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**STARTALK Lesson Planning Checklist**

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| **🗸** | **Item** |
| **Stage 1** |
|  | I have identified what I want students to be able to do (the learning targets) by the end of the lesson. |
|  | I have determined what students need to know (vocabulary and structures) in order to reach the learning targets. |
| **Stage 2** |
|  | I know how students will show me that they have achieved the learning targets by the end of the lesson. |
| **Stage 3** |
|  | I have thought about various activities that could be used to achieve the learning targets. |
|  | From the activities I have thought about, I have carefully chosen these activities because they hold the greatest promise for reaching the learning targets. |
| **The activities I have selected do the following:** |
|  | Give students a reason for needing and wanting to pay attention and being on-task |
|  | Provide students with an authentic (real-world) purpose for using the language |
|  | Make the learner—not the teacher—the active participant |
|  | Engage *all* students as opposed to just one or two at a time |
|  | Provide sufficient opportunities for input before expecting output |
|  | Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent |
|  | Represent the best use of instructional time |
|  | Take an appropriate amount of time considering the age of the learner |
|  | Include enough variety to enable a lively pace for the lesson |
|  | Vary in level of intensity and physical movement from one to the next |

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**STARTALK-Endorsed Principles for Effective Teaching & Learning**

**and Characteristics of Effective Language Lessons**

The STARTALK-endorsed Principles describe characteristics of highly effective language teaching and learning. An ideal learning experience is framed by a standards-based and thematically organized curriculum that integrates culture, content and language. Learners work with authentic, age-appropriate texts in a learner-centered environment as they engage in real-world performance tasks that allow them to use the target language beyond the classroom.

* + 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

<https://startalk.umd.edu/principles/>