

JS Intl School - Curriculum Planner models 00-05-02
To: JS Intl School World Language Planning Group

Through all the visitations and gathering of resources, we have been exposed to a variety of models for curriculum planning. What I have done is briefly outline a dozen sample templates we have looked at. These models fall into four categories:

- * Approaches being adopted by JSIS (for its international curriculum - not necessarily for the immersion curriculum)
- * World/Foreign Language Templates (available from other state standards documents or resource books on immersion)
- * Lesson plans for immersion in content areas (these help us see how to integrate language and content)
- * Science/Math curriculum materials used at Latona (in English) (these give us an idea of how curriculum is currently structured in the resources being used for K-1 Math & Science)

What I propose doing, in conjunction with Dolly and Sandra, is to design some sample curriculum planning templates for the K-1 Math & Science Immersion program that incorporate the essential and useful elements of the sample templates below and serve the content requirements for Math & Science, along with the language requirements for Spanish (based on the National Standards).

The idea would be to create something that could also serve as the foundation for planning the Japanese Immersion curriculum when that begins.

More soon.

Michele

Michele Anciaux
Anciaux International Communications

MODEL CURRICULUM PLANNERS (list):

Approaches being adopted by JSIS:

1. Primary Years Program (PYP) Planner
2. Tahoma Integrated Curriculum

World/Foreign Language Templates:

3. Nebraska K-12 Foreign Languages Frameworks Unit Planner
4. New Jersey World Languages Curriculum Framework
5. Instructional Planning Guide from "Dual Language Instruction"

Lesson plans for immersion in content areas

6. Example lesson for 1st grade immersion (Key Elementary)
7. Model Lesson - Elementary Foreign Language Learning (CAL 1999)

Science/Math curriculum materials used at Latona (in English)

8. STC Science Kits Lesson Format
9. "Math Excursions 1" (project-based Math for 1st graders)
10. "Math By All Means" (Place Value: Grades 1-2)
11. "Box It or Bag It Mathematics" (for Kindergarten)
12. "Delivering on the Dream: Standards Based Learning System" (Seattle)

MODEL CURRICULUM PLANNERS (details):

1. Primary Years Program (PYP) Planner

~~~~~  
The PYP Planner consists of 6 Stages:

STAGE 1: What is our purpose?

(A concise description of the central idea to be addressed and the scope of the inquiry.)

STAGE 2: What resources will we use? People, places, AV materials, literature, music, art, software, etc.

STAGE 3: What do we want to learn?

(The key questions which will drive the inquiry.)

Teacher and students generate questions, then categorize them:

Categories:

- \* Form - What is it like?
- \* Function - How does it work?
- \* Causation - Why is it the way it is?
- \* Change - How does it change?
- \* Connection - How is it connected to other things?
- \* Perspective - What are the points of view?
- \* Responsibility - What is our responsibility?
- \* Reflection - What do we know?

STAGE 4: How best will we learn?

(Teacher and/or student designed activities that will address the key questions.)

STAGE 5: How will we know what we have learned?

(The strategies which will be used to assess learning.)

- Student Self-Assessment

- How will we take action? (How the students demonstrate their ability to choose, act, and reflect.)

STAGE 6: To what extent did we reach our purpose?

(To what extent were the purposes fulfilled; was the unit relevant, engaging,

challenging, and significant; were the resources adequate; were the concepts, skills, and attitudes addressed?)

## 2. Tahoma Integrated Curriculum

~~~~~

Area of study (e.g., Europe)

Theme (e.g., Challenges, Conflict, and Change)

Goals (e.g., Effective Communicators and Collaborative Workers)

Lesson Title:

Implementation Time:

Resource(s):

Materials Needed:

Lesson Focus

- Content Knowledge:

- Content Skill(s):

- Thinking Skill:

- Thinking Behavior:

Learner Outcome(s): What will happen for learners as a result of this lesson?

Procedure:

Closure/Assessment:

3. Nebraska K-12 Foreign Languages Frameworks Unit Planner

~~~~~

Unit (title - e.g., "Likes and Dislikes")

Level (e.g., Elementary)

Goal: (e.g., Communication, etc. from 5 C's of National Standards)

Standard: (e.g., 1.1 more specific standard for that goal)

Progress Indicator: (e.g., 1.1.G benchmark for this level)

Essential Skills/Knowledge Needed:

Assessment:

Instructional Strategies:

Resources:

(Another variation of this planner has these items with columns for each of the 5 language goals: Communication, Cultures, Connections, Comparisons, Communities.)

## 4. New Jersey World Languages Curriculum Framework

~~~~~

Scenario Template

Theme:

Intended Grade Level:

Title:

Activity Overview:

World Language Cumulative Progress Indicators:

Resources and Materials:

Assessment:

Formative:

Summative:

Steps for Planning and Implementation:

- 1.
2. etc.

