

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



## Workshop Goal:

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Learn guiding principles for designing standards-based curriculum, units, and lessons focused on developing learners' language performance toward proficiency.

Clementi/Terrill TALL-IL 2.0 2014

## *What are your goals for today?*

4

This will be a successful PD day if I can.....



Laura Terrill, ACTFL ISD 622, 2014

## Teaching is .....

5



*what occurs  
outside the  
head.*

Ruby Payne

Laura Terrill, ACTFL ISD 622, 2014

## Learning is .....

6

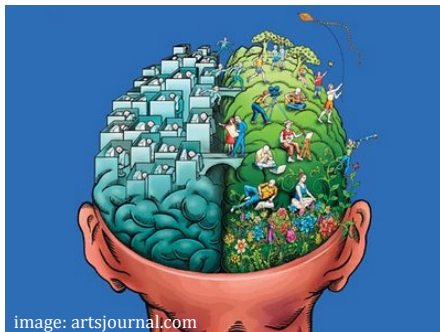


image: artsjournal.com

*what occurs  
inside the  
head.*

Ruby Payne

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## Individual Accountability

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Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced With their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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## Performance toward Proficiency

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## Key Comparisons: Performance & Proficiency

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### Performance

- ❑ Based on classroom instruction
- ❑ Practiced
- ❑ Familiar content and context
- ❑ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

### Proficiency

- ❑ Independent of specific classroom instruction
- ❑ Spontaneous
- ❑ Broad content and context
- ❑ Sustained performance across all the tasks and contexts for the level

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## NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	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.	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. I can usually say what I want to say about myself and my everyday life.	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.

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## NCSSFL-ACTFL Global Benchmarks Presentational Writing

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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## TEKS – Performance Toward Proficiency Interpersonal Communication – Speaking and Writing

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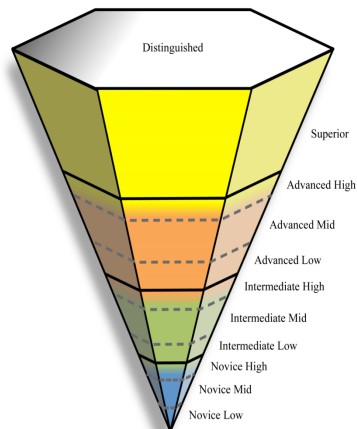
Novice Mid – Novice High (level 1)	Novice High – Intermediate Low (level 2)	Intermediate Low – Intermediate Mid (Level 3)	Intermediate Mid – Intermediate High (Level 4)
The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of words & phrases & some simple sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements & sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements, sentences, & strings of sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of sentences & connected discourse using appropriate & applicable grammar structures & processes at the specified proficiency levels.

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What learners demonstrate in the familiar  
context of the instructional setting...

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**points toward a targeted proficiency level**



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## Advanced Placement Exam Format

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Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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## French AP - 2012

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**Presentational Writing:** You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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## French AP - 2012

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- **Presentational Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.
- In your presentation, compare your own community to an area of the French- speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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### ACTFL Proficiency Guidelines 2012 - Speaking

17	<b>Novice</b>	<ul style="list-style-type: none"> <li>communicate short messages on highly predictable, everyday topics that affect them directly.</li> <li>use isolated words and phrases that have been encountered, memorized, and recalled.</li> <li>may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.</li> </ul>
	<b>Intermediate</b>	<ul style="list-style-type: none"> <li>create with the language when talking about familiar topics related to their daily life.</li> <li>recombine learned material in order to express personal meaning.</li> <li>ask simple questions.</li> <li>can handle a straightforward survival situation.</li> <li>produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time.</li> <li>understood by interlocutors who are accustomed to dealing with non-native learners of the language.</li> </ul>
	<b>Advanced</b>	<ul style="list-style-type: none"> <li>engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest.</li> <li>narrate and describe in the major times frames of past, present, and future.</li> <li>can deal with a social situation with an unexpected complication.</li> <li>speak in paragraphs; the language is abundant.</li> <li>sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.</li> </ul>

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## Your “apple save” moment....



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2014

## Curriculum on the shelf or .....

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<http://www.splendidactually.com>

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## ...being used to plan instruction?

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<http://www.splendidactually.com>



<http://brittanyscholer.wordpress.com>

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## Curriculum in separate columns or .....

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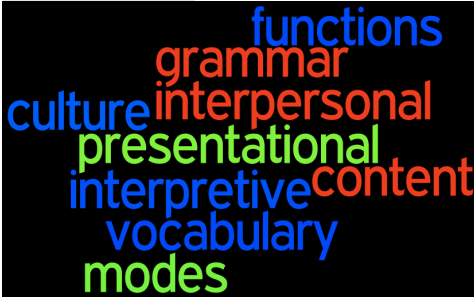
Grammar	Vocab	Culture
• .....	• .....	• .....
• .....	• .....	• .....

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## ...integrated?

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Grammar	Vocab	Culture
• .....	• .....	• .....
• .....	• .....	• .....



