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The Strategic Blueprint goal of building learning capacity focuses on building our students' global competencies and cultural awareness through innovative learning experiences. One of our action steps under this goal is to investigate opportunities for students to have increased voice and choice through learning pathways that allow students to investigate their interests and passions. One way we are planning to accomplish this goal is through the expansion of our World Language program. During the 2018-2019 school year, in alignment with our curriculum review process, we are working to both 1) update the current Spanish classes, and also 2) examine options that go beyond our current Spanish offerings to allow students more choice in their language study.

Updated Spanish Classes (Phases 2 and 3)

This year our Spanish teachers will be finishing their work in Phase 2 (**Identify Needs and Timeline**) and at the same time moving to Phase 3 (**Evaluate and Select Resources**) of our curriculum review process. Our Spanish teachers are spending this year aligning their mastery outcomes with the ACTFL (American Council of Teaching of Foreign Language) standards. These standards are guided by five goals for world language: Communication, Cultures, Connections, Comparisons, and Communities. To support the alignment with these standards, we will be piloting the new resource, Auténtico, in 6th grade. This pilot comes at a great time because our current Spanish textbook, Expresate, was last published in 2008 and has been discontinued. Our teachers will be evaluating the pilot using [ACTFL's textbook evaluation tool](#) and student, teacher, and parent surveys prior to making any recommendations for a full adoption.

Auténtico is aligned with ACTFL standards and immerses students in authentic Spanish language and cultural experiences through text, video, audio, and online learning. The materials in Auténtico expose students to authentic materials written for Spanish speakers, not simply created for learners. (Examples: an actual school supply list that teachers would hand out in class in Mexico, a menu from an actual restaurant in Spain, videos of real people speaking Spanish). Furthermore, Auténtico offers an online component where students can listen to, record, and interact with the text and its authentic resources through their iPads, providing a seamless integration of technology in our Spanish Courses. Finally, LTHS has also aligned their world language curricula to the ACTFL standards and will begin using the Auténtico resources in their Spanish classes this year, so our students will have exposure to the same text and resources.

Student Choice in Language Study (Phases 1 and 2)

Also in alignment with our curriculum review process, we will begin looking at options to expand our World Language program beyond just Spanish for our students. Under Phase 1 (**Convene and Train a Subject Area Team**) of the process, a subject area team conducts a needs assessment and creates a philosophy and belief statements for the program. While the teachers on the World Language subject area team have worked on this phase for Spanish classes, they will be expanding the philosophy to include the exploration of languages beyond Spanish. At the same time, we will be conducting a needs assessment and then moving to Phase 2 (**Identify Needs and Timeline**) where we will analyze the data from the needs assessment and create a timeline for the work to be done to move to a more comprehensive World Language program that offers student voice and choice. We anticipate researching other

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programs, going on site visits, and holding student and parent focus groups. We will provide another update on this work later in the school year.

Presentation Takeaways:

- Giving students increased voice and choice in curricular options is a goal of the Strategic Blueprint under Building Learning Capacity.
- Following the PSD 107 curriculum review process, we are updating our Spanish classes and looking into ways to expand our language offerings.