Online Curriculum Guide

Introduction to STARTALK Program Templates

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If you are reading this in Adobe Reader, click NEXT to begin the presentation.

http://startalk.umd.edu/curriculum-guide/
STARTALK Principles for Effective Instruction

- Align standards-based, thematically organized curriculum, instruction and assessment
- Use the target language for instruction
- Ensure meaningful interaction in the target language
- Integrate language, culture and content
- Differentiate instruction based on learner need
- Use authentic materials
- Assess learners progress and performance
- Facilitate student-centered learning
STARTALK-endorsed Principles for Effective Teaching

- Implementing standards-based and thematically organized curriculum
- Facilitating a student-centered classroom
- Using target language for instruction
- Integrating culture into language instruction
- Adopting and using authentic materials
- Conducting performance-based assessment
With this step-by-step guide you will be able to:

- Prepare a draft of your program template
- Begin thematic planning of your program
- Establish achievable goals and outcomes for your program
- Plan using Backward Design
- Apply STARTALK principles in planning
- Recognize and design tasks in the 3 communicative modes
- Identify and incorporate culturally authentic materials for your program
- Reflect on questions you may have
Resources for Completing the Templates

<table>
<thead>
<tr>
<th>Samples</th>
<th>Templates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Curriculum</td>
<td>Teacher Curriculum</td>
</tr>
<tr>
<td>Student Curriculum</td>
<td>Teacher Curriculum</td>
</tr>
</tbody>
</table>

Download these files by clicking on the icons
ACTFL/Annenberg Video Resources - www.learner.org

To provide video resources that are easily accessible, we have chosen to use the ACTFL/Annenberg videos. These segments capture best practices and may be useful for those who would like to see these practices in action.

To access these videos go to www.learner.org. You will be asked to give your email address and to create a password. There is no charge.

If you have difficulty viewing these videos please refer to the Frequently Asked Questions webpage.
Stages of Backward Design:

1. Identify Desired Results
2. Determine acceptable evidence of learning
3. Plan learning experiences & instruction
1. Identify Desired Results

- Choose a Program Theme and Unit Subthemes
- Establish Goals for the Program based on the National Standards
- Identify Content Knowledge and Skills that align with your theme
Thematic Planning

- How do you incorporate the National Standards in thematic unit design?
- How do your instructional goals define a thematic, contextualized learning experience?
- How does your thematic unit allow culture and content to be integrated in all aspects of language learning?

The student template addresses:

- Program Theme
- Unit Subthemes
- Standards and Expected Outcomes
- Specific Knowledge and Skills
What is a Program Theme?

Does your program theme sound something like this?

- Ready to Travel
- A Healthy Lifestyle
- Getting Acquainted
- Global Citizenship
What is a Unit Subtheme?

Your program theme is supported by Unit Subthemes. These smaller subthemes address various aspects of your program theme, helping to demonstrate what students can do.

These unit subthemes develop your program theme in greater detail and are chosen with the developmental and language experience level of your students in mind.
Unit Themes

Have you identified the subthemes that will address different aspects of the program theme?

If your program theme is “A Healthy Lifestyle”, a unit subtheme might be:
• Choosing Healthy Foods
• Sports and Activities

If your program theme is “Ready to Travel” a unit subtheme might be:
• Getting around town
• Meeting people
The National Standards

The following slides review key components of the National Standards that will help you prepare your curriculum template.
Goal 1: Communication

- Standard 1.1 - Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.
- Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
Goal 2: Cultures

- Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

- Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Goal 3: Connections

- Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Goal 4: Comparisons

- Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities

Goal 5: Communities

• Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.
• Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
An overview of The 5 Cs
www.learner.org

Standards and the Five Cs

An introduction to and illustration of the National Standards for Foreign Language Learning, this program shows how teachers can use the standards to help their students advance in foreign language proficiency. (60 minutes)

http://www.learner.org/resources/series185.html
Thematic Planning

You may wish to watch the *Food Facts and Stories* video to see the implementation of thematic unit.

**Food Facts and Stories**

In this lesson, students make connections to science, health, and math during a nutrition discussion. They talk about the effects of a fast-food diet, using a variety of authentic materials including the Food Guide Pyramid and a fast-food restaurant menu.