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## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> 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.
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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<b>CONNECTIONS</b> 25 Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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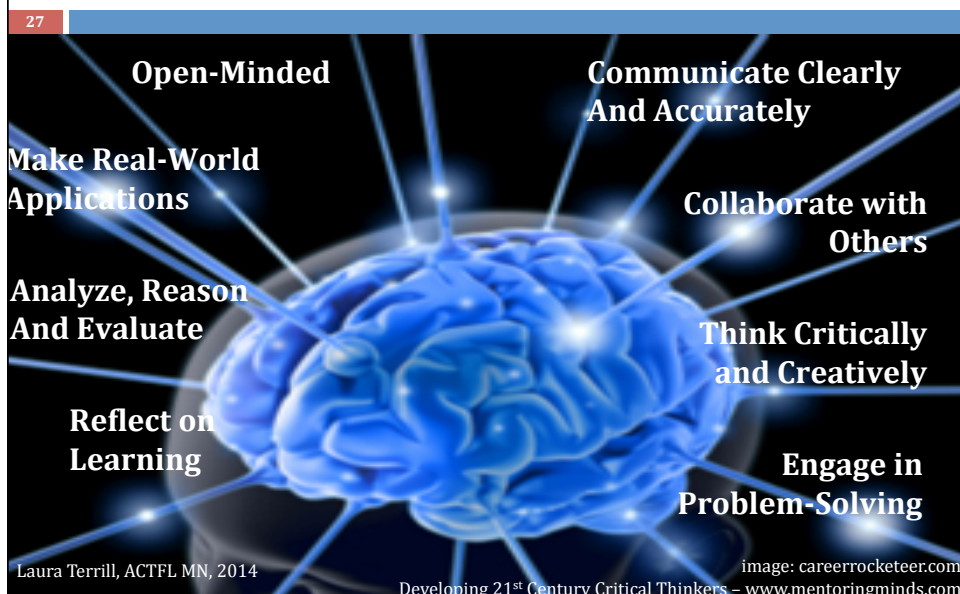
## Global Challenges: Food and Hunger

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Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

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## 21<sup>st</sup> Century Learners



## Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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## Themes & Topics

p. 29

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Advanced Placement	International Baccalaureate	Clementi/Terrill
Personal and Public Identities	Social Relationships	Identity
Families and Communities	Cultural Diversity	Belonging
Contemporary Life	Customs and Traditions	Well-being
Beauty and Aesthetics	Leisure	Creativity
Science and Technology	Health	Exploring Time and Place
Global Challenges	Communication and Media	Discovery
	Science and Technology	Challenges
	Global Issues	

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## Matching Themes and Topics

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Global Themes	Topics
<input type="checkbox"/> Belonging	<input type="checkbox"/> Careers
<input type="checkbox"/> Challenges	<input type="checkbox"/> Cities
<input type="checkbox"/> Creativity	<input type="checkbox"/> Leisure Activities
<input type="checkbox"/> Discovery	<input type="checkbox"/> Families
<input type="checkbox"/> Exploring Time and Place	<input type="checkbox"/> Sports
<input type="checkbox"/> Identity	<input type="checkbox"/> Houses
<input type="checkbox"/> Well-being	<input type="checkbox"/> Movies
	<input type="checkbox"/> Weather/Climate
	<input type="checkbox"/> Art
	<input type="checkbox"/> Geography
	<input type="checkbox"/> Travel
	<input type="checkbox"/> School
	<input type="checkbox"/> Food
	<input type="checkbox"/> Friends
	<input type="checkbox"/> Clothing
	<input type="checkbox"/> History
	<input type="checkbox"/> Animals
	<input type="checkbox"/> Music

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## Advantages of Themes & Topics

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- ❑ Makes instruction more comprehensible because the theme creates a meaningful context
- ❑ Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- ❑ Provides a rich context for standards-based instruction
- ❑ Offers a natural setting for narrative structure and task-based organization of content

--Curtain and Dahlberg (2010) pp 150 – 151

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## Advantages of Themes & Topics

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- ❑ Involves the students in real language use
- ❑ Engages the learner in complex thinking and more sophisticated use of language
- ❑ Avoids the use of isolated grammatical structures
- ❑ Connects content, language, and culture goals to a “big idea”

--Curtain and Dahlberg (2010) pp 150 – 151

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## Textbook as a Tool

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Textbook Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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## Textbook as a Tool

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Textbook Topic	Theme	Essential Question
Food	Challenges	
Travel	Exploring Time and Place	
Daily Routines	Well-being	
Family	Belonging	
Houses	Creativity	
Me and my friends	Identity	

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## Textbook as a Tool

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Textbook Topic	Theme	Essential Question
Food	Challenges	What is hunger?
Travel	Exploring Time and Place	What is a good travel destination?
Daily Routines	Well-being	What is a healthy lifestyle?
Family	Belonging	What is a family?
Houses	Creativity	How much space do you need?
Me and my friends	Identity	Who am I?

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## Big Ideas =

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Theme  
+  
Essential Question

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## Essential Questions

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Important and Timeless <i>(broad, no single answer)</i>	Elemental or Foundational <i>(debated by experts in the discipline)</i>	Content-related <i>(specific to discipline)</i>
<ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is the relationship between man and nature?</li> <li>• What is wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• What is interculturality and how is it assessed?</li> <li>• What does it mean to be fluent in a language?</li> </ul>	<ul style="list-style-type: none"> <li>• What awareness and understandings of products, practice and perspectives are needed to enter into another culture?</li> <li>• What literacy skills do I need to succeed as a global citizen?</li> </ul>

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## Essential Questions

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“The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily.” --Ted Sizer

- ☐ They have no one right answer.
- ☐ All students can answer them.
- ☐ They enable all students to learn.
- ☐ They involve thinking, not just answering.
- ☐ They make students investigators.
- ☐ They are provocative—they hook students into wanting to learn.

