Program Title: Hindi

Number of Hours: 50 hours

Designed by: Carrie Harrington, Greta Lundgaard

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:

<table>
<thead>
<tr>
<th>Knowledge (What participants need to know)</th>
<th>Skills Targeted (What participants need to be able to demonstrate)</th>
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<tbody>
<tr>
<td>Category of Training</td>
<td>Topics To be Addressed</td>
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<td>• Recognize prevailing methods of second language learning</td>
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<tr>
<td>Content</td>
<td>Alignment of strategies with National Standards and TEKS</td>
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<tr>
<td>Articulate standards and their roles in language learning and teaching</td>
<td>Develop thematic-based units</td>
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</table>
• 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

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.