Watch this video from 4:45 – 13:36

http://www.learner.org/libraries/tfl/spanish/pedini/analyze.html
Food Facts and Stories

Consider the following questions

• What is the program theme of this unit?
• What subthemes are evident in the video? What other subthemes might be developed?
• Which of the National Standards are evident in the video segment?
• What “can do” would you write for this unit?
• How do the “can do” statements connect to the National Standards?
• What vocabulary and structures will students need to be able to meet the “can-do”?
Food Facts and Stories

What is the program theme of this unit?
Food and Nutrition

What subthemes are evident in the video? What other subthemes might be developed or might have been developed?
Food items, basic food groups, healthy diet, calories

Which of the National Standards are evident in the video segment?
Communication, Culture, Connections, Comparisons
Food Facts and Stories

What “can do” statements would you write for this unit? How do the “can do” statements connect to the National Standards?

- Talk about the calories found in different foods – 1.1 Interpersonal
- Order food in a restaurant – 1.1 Interpersonal
- Read menus and other authentic items related to food – 1.2 Interpretive
- Comment on nutritional value of food – 1.1 Interpersonal, 3.1 Connections
Standards and Expected Outcomes

- For the template, identify what the students can do with the language, within the culture, aligning these with the Standards.

- These Can-Do statements are aligned with each unit subtheme in your program.

A partial example appears here. A complete examples appears on the student sample template.

<table>
<thead>
<tr>
<th>Standards Targeted</th>
<th>Students Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication - Interpretive</td>
<td>Read a travel diary</td>
</tr>
<tr>
<td>Communication - Interpersonal</td>
<td>Express likes and dislikes</td>
</tr>
<tr>
<td>Cultural Practices/ Products and Perspectives</td>
<td>Compare mealtimes and the types of food that are eaten</td>
</tr>
</tbody>
</table>
**Specific Knowledge and Skills**

- What specific knowledge and Skills will the students use?

- On your template, state the linguistic, cultural and other subject matter and skills that students will learn.

A partial example appears here. A complete example appears on the student sample template.

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat in restaurant</td>
<td>The menu, please</td>
</tr>
<tr>
<td></td>
<td>What do you suggest?</td>
</tr>
<tr>
<td></td>
<td>I would like to have...</td>
</tr>
<tr>
<td>Shop in a market</td>
<td>How much...?</td>
</tr>
<tr>
<td></td>
<td>Do you have...</td>
</tr>
<tr>
<td>Ask and give directions</td>
<td>Where is...?</td>
</tr>
<tr>
<td></td>
<td>Please tell me...</td>
</tr>
<tr>
<td></td>
<td>To the left/right...</td>
</tr>
</tbody>
</table>
Key ideas to remember

Program Theme...
- is the overarching theme that defines the program, providing the context for language and culture learning

Unit subthemes...
- help to demonstrate what students can do

Can-do statements...
- are aligned with the National Standards and describe what the learner can do with the language

Specific Knowledge and Skills...
- define the linguistic and cultural knowledge that students will be learning as they work with the theme
Reflection

How do you incorporate the National Standards in thematic unit design?

How do your instructional goals define a thematic, contextualized learning experience?

How does your thematic unit allow culture and content to be integrated in all aspects of language learning?
Performance Assessment in the Three Modes

The Integrated Performance Assessment begins when students are asked to acquire information through an Interpretive mode task.

Then, they react to that information by interacting with others.

Finally, they create a written or oral product that incorporates information acquired through the other two modes.
Three Modes of Communication

Interpersonal

Interpretive

Presentational
Interpretive Mode

• Comprehension of words, concepts, ideas, meaning of entire piece

• One way -> between the person and the piece

• Learners are exposed to a wide variety of culturally authentic materials such as texts, films, works of art, songs, poems, advertisements, music videos

TRANSLATION IS NOT AN INTERPRETIVE MODE TASK
Sample Interpretive tasks

- listen with visuals
- fill in graphs, charts, forms, graphic organizers, venn diagrams
- follow a route on a map
- check-off items in a list
- draw what is described
- put sentences in correct order

- listen for the gist—identify main idea
- guess meaning from context
- identify/categorize/classify thematic vocabulary
- identify/categorize/classify authentic material
- create questions from info in the piece

- identify specific information found in the piece
- compose a title or headline
- paraphrase in native language/target language
- brainstorm and categorize synonyms
Interpersonal Mode

- Interpersonal mode tasks are two-way, spontaneous exchanges that involve negotiation of meaning between people.