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## Essential Questions

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- They offer a sense of adventure, are fun to explore and try to answer.
- They require students to connect learning from several disciplines.
- They challenge students to demonstrate that they understand the relationship between what they are learning and larger world issues.
- They enable students to begin the unit from their own past experience or understanding.
- They build in personalized options for all students.

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## Essential Questions

p. 96

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	Novice	Intermediate	Advanced
<b>Belonging</b>	What is a family?	What is friendship?	Why is global collaboration important?
<b>Challenges</b>	What is hunger?	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?
<b>Creativity</b>	What do artists do?	How do music and art reflect society?	What makes a piece of literature a classic?
<b>Discovery</b>	Who are the inventors?	How are advances in science impacting my life today?	What inventions are needed to improve the quality of life on earth?
<b>Exploring Time and Place</b>	What makes a city special?	How does where I live influence my lifestyle?	Why do people say: It's a great place to visit but I wouldn't want to live there?
<b>Identity</b>	How does what I do define who I am?	What am I doing to gain the skills I need for the future?	How is my identity shaped over time?
<b>Well-being</b>	Where does our food come from?	Eat to live or live to eat: what is the difference?	Why consider joining the "slow food" movement?

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# Curriculum Overview

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online

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LANGUAGE: French			LEVEL: Novice Mid – Novice High		
Theme	Topic	Essential Question Interculturality	Performance Assessment	Functions/ Structures & Patterns	Vocabulary Expansion
Identity	Leisure Activities				
Discovery	Explorers				
Exploring Time and Place	Living in the City				
Well-being	Balanced Lifestyle				
Challenges	The Natural World				
Belonging					
Creativity					

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# Curriculum Overview

p. 79 &  
online

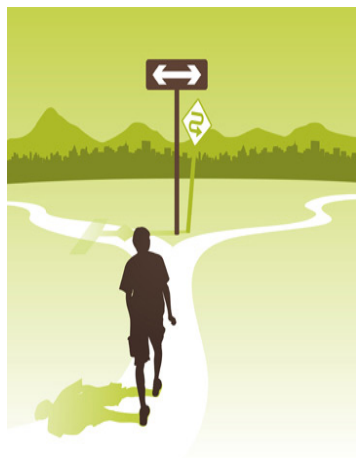
42

LANGUAGE: French			LEVEL: Novice Mid – Novice High		
Theme	Topic	Essential Question Interculturality	Performance Assessment	Functions/ Structures & Patterns	Vocabulary Expansion
Identity	Leisure Activities	How does what I do define who I am?			
Discovery	Explorers	Who are the explorers?			
Exploring Time and Place	Living in the City	What makes a city special?			
Well-being	Balanced Lifestyle	How balanced is my lifestyle?			
Challenges	The Natural World	What is biodiversity and why do we need it?			
Belonging					
Creativity					

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## Designing a Unit Step by Step

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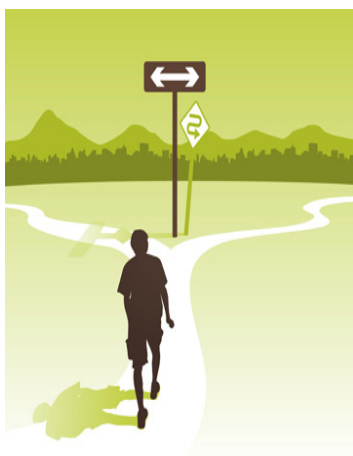
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### Considerations:

- Age of learners
- Language level of learners
- Interests of learners
- Potential for real-world communication

## Designing a Unit Step by Step

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### Considerations:

- Potential to build cultural knowledge and understandings
- Connections to grade-level curriculum
- Overarching themes throughout program sequence

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## Pause to consider.....

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<b>Language and Level</b>	
<b>Theme and Topic</b>	
<b>Essential Question</b>	
<b>Unit Focus</b>	
What should learners know and be able to do by the end of the unit?	

- What topic?
- What theme or aspect of that topic?
- What essential question will focus the unit goals?
- What are the unit goals? Do they capture the Standards?

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## Interpretive Mode

48

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



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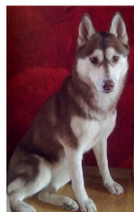
Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

<sup>51</sup>  
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### CHIEN PERDU



le 7 juillet 2011 à Torcy (77200)

perdu Husky de Sibérie

femelle marron et blanc

tatouage, puce: oui, mais étrangers!

La chienne est identifiée par puce électronique donc si vous la trouvez amenée là chez un vétérinaire qui scanner la puce et aura les informations.

Si vous avez la moindre information, s'il vous plaît contactez nous

**Mathilde, Tél: 07.86.51.86.54**

**Tatiana, Tél: 02.37.34.73.84**

**Email: olya.kravtsova@gmail.com**

### Récompense

Ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

<sup>52</sup>

### Se busca Poodle



Responde al nombre de "PELUDO"

Porta un collar color Rojo y una placa con su nombre.

Fue visto por última vez frente al estadio de Rangers.

Por favor, si lo ven llamen a uno de los siguientes números, gracias.



74095582 ó 78660783



Se ofrece recompensa económica.

## Complex Thinking — Simple Language

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No soy un abrigo.