Extension Activities:

Interdisciplinary Connections:

Cross-Content Workplace Readiness Cumulative Progress Indicators:

Teacher Notes on Classroom Implementation:

5. Instructional Planning Guide from "Dual Language Instruction"

~~~~~  
(Handbook for Enriched Education by Cloud, Genesee, & Hamayan)

Theme/Topic:

(2 columns -  
Students Learning Through L1; Students Learning Through L2)

#### Planning

A. Background Knowledge of Learners

B. Specific Content Objectives

\* Knowledge, Concepts

\* Skills

\* Dispositions

C. Language Objectives

\* Content Obligatory

\* Content Compatible

D. Classroom Discourse

E. General Skills Objectives

## Teaching

### F. Activities by Phase

- \* Preview Phase (Experiential/Conceptual; Review/Initial Learning)
- \* Focused Learning Phase
- \* Extension Phase (Transfer/Expansion; Learner Action)

### G. Materials (adapt as necessary)

### H. Grouping Arrangements

### I. Evaluation

### J. Extending Learning through Family and Community Outreach

## 6. Example lesson for 1st grade immersion (Key Elementary)

---

Topic: (e.g., Scientific investigation, reasoning, and logic)

Theme: (e.g., What Do Scientists Do?)

Grade:

Linguistic Objectives (e.g., The students will....)

Activities:

Content Objectives:

Method: (e.g., KWL - Know, Want to Know, Learned)

Vocabulary:

Assessment:

## 7. Model Lesson - Elementary Foreign Language Learning (CAL 1999)

---

Lesson: (e.g., "Sink or Float")

Grade Level:

Science objective:

Math objective:

Language objective:

Content-Obligatory Language Objectives

- Vocabulary
- Functions
- Grammar

Content-Compatible Language Objectives

- Vocabulary
- Functions
- Grammar

## 8. STC Science Kits Lesson Format

~~~~~

Lesson: (e.g., 1 Sharing What We Know about Organisms)

Overview and Objectives

Background

Materials

Preparation

Procedure

Final Activities

Extensions

Assessment

9. "Math Excursions 1" (project-based Math for 1st graders)

~~~~~

Unit (e.g., "1 Wild Things")

What will happen in this unit? (e.g., brief description)

Unit Planning Sheet (activities by subject area over 2 weeks)

What do I need to know to begin?

What Mathematical skills are addressed?

What Materials will I need?

- General Math Materials
- Classroom Supplies
- Other things you will need

How can I fit this into my schedule?

Getting Started

- Discovering and describing [topic] - Skills; You'll Need  
(provides sample interactions - teachers/students)
- Creating [topic]
- Sorting [topic]

Dramatizing, Writing, and Interpreting Story Problems

- Imagining [topic] - Skills; You'll Need
- Becoming [topic]
- Remembering [topic]
- Telling story problems about [topic]
- Writing story problems about [topic]
- Sharing and interpreting story problems about [topic]

10. "Math By All Means" (Place Value: Grades 1-2)

~~~~~  
WHOLE CLASS LESSONS

Lesson Title

Overview (brief description of the lesson)

Before the Lesson (preps, such as materials)

Teaching Directions (step by step procedures)

From the Classroom (record of actual classroom experience)

Assessment

- Informal assessments
- On-demand assessments
- Informal interviews

MENU ACTIVITIES (for individual or group)

Lesson Title

Overview (brief description of the lesson)

Before the Lesson (preps, such as materials)

Getting Started (how to introduce the activity)

From the Classroom (record of actual classroom experience)

Linking Assessment with Instruction (actual conversations with students)

Assessment

- Informal assessments
- On-demand assessments
- Informal interviews

11. "Box It or Bag It Mathematics" (for Kindergarten)

~~~~~  
Lesson (e.g., Calendar)

Component (e.g., Numberline Strip)

Skills Taught: (e.g., Numeral recognition, counting, etc.)

Instructional Ideas (e.g., things for teacher to do)

Things to Make  
- Making Instructions

12. "Delivering on the Dream: Standards Based Learning System" (Seattle)

~~~~~  
This is the Seattle Public Schools Teacher's Guide for the Standards.

Standard (e.g., Math Standard 1. The student understands and applies the concepts and procedures of mathematics.)

Component (e.g. 1.1 Number Sense)

Grade (e.g., KGN)

Benchmarks (about 10 items students should be able to demonstrate)

Instructional Resources (e.g., SFAW Math, Box It, SMF)

Classroom-Based Assessment (e.g., SBLS Assessments, SFAW Math, Box It)

District/State Assessment (e.g., ITBS - 3rd grade; WASL - 4th grade)