

Educating for Peace through Countering Violence:

Strategies in Curriculum and Instruction

Candice C. Carter and Raj Kumar Dhungana, Editors

Chapter 11

Decolonizing an English as an Additional Language Curriculum:

Addressing Cultural Violence in a Colombian School

Carolina Castaño Rodriguez and Esther Bettney

Appendix

Example of Curriculum Planning for 1-Year Term, Level 10

- Standards 3, 4, 5 suggested by the national curriculum: Colombian bilingüe (Ministry of Education of Colombia):

Take part in conversations in which I can explain my opinions and ideas about general, personal, and abstract topics. Able to start a conversation and keep the listener's attention, when speaking the speech is simple and make sense.

- Original Learning Achievements created by the school:

1- Understand text comparisons and listen for specific information. Describes recent experiences and creates a personal profile.

2- Identify paragraph topics and listen for details. Reminding people and making excuses using formal and informal messages as E-mail.

3- Use reference words to understand text organization, identify the speakers' main purpose. Showing agreement with others and formal inquiry.

Replaced by:

1-Describe past experiences in detail, including feelings, emotions, and attitudes: students use past simple and past continuous, irregular and regular verbs to critically describe and analyse past experiences in their education journey and how it has shaped what they think of themselves as learners.

2-Uses critical thinking skills to form an opinion and provide disagreement or agreements with non-fictional text, other views and their own: students use narrative tenses such as past perfect, past perfect continuous and present perfect simple to critically analyse the most popular careers and professions in their local community, contrast these findings with Zipaquirá's history of activism, and provide a critical opinion about the profession they prefer and how could their local community transform to support careers of the present and future.

- Original Evaluation:

Quizzes and final tests, with numeric marks. Marking against standardized learning outcomes expected to be achieved by all students.

Replaced by:

Formative, Summative and Ipsative assessment through diverse tools and resources including: a Learning Portfolio and a Final Project. The final project for this term will be part of a Festival of Ideas. Students will create a short film about a final project about the history of activism in Zipaquirá and how it contrasts with the most popular current professions in the local community, their preferred professions/occupations and how their local community needs to transform to support such occupations.

Students' progress is reported with rubrics which will be discussed and redesigned with students.

Their progress is compared to their own personal process.