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Helena Curtain

## lauraterrill.wikispaces.com

 lauraterrill

-  Wiki Home
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-  Pages and Files
-  Members
-  Settings

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 Education  
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 Consumerism  
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 Environment  
 Food - Hunger  
 Responsibility  
 Shelter-Housing  
 edit navigation

### Presentations

#### Laura Terrill

email: [lterrill@maine.edu](mailto:lterrill@maine.edu)  
 pinterest: [pinterest.com/lauryand](#)

**Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:**  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

**OFLA**  
 April 2014

#### Keynote



Keynote - Enabling the Future.pptx.pdf

[Details](#) [Download](#) 3 MB

#### Assessing for Learning Key Slides



Ohio handout.pptx.pdf

[Details](#) [Download](#) 10 MB

#### Assessing for Learning Handout



Ohio Assessing for Learning Handout.docx

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## <http://lauraterrill.wikispaces.com/Authentic+Materials>

### ☆ Authentic Materials

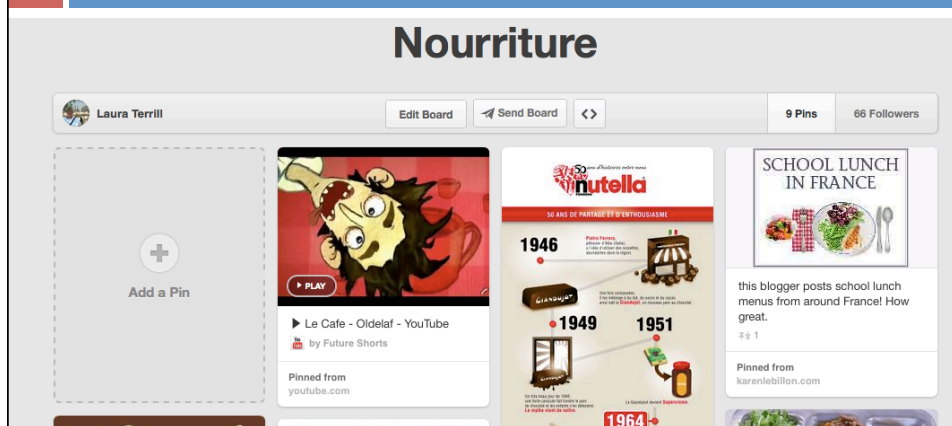
**Authentic Resources - Websites for a variety of materials**

All Languages

ACTFL WebWatch – What's Online for Foreign Language Educators	<a href="http://www.actfl.org/publications/the-la-watch-online-archive?pageid=4446">http://www.actfl.org/publications/the-la-watch-online-archive?pageid=4446</a>
Merlot World Language Portal	<a href="http://worldlanguages.merlot.org">http://worldlanguages.merlot.org</a>
NCLRC – Culture Club	<a href="http://www.nclrc.org/cultureclub/">http://www.nclrc.org/cultureclub/</a>
Jim Becker's World Language Links	<a href="http://www.uni.edu/becker/index.html">http://www.uni.edu/becker/index.html</a>
International Children's Library	<a href="http://en.childrenslibrary.org">http://en.childrenslibrary.org</a>
Bookbox - Children's Books	<a href="http://www.bookbox.com">http://www.bookbox.com</a>
Newseum Front Pages	<a href="http://www.newseum.org/todaysfrontpages/default">http://www.newseum.org/todaysfrontpages/default</a>
Thematic Unit Materials in Several Languages	<a href="http://miscositas.com">http://miscositas.com</a>
Culturally Authentic Images	<a href="http://capl.washjeff.edu">http://capl.washjeff.edu</a>
Lyrics Trainings - Songs in Different Languages	<a href="http://www.lyricstraining.com">http://www.lyricstraining.com</a>

Laura Terrill, Maine 2014

## <http://www.pinterest.com/lterrillindy/>



Laura Terrill, Maine 2014

## huffingtonpost.com

» Luis Suarez a par ailleurs énormément fait réagir sur Twitter après sa morsure à l'épaule sur Giorgio Chiellini



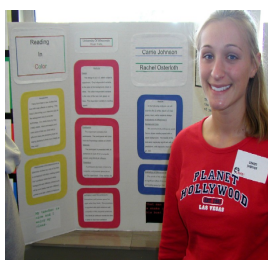
A la 70e minute, Suarez a mordu le stoppeur italien, qui a ensuite montré la petite entaille en tirant sur son maillot. Ce geste pourrait valoir des problèmes à l'attaquant de Liverpool si la commission de discipline de la Fifa se saisit de ce cas en visionnant les images.

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## Presentational Mode

58

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.



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## Presentational Communication....

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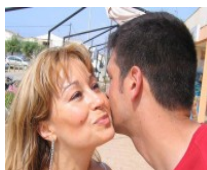
is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill, ACTFL ISD 622, 2014

## Interpersonal Mode

60

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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## Interpersonal Communication....

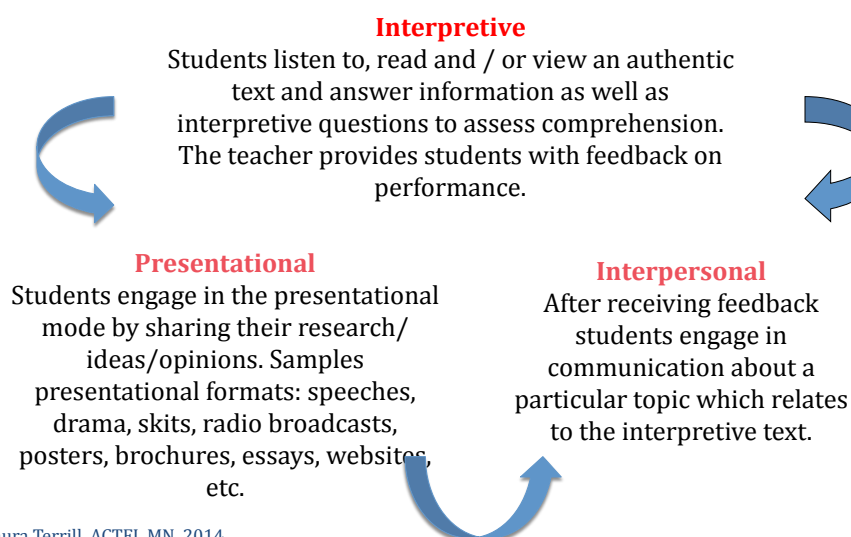
61

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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## ACTFL Integrated Performance Assessment