- These tasks are unrehearsed, unrefined, non-scripted.

- May be based on information acquired in the interpretive mode.

MEMORIZED MATERIAL SUCH AS A SKIT IS NOT AN INTERPERSONAL MODE TASK.
Sample Interpersonal tasks

- Making a purchase
- Meeting and Greeting
- Ordering in a restaurant
- Asking directions
- Face to face or telephone conversations
- Talking about friends and family
- Discussing events of the day
- Making plans
- Negotiating who does what, gets what, with who, how, and where
Presentational tasks

Presentational mode tasks allow learners time to rehearse, revise, rewrite, consult sources, or otherwise prepare ahead of time.

These tasks require learners to use the language for a real world purpose other than display for the teacher or classroom.

Presentational mode tasks allow learners to use language in new and different contexts.
Sample Presentational tasks

- Brochure or Itinerary
- Letter
- Web pages (Facebook/myspace page)
- Video or Podcasts
- Advertisement
- Agenda, Schedule or Plan of the day, week
- New beginning or ending of story, song
- Demonstration
- TV or Radio spot
- Design a survey and present findings
- Public Service Announcement or Infomercial
- Essays, Plays
- Poem, Song, Rap
- Photostory, Voicethread
### Check for Understanding
What is the mode of communication?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about what to do on the weekend.</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Watching a travel video and jot down places of interest.</td>
<td>Interpretive</td>
</tr>
<tr>
<td>Prepare a poster about your favorite sport.</td>
<td>Presentational</td>
</tr>
<tr>
<td>Send a letter to an e-pal.</td>
<td>Presentational</td>
</tr>
<tr>
<td>Create a graphic organizer for new vocabulary.</td>
<td>Interpretive</td>
</tr>
<tr>
<td>Create a skit where you buy something in the market.</td>
<td>Presentational</td>
</tr>
</tbody>
</table>
Integrated Performance Assessment

1. Interpretive Communication Phase
   Students read a brochure advertising a year-round camp for students. They may also listen to a weather forecast from that region.

2. Interpersonal Communication Phase
   Students have a conversation about the camp. They discuss what they like and don’t like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.

3. Presentational Communicative Phase
   Each student designs a presentation about his or her ideal camp setting. They prepare an ad campaign for their camp using print and audio.

Assessment Strategies

If you want more information on the Integrated Performance Assessment, watch the video from 5:47-8:00.

If you would like to see an Interpretive task, watch from 8:00-14:45.

If you would like to see an Interpersonal task and hear about the Presentational task, watch from 18:15-22:00.

Other Types of Assessment and Evidence of Learning

For the template, describe other meaningful assessments that you will use in your program.

Consider:
• Dialogue journals
• Reflective journals
• Posters
• Presentations of visual or performing arts
• Audio Portfolios
• EPortfolios
• Research projects
• Podcasts

How will you allow learners to self-assess?
Key ideas to remember

- Interpretive mode tasks...
  Assess comprehension of words, concepts, ideas, or meaning using culturally authentic materials.

- Interpersonal mode tasks...
  Assess two-way, spontaneous exchanges that involve negotiation of meaning between people. These tasks are unrehearsed, unrefined, non-scripted.

- Presentational mode tasks...
  Assess oral or written works that allow learners to use language in new and different contexts. These tasks give learners time to prepare, revise, and consult resources.
Instructional Strategies
Materials and Resources

How will your program ensure that the following best practices are incorporated into your program?

The Student Template addresses:
• Using the target language for instruction
• Facilitating student centered learning
• Ensuring meaningful interaction in the target language
• Integrating language, culture, and content
• Differentiating instruction based on student need
• Selecting materials and resources
Use target language for instruction

Considerations:

- Tailor language into smaller comprehensible input
- Provide models and scaffolding in the target language for students
- Ensure students are engaged in purposeful activities that foster the use of the target language
- Use visuals, props, body language, songs, games, pantomime to facilitate the understanding of the linguistic input
Ensure meaningful interaction in the target language

You may wish to watch the *Hearing Authentic Voices* video to see use of meaningful interaction in the target language.

