Trier.
- ❑ Pilot new strategies based on summer work and conferences.
- ❑ Research/define proficiency goals based on number of years/hours (Spanish grades 4, 6, and 8. French Grades 6 and 8).
- ❑ Explore appropriate assessment tools
- ❑ Pilot new digital materials
- ❑ Use and reflect on new readers
- ❑ Comprehensible Input teaching expert to conduct in-house training
- ❑ Develop and write KUD documents