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## Bloom's Taxonomy

p. 14

63

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
define find identify list locate match memorize name recall recite recognize record	choose classify compare describe discuss explain express illustrate infer interpret outline paraphrase	apply change choose construct demonstrate dramatize illustrate interview perform present produce share	analyze categorize compare conclude contrast critique debate deconstruct integrate organize outline question	assess critique defend determine evaluate judge justify rate reflect support test validate	assemble compose construct create design develop devise hypothesize imagine invent modify propose

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## Summative Performance Tasks

### Interpretive Mode

Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

### Presentational Mode

**Project:** Students will create a public service announcement to address nutritional and / or hunger issues in their community.

**On-Demand:** You are so proud of yourself....a perfectly healthy day of eat and then disaster. Comment on your eating habits for the day...

### Interpersonal Mode

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.

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66

Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and **indicate if the foods are healthy or not** and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Collaboration</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Critical Thinking and Problem Solving</i></li> <li>• <i>Creativity and Innovation</i></li> </ul>
--	--

**Project:** Students will **create** a public service announcement to **address nutritional and / or hunger issues** in their community.

On-Demand:

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They **will discuss hunger based on the setting of the images.**

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## Pause to consider.....

66

Summative Performance Assessment	Interpretive	
<ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• They are integrated throughout the unit.</li> <li>• The template encourages multiple interpretive tasks.</li> <li>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>• The tasks incorporate 21<sup>st</sup> Century Skills.</li> </ul>		
	Presentational	Interpersonal

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## Cultures: The Culture Triangle

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**Products****Practices****Perspectives**

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## Products — Practices — Perspectives

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## Cultures

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Cultures	<b>Products</b>	Food Pyramids from different countries
	<b>Practices</b>	Daily diet
	<b>Perspectives</b>	Eating Habits vary from one culture to another
	<b>Products</b>	Regional dishes like Ratatouille
	<b>Practices</b>	Eating locally
	<b>Perspectives</b>	Regional specialties

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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## Connections

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Connections	<b>Making Connections</b>	<b>Acquiring Information and Diverse Perspectives</b>
	Science: Food and Calories Geography: Location of key countries	internet sites to track diet choices Wefeed site to determine cost

**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

**Acquiring Information and Diverse Perspectives:** Learners acquire information and access diverse perspectives that are available through the language and its culture.

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## Comparisons

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Comparisons	Language Comparisons	Cultural Comparisons
	food pyramids staples of a diet food quantity and quality	Bon appétit SOS Faim

**Language Comparisons:** Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Cultural Comparisons:** Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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## Communities

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Communities	School and Global Communities	Lifelong Learning
	Students will prepare a PSA presentation to call attention to hunger issues in their communities.	Self-assessment of progress towards unit goals  Problem solving

**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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### Connections to Common Core

**Reading 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Reading 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Reading 7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Writing 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**Speaking and Listening 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Speaking and Listening 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Speaking and Listening 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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## Connections to 21<sup>st</sup> Century Skills

74

Common Core	
<b>Communication</b>	Interpretive, Interpersonal and Presentational Summative Tasks
<b>Communication</b>	Presentational and Interpersonal Summative Tasks Presentational "On Demand"
<b>Creativity and Innovation</b>	Presentational Summative Task
<b>Critical Thinking and Problem Solving</b>	Presentational Summative Task

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We do not  
learn from  
experience;  
we learn  
from  
reflecting on  
experience.

--John Dewey

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## Pause to consider.....

76

Summative Performance Assessment	Interpretive		
<ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• They are integrated throughout the unit.</li> <li>• The template encourages multiple interpretive tasks.</li> <li>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>• The tasks incorporate 21<sup>st</sup> Century Skills.</li> </ul>			
	Presentational		Interpersonal

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## Toolbox

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- Language Functions
- Related Structures/Patterns
- Vocabulary Expansion
- Key Learning Activities/  
Formative Assessments
- Resources
- Technology Integration

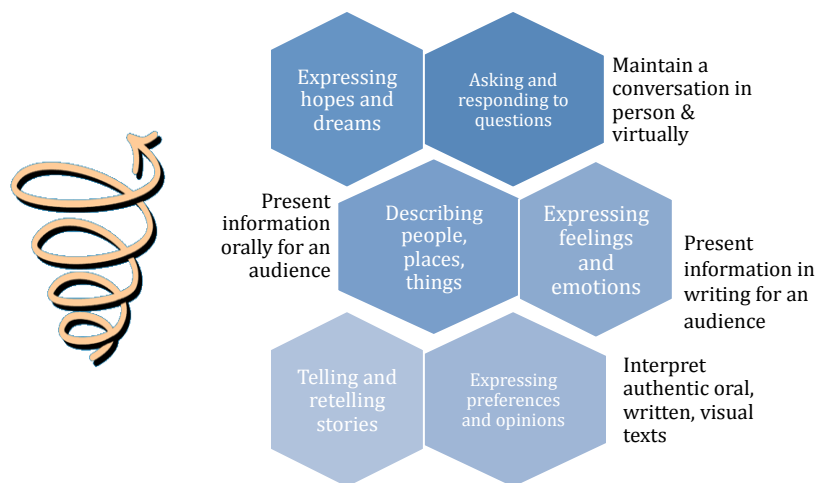


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## Top Ten Functions and Related Tasks

