STARTALK: Preparing Teachers for the 21st Century

Day 2 - July 10, 2014

Review-Reflect

- Comments or questions on yesterday's experiences?
- Anything you would like us to work on / answer today?

Objectives for Today

By the end of today's work together, participants will be able to …

- Identify and understand the principles of backward design in lesson planning
- Understand the importance of connecting to content via theme-based lesson planning
- Find, evaluate, and begin to develop lesson plans for STEM lessons for heritage speakers and/or intensive summer program participants.

Essential Questions

- How do I plan a lesson around the notion of backward design?
- How can I connect language learning to content areas of STEM (Science, Technology, Engineering, and Math) in my lessons?
- How can I begin to think of lesson planning following the lesson templates?

STEM: What is it?

- **S**cience, **T**echnology, **E**ngineering, and **M**athematics
- Program started by Judith A. Ramaley, former director of the National Science Foundation's education and human-resources division.
- Designed to revolutionize the teaching of subject areas such as mathematics and science by incorporating technology and engineering into regular curriculum by creating a "meta-discipline."

http://drpfconsults.com/understanding-the-basics-of-stem-education/

STEM: More than 4 subjects

- STEM Education attempts to transform the typical teacher-centered classroom by encouraging a curriculum that is driven by **problem-solving, discovery, exploratory learning**, and requires students to actively engage a situation in order to find its solution.
- The science, engineering, and mathematics fields are made complete by the **technology** component that provides a **creative and innovative way to problem solve and apply** what has been learned.

STEM: Why is it important (to us as language teachers)?

- *All students benefit from the STEM program because it teaches **independent innovation** and allows students to explore greater depths of all of the subjects by **utilizing the skills learned**; these skills are going to be required in order for today's students to be tomorrow's **global leaders**.*
- STEM is the big education "buzz" word
- STEM has business and legislative support
- STEM is often expanded to STE**A**M (for "Arts") (so there is potential to also include WLs)

STARTALK Principles

- Implementing a 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 Assessment

Where are we headed? Samples

- http://startalk.umd.edu/2010/materials/
  - Urdu
  - Chinese

UW STARTALK Lesson Template

- With a partner …
  - scan the Lesson Template
  - What questions do you have about terminology in the templates?
  - What clarification is needed?

Backward design

- Starting with the end in mind
- 1. Identify desired results.
- 2. Determine acceptable evidence of learning.
- 3. Plan learning experiences and instruction.

From http://startalk.umd.edu/curriculum-guide/StudentCurriculumGuide-ThematicPlanning.pdf

Compare to …traditional planning

- What am I going to do today?
- Which pages do I need to cover in the textbook this week?
- What grammar and vocab should I teach?
- Focus on teacher teaching rather than students learning and doing.

1) Identify Desired Results

- What should students be able to know, understand, and be able to do?
- What content is worthy of understanding? Big ideas.
- What enduring understandings are desired?

Enduring Understandings - sample

- http://www.nhlrc.ucla.edu/events/startalkworkshop/2009/readingshandouts/L_Galvin_Understanding_by_Design.pdf
- Students will understand that:
  - Greetings and "small talk" require cultural knowledge as well as linguistic skills.
  - How you approach someone for a greeting establishes or affirms your relationship to them.
  - Language or culture specific understandings?

Essential Questions

- What do greetings tell us about formality in X culture?
- What does "small talk" tell us about privacy in X culture? About hierarchy?
- What distinguishes a native speaker from a fluent foreigner in greetings and small talk?

Thematic Planning

- How does your thematic unit allow culture and content to be integrated throughout the unit?
- How do you incorporate the national standards in your thematic unit?
- How do your instructional goals define a thematic, contextualized learning experience?

2) Determine acceptable evidence

- Performance-based assessments
- Can-do descriptions
- Can be in any of the 3 modes of communication

Interpersonal samples of evidence:

- 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

Interpretive samples of evidence

- 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

Presentational samples of evidence

- 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
- TV or Radio spot
- Design a survey and present findings
- Public Service Announcement or Infomercial
- Essays, Plays, Poem, Song, Rap

3) Plan learning experiences/instruction

- Given the identified results and evidence of understanding, what are the most appropriate instructional activities?
- What facts, concepts, and skills will students need in order to perform effectively and achieve desired results?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and how will it best be taught in light of performance goals?

Test your understanding . . .

- Turn to a partner, and in your own words explain the 3 steps to backward design
- Put into your own words your understanding of
  - Enduring Understandings
  - Can-do statements

French Lesson

- http://www.learner.org/libraries/tfl/
- As you watch this class, look for the following:
  - How much Target Language (French) does the teacher use? And the students?
  - What kinds of strategies does the teacher use to make the TL comprehensible?
  - What is the theme/focus of the lesson? How does this differ from a traditional "language" lesson?

The 3rd "C": Connections

- STANDARD 3.1 Students reinforce and further their knowledge of other disciplines through the study of a WL.
- STANDARD 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through knowledge of a WL and culture.

Learning Scenarios

- In your groups, take your sample learning scenarios from day1and scan for ….
  - 3.1
  - 3.2

Content-based instruction

- emphasis on learning to use the language, not just talk about it
- construct knowledge and develop understandings about a topic and a learning task
- use language meaningfully and purposefully
- learn about language in the context of learning through language.

http://www.carla.umn.edu/cobaltt/modules/principles/index.html

Sample themes for heritage class micro teaching

- **Voyage to Mars**
- ***- The Space Race***

(Trace the history of Soviet space travel and the US response; could lead to specific lessons or projects on topics, such as Women in Space, Animals in Space, Inventions for Space, Rockets, etc.)

- ***- Space Station Mir***
- (Highlight the development of the Soviet Mir Space Station and US collaboration. Our local astronaut, Bonnie Dunbar (former CEO of the Museum of Flight), for example, trained in Russia before traveling to Mir.)

- ***- International Space Station***
- (How did this idea develop, which countries collaborate, how do they live there, communicate, etc.?)

- ***Mars in the 21st Century?***
- (How will the US collaborate with Russia to prepare for space travel in the 21st century?)

STEM Theme – Web of ideas

- Webs, cognitive organizers to relate ideas around a central them
- Using a web to brainstorm ideas around a STEM theme
  - Pick an image from Museum of Flight as a theme
  - Write your main theme in the middle
  - Brainstorm ideas
  - Draw lines as you see connections

Resources to explore

- http://www.museumofflight.org/
- http://www.nasm.si.edu/

Today's Tasks

- Respond to Moodle journal prompt
- Explore resources to begin thinking of a STEM based space topic for micro-teaching next week. (Friday's trip to the MOF will help.)

This Afternoon

- Linguafolio self-assessment
- Continue to work on Google sites