Effective Thematic Units

Presented by

Bhavani Parpia, Tamara Haddad, Hicham Jennane, Praba Thiru, Vandana Rajpurohit, Qing Li
Snapshots of Past STARTALK Programs
Curriculum Design
Team Work and Collaboration
Lesson Plan Design
Snapshots of the past

Open Doors (2011)

- Open Doors to the World of Sports
  - Introduction to sports and terms related to sports/playing games
  - Favorite sports, national sports, popular sports
Open Doors to World Markets

- Food, eating at a restaurant-related terms
- Counting
- Currency
- Asking for directions to the market/shop/sports center
- Shopping
- Simulated field trip to the souk
- Field trip to an Arabic restaurant and store
Flavors of the World (2012)

An Appetizing Welcome to the Arabic Speaking World

- Name and identify colors and use them to describe food items such as fruits and vegetables.
- Express likes and dislikes in regards to food.
- Describe the different tastes, shapes, quantity, and quality of food.
- Use the vocabulary learned at an authentic settings (Restaurant)
Flavors of the World (2012)

Tasty Arabic Delights
• shopping for food for the purpose of cooking and preparing meals
• Identify the three main daily meals and the time of the day when they are served.
• Express feelings of hunger and thirst.
One World – Family Celebrations (2013)

• cultural traditions related to social events and gatherings through planning for and participating in an Arabic wedding celebration, “farah”.
• Research and plan for ceremonies in a simulated wedding celebration.
One World – Family Celebrations (2013)

- Compare and contrast how celebrations and family gatherings differ or are similar across cultures including their own.
- Field trips to local heritage communities: Middle Eastern Grocery store and restaurant.
Travels in Time (2014)

• teen lives, past and present
• Compare and understand how lives of teens have changed over time.
• Discover a time capsule that allows their story to unfold by finding items that show how personal and social life have evolved and changed.
• Create a time capsule representing their present life that they will leave for future Startalk students.
• Students will develop a sense of community by participating in several field trips: Art museum, Arabic restaurant and grocery store.
Curriculum Design

It all starts with planning!

By Hicham Jennane
What is backward design

To begin with the end in mind means to start with a clear understanding of your destination. It means you know where you’re going...so the steps you take are always in the right direction.

It’s thinking about Assessment before Deciding how you teach.
3 Stages of “Backward” Design

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences & instruction
Stage 1 – Identify Desired Results.

Key: Focus on Big ideas

- **Enduring Understandings**: What specific insights about big ideas do we want students to leave with?
- compare and understand how lives of teens have changed overtime as it relates to personal, i.e. school and family life, and social endeavors, i.e. their friendships and pastimes.
- **What essential questions** will frame the teaching and learning, pointing toward key issues and ideas, and suggest meaningful and provocative inquiry into content?
- How understanding the past contributes to understanding its impact on the present and the future.
- **What should students know and be able to do? What content standards are addressed explicitly by the unit?** Determine the Learning Goal (standard), Clarify specifically what the student will know, understand, and be able to do (unpack the standards
Stage 2: Determine acceptable evidence

What evidence could be used to document and validate the learning that has been achieved?

Evidence is gathered throughout the learning time - includes formative and not only summative assessments.
Why Assess?

- **Purpose of assessment:**
  - Determine if learner ‘got it’......Gather evidence which demonstrates learning outcomes were achieved
  - Help teachers determine extent of student understanding
  - Guide next steps of instructions
  - Provide appropriate scaffolding/differentiated instruction for students throughout the learning experience
  - Provide feedback to stakeholders (students/parents)
Stage 3: Plan Learning Experiences & Instruction

- Stage 3 Answers the Question: How will we get there?
- Rad map: How we get to the desired learning in stage 1
- **WHERE TO**: Acronym that summarizes key elements to consider when designing an effective and engaging learning plan.
W
Where are we going? Why? What is expected?

H
How will we hook and hold student interest?

E
How will we equip students to explore and experience?

O
How will we organize and sequence the learning?

R
How will we help students rethink, rehearse, revise, and refine?

T
How will we tailor learning to varied needs, interests, styles?

E
How will students self-evaluate and reflect on their learning?
Planning Teamwork and Collaboration

Hindi, Arabic and Chinese
Vandana and Praba
Cultural activities

Arabic Dabke dance

Indian dance performer – Kathak and Bharatnatyam

Chinese calligraphy

Field trip - Dallas Museum – Noor Art and Crow museum
Instructor teaching Bollywood, Arabic and Chinese dance forms
Native speaker enact as teacher

Set up schools - Chinese, Arabic and Indian classrooms
Visit schools
Introductory phrases – Hello and How are you?
Write Names – Hindi, Chinese and Arabic
Henna and Rangoli art work
Writing their names in Hindi

Chinese class
Introduction to classical instrument and music

Veena

Al Oud
Final Day Performance

Dance Performance
Poem recitation
Student talent - Yoga, Kung fu, Oud
Common Song or final activity in all three languages
• We are the World
• Beijing Olympics theme song
• Food Unit – Chopped competition
• Time capsule
Lesson Plans

STARTALK 2014 – Travels in Time

Qing Li
1. As a team, we have the common theme of school life (past and present).

2. The theme of time capsule threads through every part of our lesson plans.

3. We use backward design model to guide our lesson planning.
Intermediate Arabic - scavenger hunt

- In groups, students will ask for and give each other directions to locate the time capsule.
- Students will follow the written commands on the walls for the scavenger hunt activity.
- They will also use their map on which they wrote down information.
Presentational writing (Intermediate Chinese): You are working in a summer camp. Please write short notes to inform your campers of a movie event.

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6月10日晚上7点在电影院有好电影《功夫熊猫》。电影院在图书馆的西南边。在露天剧场的北边。如果你想看，请打电话告诉我（817-512-4567）

欢迎你们来看《功夫熊猫》！

您的管理员：安爱英
Novice Chinese:
• Ask and answer questions about family
• Individual presentation: my family and family members

Novice Hindi:
• Introduce family using Props and Sample family member photo albums
• Family member tree activity project
Cultural differences highlight cultural uniqueness of each language:

- Arabic and Hindi: Introducing traditional Arabic and Bollywood dance.
- Chinese: Introducing ‘Chinese Kong Fu Stretch’ (功夫操) to reflect interim exercises (课间操) in daily school life in China.
- All 3 languages: Introducing different songs to reflect student life.
- Cross-cultural events for all students:
  1. Arabic and Bollywood dance.
  2. Chinese Calligraphy
  3. Chinese Kong Fu
  4. Class visits
Program director – Bhavani Parpia
bhavaniparpia@hebisd.edu

Arabic – Tamara Haddad, Hicham Jennane
tamarahaddad@hebisd.edu
Hichamjennane@hebisd.edu

Chinese – Qing Li
qingli@hebisd.edu

Hindi – Praba Srirangam, Vandan Rajpurohit
prabhalasrirangam@hebisd.edu
vandanrajpurohit@hebisd.edu
Thank You!