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105

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## Increasing levels of proficiency

p. 77

Novice → Intermediate → Advanced					
<b>Express feelings and emotions</b>	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
<b>Tell or retell stories</b>	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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Toolbox		
8	Language Functions	Related Structures/ Patterns
	<b>ask and answer questions</b> about food and hunger	
	<b>talk about likes and dislikes</b> concerning common and international foods	
	<b>identify</b> where certain foods are from and identify key ingredient(s)	
	<b>ask and answer</b> if they would like certain dishes and give reasons	
	<b>explain</b> where and why hunger exists in the world	
	<b>explain</b> how they make good / poor food choices	
	Vocabulary Expansion	

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## Student Can-do's

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I can	Yes	With some help	Not yet
<b>ask and answer questions</b> about food and hunger			
<b>talk about likes and dislikes</b> concerning common and international foods			
<b>identify</b> where certain foods are from and identify key ingredient(s)			
<b>ask and answer</b> if they would like certain dishes and give reasons			
<b>explain</b> where and why hunger exists in the world			
<b>explain</b> how they make good / poor food choices			
<b>explain</b> how they make good / poor food choices			

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## Teacher Observation Check List

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	ask and answer questions about food and hunger	talk about likes and dislikes concerning common and international foods	identify where certain foods are from and identify key ingredient(s)	ask and answer if they would like certain dishes and give reasons	explain where and why hunger exists in the world	explain how they make good / poor food choices	explain how they make good / poor food choices
Student 1							
Student 2							
Student 3							

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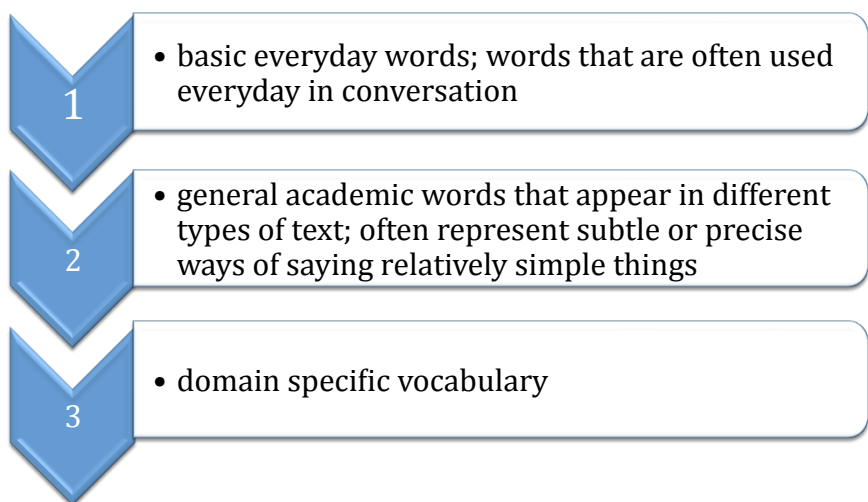
Toolbox		
Language Functions	Related Structures/ Patterns	Vocabulary Expansion
8 <b>ask and answer questions</b> about food and hunger	to have idioms (avoir faim)	
<b>talk about likes and dislikes</b> concerning common and international foods	definite articles negation -er verbs	
<b>identify</b> where certain foods are from and identify key ingredient(s)		
<b>ask and answer</b> if they would like certain dishes and give reasons		
<b>explain</b> where and why hunger exists in the world		
<b>explain</b> how they make good / poor food choices		
<b>explain</b> how they make good / poor food choices		

