



**ACTFL/CLASS HEB
STARTALK Teacher Program Curriculum**

Program Title: Hindi

Number of Hours: 50 hours

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Brief Description of Program (including curricular context and goals)

Teachers of Hindi will be introduced to both the National Standards and Texas Essential Knowledge and Skills for Languages Other Than English, as well as the standards now in draft form specific to Hindi. Also included in the program are lesson designs for traditional and non-traditional students, and integration of the four language modalities (listening, reading, speaking and writing) into the standards-based classroom. Comprehensible input, vocabulary acquisition, student production and performance-based assessments are topics which will be discussed, along with the design and use of rubrics, and classroom management.

Enduring Understanding (EU):

Participants will understand that...

- Lesson design is centered around the National Standards and Texas Essential Knowledge and Skills for Languages Other Than English,
- Instruction and assessment should be differentiated to ensure success for all learners
- Assessment is both formative and summative, and is performance-based.

Essential Questions (EQs):

To what extent or in what ways...

- Is lesson planning strategic to the language classroom?
- Are the National Standards and TEKS integrated into lesson planning?
- Is use of the target language strategic to the language classroom?
- May instruction be differentiated lesson in the language classroom?
- Are classroom instructional experiences and assessment intrinsically linked?
- May student production be sequenced?
- May student performance be assessed?

Program Content:

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	Topics To be Addressed	<ul style="list-style-type: none"> • Recognize prevailing methods of second language learning

<p>Major Category Targeted:</p> <ul style="list-style-type: none"> <u>x</u> Approaches <u>x</u> Curriculum <u>x</u> Instructional Planning <u>x</u> Instructional Strategies <u>x</u> Materials Development and Adaptation <u>x</u> Assessment <u>x</u> Structure of the Target Language <u>x</u> Second Language Acquisition <u>x</u> Classroom Management <u>x</u> Technology <u>x</u> Reflective Practice and Leadership 	<ul style="list-style-type: none"> • Content • Alignment of strategies with National Standards and TEKS • Learner-centered instructional strategies • Procedures • Definition and differentiation of terms • Assessment: types • Development of objectives • Instructional planning • Instructional strategies • Principles of material development and selection • Assessment: performance tasks, formative and summative • Developing sequential language experiences • Learning strategies • Classroom management • What technology can be used and accessed • Comprehensive checklists • Self-evaluation 	<ul style="list-style-type: none"> • Articulate standards and their roles in language learning and teaching • Develop thematic-based units • Develop standards-based instructional goals • Develop standards-based lesson plans • Develop standards-based assessment • Micro teach using the lesson plans designed • Name and describe the concepts embedded in each of the 5 standards' goals • Name and describe each of the three modes of communication • Name the essential components of an effective language teaching sequence • Recognize the key elements of each of the components of an effective teaching sequence • Deliver instruction in the target language, making it comprehensible for all students • Deliver instruction the suits various learning styles and abilities • Provide comfortable and student-friendly learning environments • Tap into various resources that enrich students' learning experience • Design real-world tasks that reflect the achievement of the objectives • Design performance based activities that are age and stage appropriate • Choose and use a variety of authentic materials appropriately to meet the learners' needs • Conduct mini OPI-like assessments • Use ACTFL Proficiency Guidelines, K-12 Performance Guidelines and the TEKS for LOTE • Design and evaluate a variety of assessments • Incorporate knowledge of linguistic elements and pedagogical grammar in curriculum development, including lesson design and classroom instruction • Individualize my lessons and instructional units to meet the needs of a diverse student population
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		<ul style="list-style-type: none"> • Develop curriculum that ensures that students are meeting local, state, and national world language standards and addresses local conditions and curricular expectations • Identify multimedia technology appropriate for language instruction
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Technology Integration:

- PowerPoint presentations, videos, and Internet research
- MP3 players and authentic audio

Assessments:

- Performance tasks including micro teaching, student practicum, etc.
- Reflective journals, responses to readings, videos, work samples (e.g., lesson plans, assessment items).
- Unprompted evidence (observations, dialogues, classroom participation)
- Checklist/ Can-Do statements

Required Resources (including textbooks):

- *ACTFL Performance Guidelines for K-12 Learners*
- *ACTFL Integrated Performance Assessment*
- *The Keys to the Classroom: Paula Patrick*
- *National Standards for Foreign Language Learning*
- *TEKS for LOTE*

Differentiation of Instruction:

Participants in this workshop are all novice to the extent that they are unfamiliar with the National Standards, the TEKS for LOTE, and the ACTFL guidelines and performance assessments. As native speakers of Hindi, they will also have a unique perspective in teaching English-speaking students.

Instructional Strategies:

- Pre and post session surveys
- DVD's, audios, and other media
- Reflections
- model lessons
- micro teaching
- group discussions
- skills integration checklists
- MOPI training
- peer coaching models

What do they already know that will help them learn new information?

Participants will provide data as they take the STARTALK Teacher Pre-Survey. As they are not certified teachers, the expectation is that there will be basic knowledge to access.

Links to relevant web sites:

Daily instructional plan

See attached syllabus.