## STARTALK TEACHER PROGRAM: Program Topics and Duration

Expanding Chinese in the New Jersey World Languages Classroom-The Rutgers/NJ School District School Summer Project

Two-week Program July 21-July 28

<table>
<thead>
<tr>
<th>Category/Foundation Work</th>
<th>Menu of Suggested Topics</th>
<th>Curricular Objectives</th>
</tr>
</thead>
</table>
| **Approaches and Methods** | • History of Language Teaching Approaches  
• Performance-based, proficiency-based, standards-based communicative approach | • Recognize the spectrum of approaches  
• Articulate the National Foreign Language Standards and ACTFL guidelines and their role in language learning and teaching  
[This content is covered in a prerequisite course, Methods of World Language Teaching. It will be reinforced in the two-week program.] |
| **Curriculum and Lesson Design** | • Lesson plan development  
• Thematic-based instruction | • Create a lesson plan with clear sequence and focus  
• Design appropriate thematic units  
[This content is covered in a prerequisite course, Methods of World Language Teaching. It will be reinforced in the two-week program.] |
| **Instructional Planning and Strategies** | • Target-language instruction  
• Comprehensible input  
• TPRS | • Use the target language for instruction  
• Use various strategies that help students comprehend input through gestures, visual aids, technolgoy |
| Materials Development and Adaptation | • Material development, adaptation and evaluation | • Use TPRS<br>• Search and explore new materials<br>• Adapt and transform materials to be age-appropriate and relevant<br>• Find culturally authentic, age-appropriate materials |
| Assessment | • ACTFL Proficiency Guidelines and K-12 Performance Guidelines<br>• Backwards Curriculum Design<br>• Formative and Summative Assessment | • Use ACTFL proficiency guidelines and K-12 Performance guidelines in designing a performance-based assessment<br>• Design a thematic unit with integrated performance-based assessments<br>• Explain and give examples of the differences between formative and summative assessments |
| Structure of the target language/pedagogical grammar | • Relationship between Form and Function<br>• Sequencing Language Experiences | • Understand that grammar should not be taught in isolation<br>• Develop appropriate teaching activities to present target linguistic features in context |
| Second Language Acquisition | First Language Acquisition<br>Individual characteristics | Understand how language acquisition occurs in natural, meaningful contexts<br>See the value of creating and providing learning tasks that have students use language in meaningful ways |
Recognize that individual differences (in motivation, heritage versus non-heritage learner, age, etc…) influence language learner and that instruction must be adapted to best serve individual learners’ needs

| US Educational Systems and Classroom Mgmt | WL Program Options in NJ  
• NJ and District-wide Laws and Regulations  
• Classroom Management Strategies | Understand the types of WL programs in NJ  
• List laws and regulations that teachers must abide and understand where to find more information for specific districts or questions  
• Use positive strategies to manage my classroom  
• Use target language to address minor classroom disturbances  
• Provide a comfortable and friendly learning environment |

| Technology | Computer-based teaching strategies | Use a computer properly  
• Burn CD’s and DVD’s  
• Search for appropriate supplementary material on the internet  
• Recognize the importance of  
  - Online research, scanning of Chinese language newspapers and television reports  
  - Photo Story presentations  
  - Email exchanges  
  - Podcasts |
| Reflective Practice and Leadership | • Teaching Journal  
• On-going Professional Development  
• Professional Organizations (ACTFL; FLENJ; CLASS) | • Keep a teaching journal  
• Recognize the value of self-reflection and making time to reflect upon my teaching  
• Create a long-term professional development plan  
• Name professional organizations in my field |
| Pathway to Certification | • State Requirements  
• Certification Process | • Understand the state requirements  
• Know Rutgers resources to assist in the certification process |