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## Tiered Vocabulary

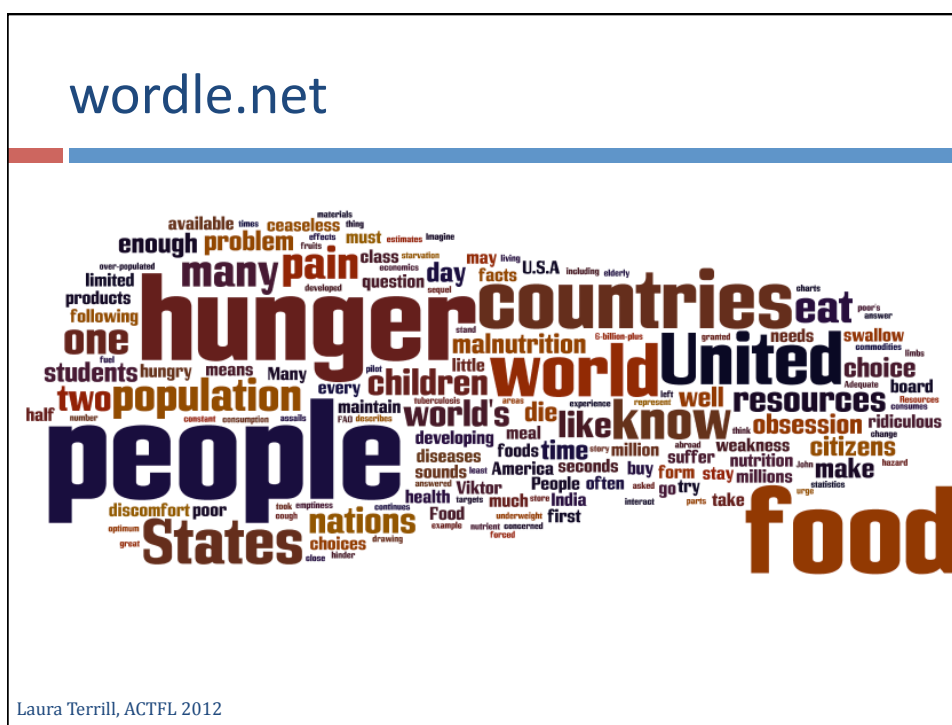
p. 36

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Toolbox		
8	Language Functions	Related Structures/ Patterns
	<b>ask and answer questions</b> about food and hunger	to have idioms (avoir faim)
	<b>talk about likes and dislikes</b> concerning common and international foods	definite articles negation -er verbs
	<b>identify</b> where certain foods are from and identify key ingredient(s)	
	<b>ask and answer</b> if they would like certain dishes and give reasons	
	<b>explain</b> where and why hunger exists in the world	
	<b>explain</b> how they make good / poor food choices	
		<b>Tier 1</b> hungry / thirsty like/dislike/prefer food dishes/categories of food number/calories/ would you like, I would like, please, thank you I eat well because/to avoid  <b>Tier 2</b> disease hunger – causes Malnourished food elements – fat, protein, etc



## Food and Hunger- Vocabulary

87

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

**ask and answer questions** about food and hunger

	Are you hungry?
	I'm hungry.
	I'm starved
	Not really.
	I'm not hungry.

**explain** where and why hunger exists in the world

	Why is hunger a problem?
	Hunger is a problem because of....
	war
	poverty

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## Pause to consider.....

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### Toolbox

Language Functions	Related Structures/ Patterns	Vocabulary Expansion

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## Toolbox (continued)

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Resources	Technology Integration
Additional activities and resources for this unit can be found at: lauraterrill.wikispaces.com terrill-theisen2011.wikispaces.com	Edu.glogster for Presentational

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### Key Learning Activities/Formative Assessments

Key Learning Activity/ Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
View Hungry Planet and analyze images for food items, identify location of countries and common geographical features of various countries pictured	Activates interest in unit theme	Interpretive Interpersonal	S, W
French food pyramid-eating healthy-likes/dislikes (Do I eat well?)-self-evaluation	Shows images related good nutrition; allows for comparison	Interpretive Interpersonal	S, W
SOS fam movie-interpretive activities, numbers	Provides global context for theme	Interpretive	S, C, W
Wefeedback activity – impact of your favorite food on world hunger. I eat drink (food) and impact on hunger	Allows for personal understanding of individual impact	Interpretive	S, W
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	Practice expressing opinions/point of view	Presentational	S, W

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## Selecting content....

p. 72

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### Interculturality

"...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience."

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## How many units a year?

p. 44

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Consider:

- the need for lots of comprehensible input from multiple authentic sources
- the need for time to internalize new vocabulary and structures
- the need to develop all 3 modes of communication
- the fact that each unit's performance assessment includes all three modes of communication
- your school calendar

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## Selecting Final Units.....

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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## Possible Sequence

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AP Theme	1	2	3	4	5
Personal and Public Identities	Global Citizenship	Heroism	Memories	Education and Your Future	Freedom
Family and Communities	Home Sweet Home	Responsibility	Stereotypes	Housing and Shelter	Love and Friendship
Contemporary Life	A Balanced Lifestyle	Urban Life	Tourist or Traveler	Coming Together	Media and Public Opinion
Global Challenges	Food and Hunger	Consumerism	Literacy	Revolution and Conflict	Biodiversity
Beauty and Aesthetics	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Science and Technology	Inventors	Go Green	Equal Access	Exploration	Innovation

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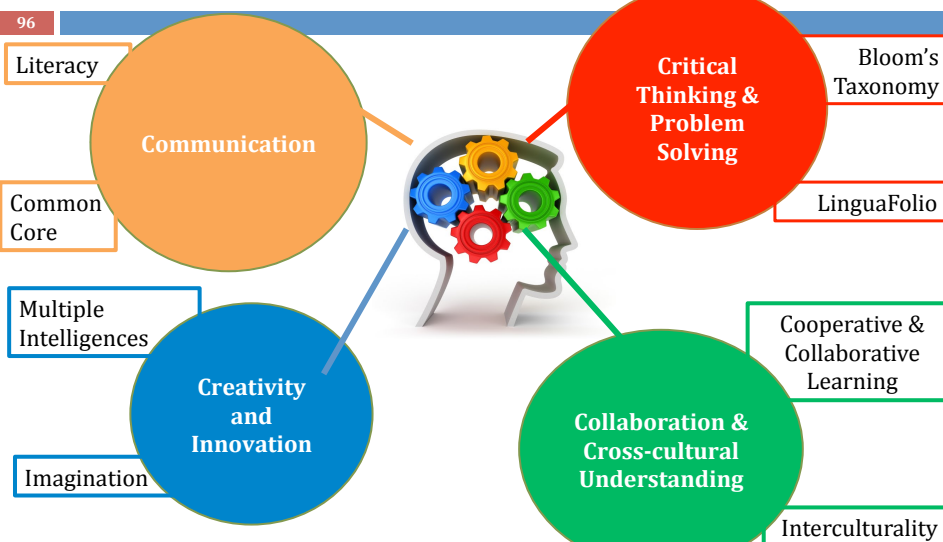
## Sample High School Units

