PLANNING FOR LEARNING

2015 STARTALK Spring Conference

Using STARTALK Processes to Implement Effective Programs
WHY ARE YOU HERE

???

???

???
Learning Targets

What will you be able to do with what you know by the end of the session?

- understand the rationale of the template.
- understand the component parts of the template.
- start to complete the student curriculum template.
The purpose of this curriculum template is to help you think through how you will make the STARTALK principles come alive in your program while you implement the backward design process. This template will provide you with a roadmap and a means to communicate with program stakeholders. It will help to ensure that learners will have a meaningful and successful learning experience in your proposed program.
Curriculum Template Mindset

Backward Designed and Standards-Based
Focused on Measureable Outcomes
Clear Focus on Assessment Tasks
Visual Alignment Between Can-Dos, Content and Major Learning Experiences

SIMPLIFIED, FOCUSED, ALIGNED
Implementing standards-based and thematically organized curriculum
Facilitating a learner-centered classroom
Using the target language and providing comprehensible input for instruction
Integrating culture, content and language in a world language classroom
Adapting and using age-appropriate authentic materials
Conducting performance-based assessments
Backward Design

How would you define it?
Backward design is a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum involves three stages:

- Identify desired results.
- Determine acceptable evidence of learning.
- Design learning experiences and choose resources to ensure that learners reach desired results.
Stage 1
What will learners be able to do with what they know by the end of the program?

Stage 2
How will learners demonstrate what they can do with what they know by the end of the program?

Stage 3
What will prepare learners to demonstrate what they can do with what they know?
Be sure to complete Stages 1 and 2 before completing Stage 3.
## BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>Grade(s) of Learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K-2, 3-5, 6-8, 9-12</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language(s):</th>
<th>Heritage Speakers?</th>
<th>Non-Heritage Speakers?</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Program Setting:</th>
<th>Residential:</th>
<th>Non-Residential:</th>
<th>Distance/Online Component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (please specify):</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Weeks/Days:</th>
<th>Contact Hours:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Target Proficiency Level: (by end of program)</th>
<th>Target Performance Level(s): (during and by end of program)</th>
</tr>
</thead>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<table>
<thead>
<tr>
<th>Curriculum designed by:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email:</th>
</tr>
</thead>
</table>
STAGE 1:

What will participants be able to do with what they know by the end of the program?
Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?
# Learning Targets

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
## NCSSFL-ACTFL Can-Do Statements

<table>
<thead>
<tr>
<th>Communication</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</td>
<td>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</td>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</td>
<td>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions.</td>
<td>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</td>
<td>I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.</td>
</tr>
</tbody>
</table>

| Presentational Speaking | I can present information about myself and some other very familiar topics using single words, characters, or phrases. | I can present information about myself and some other very familiar topics using a variety of words, characters, or phrases. | I can present basic information on familiar topics using language I have practiced using. | I can present information on most familiar topics using language I have practiced using. | I can present information on a wide variety of familiar topics using connected sentences. | I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. | I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information in an organized way on general academic, and some familiar topics. I can write organized paragraphs about events and experiences in various time frames. |

| Presentational Writing | I can present information about myself and some other very familiar topics using single words, characters, or phrases. | I can present information about myself and some other very familiar topics using a variety of words, characters, or phrases. | I can present basic information on familiar topics using language I have practiced using. | I can present information on most familiar topics using language I have practiced using. | I can present information on a wide variety of familiar topics using connected sentences. | I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. | I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information in an organized way on general academic, and some familiar topics. I can write organized paragraphs about events and experiences in various time frames. |
PROFICIENCY
What can Novices do?

- respond to simple questions on the most common features of daily life
- convey minimal meaning by using
  - words
  - lists of words
  - memorized phrases
  - some personalized combinations of words or phrases
  - an occasional short sentence
- satisfy only a limited number of immediate needs
What can Intermediates do?

- participate in simple direct conversations
- describe and narrate
- ask and answer questions
- handle basic uncomplicated communication needed in daily life (survival language)
- “create” with the language
- use discrete sentences and strings of sentences; can use sentence connectors
What can Advanced speakers do?

- participate actively in conversations (formal & informal) on concrete and factual topics of personal and public interest
- narrate and describe in past, present and future with good control
- deal effectively with unanticipated complications
- communicate in paragraphs with suitable accuracy and confidence
- satisfy the demands or work and/or school situations
### Learning Targets

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Theme</td>
<td>Summative Performance Assessments</td>
<td>Can-Do Statements</td>
</tr>
<tr>
<td>Program Goals</td>
<td></td>
<td>Learning Experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedule</td>
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<tr>
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<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
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</thead>
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<tr>
<td>I can exchange information about something I have learned using memorized words and phrases. (interpersonal)</td>
<td>I can state and ask about typical foods for meals and snacks. I can name and ask about specific ingredients.</td>
</tr>
</tbody>
</table>
MODEL CURRICULA
startalk.umd.edu/model-curricula
Are you ready to get your hands dirty?
STEP 1: Identify the Performance Goal for your Program!

STEP 2: Select Global Benchmarks that you hope your students will be able to reach.

STEP 3: Review Performance Indicators and create Can-Do Statements for your Program.
STAGE 2:

**Summative Performance Assessment**
Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>
MODEL CURRICULA
startalk.umd.edu/model-curricula
Be sure to complete Stages 1 and 2 before completing Stage 3.
STAGE 3:
What will prepare participants to demonstrate what they can do with what they know
LEARNING EXPERIENCES

STAGE 1
- Program Overview
- Learning Targets

STAGE 2
- Summative Performance Assessment

STAGE 3
- Can-Do Statements
- Learning Experiences
- Resources
- Schedule

Program Can-Do Statements or LinguaFolio® Can-Do Statements
Language, Culture and Content
Major Learning Experiences & Evidence
## LEARNING EXPERIENCES

### PROGRAM CAN-DO STATEMENTS OR LINGUAFOLVIO® CAN-DO STATEMENTS

- I can state typical foods for meals and snacks.

### LANGUAGE, CULTURE, CONTENT

- name of meals, common food words associated with meals/snack
- personalize for student response
- “What do they eat for breakfast?”
- “They eat…”
- “What do you eat? I eat....”

### MAJOR LEARNING EXPERIENCES & EVIDENCE

- Work with authentic text and images, complete graphic organizers grouping images and words according to meal (interpretive)
- Create meal graphics to explain typical (culture) meals to others, post to share with others (presentational)
- Talk about what you have for meals and snacks (interpersonal)
### Stage 3: Curriculum Template

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR LINGUAFOLIO® CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
</table>

#### Lesson Plan Template

<table>
<thead>
<tr>
<th>Stage 1: What will learners be able to do with what they know by the end of this lesson?</th>
<th>Stage 2: How will learners demonstrate what they can do with what they know by the end of the lesson?</th>
<th>Stage 3: What will prepare learners to demonstrate what they can do with what they know?</th>
</tr>
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</table>
Alignment

Program Proposal → Curriculum Template → Lesson Plans
# 2013 STARTALK Student Program Curriculum Framework Checklist

<table>
<thead>
<tr>
<th>Template Section</th>
<th>Clearly Indicated</th>
<th>Not Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level</td>
<td>Has the program indicated the target proficiency level in ACTFL terms? Does the target proficiency level seem appropriate given the target learner population, length of program, and information provided in the proposal?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

## Stage 1

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Clearly Indicated</th>
<th>Not Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the theme explicitly labeled or implied through the description? Is the theme appropriate for the age and developmental level of the target learner population?</td>
<td></td>
<td></td>
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</table>
Learning Targets

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