In this clip, students brainstorm a list of what young Americans like to do in their free time, and then prepare questions to ask native speakers about how they spend their time. Two young native speakers visit the class and describe typical out-of-school activities in Mexico.

Watch this video from 8:12-18:20
http://www.learner.org/libraries/tfl/spanish/alston/analyze.html
Facilitate student-centered learning

Considerations:

- Engage students in learning by using pairs or group work and/or centers

- Design activities that foster interaction among students and teacher/students

- Encourage students to be active learners by providing them opportunities to explore with hands-on activities
Facilitate student-centered learning

You may wish to watch the *Daily Routines* video to see use of target language for instruction.

In this clip, students practice vocabulary related to daily routines in Japan and in the U.S. The class places pictures of daily activities in sequential order, and continues reviewing the vocabulary and reflecting on Japanese culture depicted in large photo panels. Then, in pairs, students use props and drawings to talk about their personal routines.

Watch this video from 7:55-17:39

Ensure meaningful interaction in the target language

Considerations:

- Facilitate student learning that reflects real life language use in culturally appropriate way

- Implement language teaching and learning in meaningful contexts and in themes that lead to deeper understanding of the target language and culture
Ensure meaningful interaction in the target language

You may wish to watch the *Hearing Authentic Voices* video to see use of meaningful interaction in the target language.

In this clip, students brainstorm a list of what young Americans like to do in their free time, and then prepare questions to ask native speakers about how they spend their time. Two young native speakers visit the class and describe typical out-of-school activities in Mexico.

Watch this video from 8:12-18:20
http://www.learner.org/libraries/tfl/spanish/alston/analyze.html
Integrate language, culture, and content

Considerations:

• Use authentic materials to ensure that students are learning language and content simultaneously.
• Ensure that students are using language to learn content.
• Ensure lessons are based on students’ interest and their prior knowledge in cultural understanding.
• Provide opportunities for students to compare and contrast the similarities and differences between the native and target languages and cultures.
Integrate language, culture, and content

You may wish to watch *A Cajun Folktale and Zydeco* to see integration of language, culture, and content.

In this clip, students compare Louisiana and California life. Ms. Granville introduces new vocabulary while retelling a traditional Cajun folktale.

Watch this video from 3:10-14:05
http://www.learner.org/libraries/tfl/french/granville/analyze.html
Differentiate instruction based on student need

Considerations:
- Vary instruction based on ability and level
- Differentiate for heritage learners
- Design activities based on student interest
- Allow students to demonstrate learning in a variety of ways
- Offer students choice when possible
Differentiate instruction based on student need

You may wish to watch the *Happy New Year* video to see how to differentiate instruction based on student need.

In this clip, students learn about the products and practices of the Japanese New Year's celebration.

Watch this video from 3:27-12:50

http://www.learner.org/libraries/tfl/japanese/birkland/analyze.html
Instructional Strategies

- For the template, you will provide an example for each of the five instructional strategies.

- Using the information in the template sample and in this section, create a draft now.
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language for instruction</td>
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</tr>
<tr>
<td>Facilitate student-centered learning</td>
<td></td>
</tr>
<tr>
<td>Ensure meaningful interaction in the target language</td>
<td></td>
</tr>
<tr>
<td>Integrate language, culture and content</td>
<td></td>
</tr>
<tr>
<td>Differentiate instruction based on student need</td>
<td></td>
</tr>
</tbody>
</table>
Materials and Resources

• Choose and adapt culturally authentic material
• Select texts, realia, and other materials
• Specify technology and how it will be used to enhance or demonstrate learning
Culturally authentic materials are *made by and for the people* of that culture. Consider using:

- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements, weather

- Announcements
- Music
- Film and Theatre
- Signs
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- Youth-oriented TV shows
<table>
<thead>
<tr>
<th>Technological Tools</th>
<th>Explanation</th>
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