Global Theme	1	2	3	4	5
Belonging	Global Citizenship	Responsibility	Equal Access	Love and Friendship	Global Collaboration
Challenges	The Natural World	Why Can't All Children Go to School?		Housing and Shelter	Revolution and Conflict
Creativity	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Discovery	Inventors	Consumerism	Impact of Technology	Exploration	Innovation
Exploring Time and Place	Living in the City		Tourist or Traveler	The Wonders of the World	The Future is Now
Identity		Heroism	Memories		Media and Public Opinion
Well-being	A Balanced Lifestyle	Go Green		The Slow Food Movement	

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## Instructional Repetoire

p. 9



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## Day 1 —Global Challenges: Food and Hunger



## La lutte contre la faim, notre priorité à tous

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## Mindset for Lesson Design

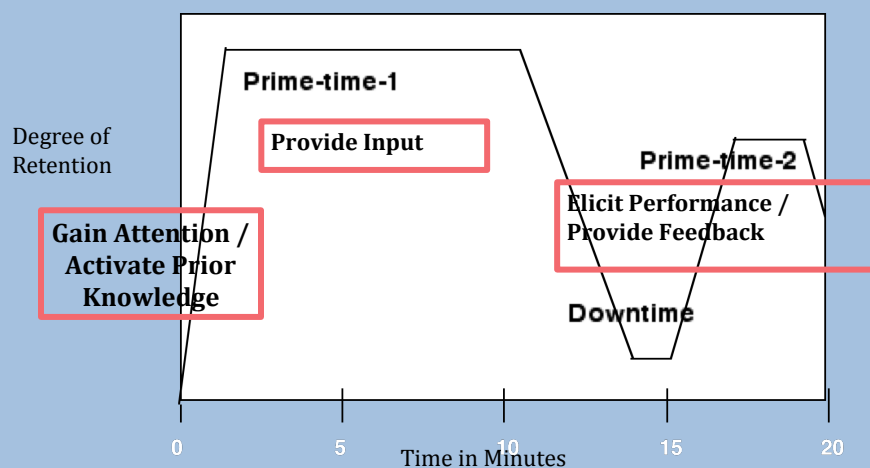
99

### Key Considerations:

- Primacy-recency learning cycle
- 90%+ use of target language
- Comprehensible input
- Planning for transitions

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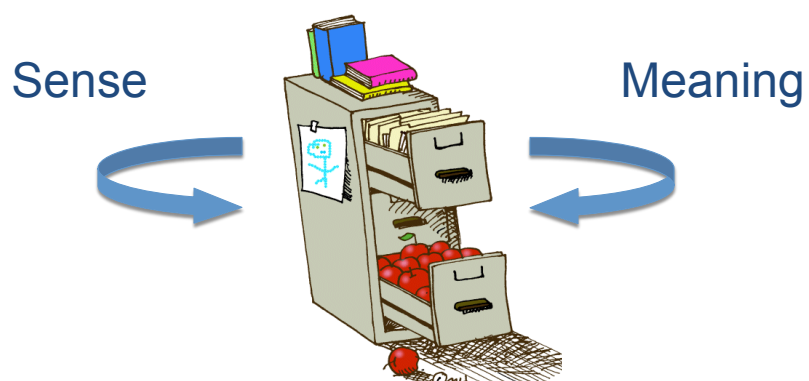
## Primacy-Recency



Laura Terrill, Maine 2014

Adapted from Sousa

## Long-term memory



Laura Terrill, Maine 2014

## Lesson Template

Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time* How many minutes will this segment take?	Materials Resources Technology
<b>Gain Attention / Activate Prior Knowledge</b>			
<b>Provide Input</b>			
<b>Elicit Performance / Provide Feedback</b>			

Laura Terrill, Maine 2014

## Lesson Transitions

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The teacher says...	Learners:
While I take attendance....	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer...	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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## expressing preferences and opinions

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**Function (s):**      **Explain** where and why hunger exists in the world

**Accuracy:**      Prepositions with continents and countries

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## Gain Attention



Students list words and phrases they associate with the image. They attempt to address the question of where hunger exists in the world.

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## Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

106

Students read the story of Binta.



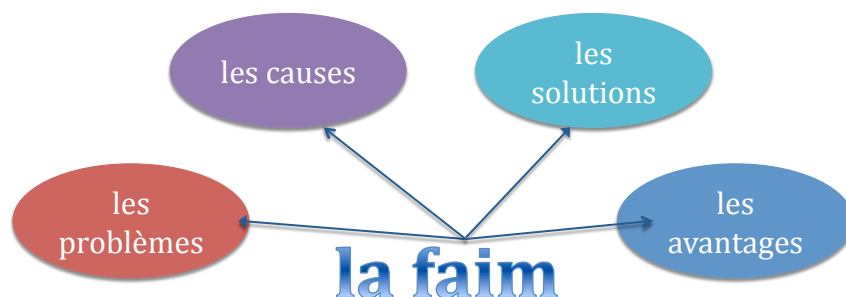
Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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## Elicit Performance/Provide Feedback

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Students create a graphic organizer using words and phrases from video and reading to begin to develop the vocabulary they will need to talk about the topic.

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## Elicit Performance/Provide Feedback

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### Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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## Enhance Retention and Transfer (Homework)

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Type of Homework	Learners might
Pre-learning	Watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

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performance  
interpretive  
perspectives



proficiency  
connections  
interpersonal

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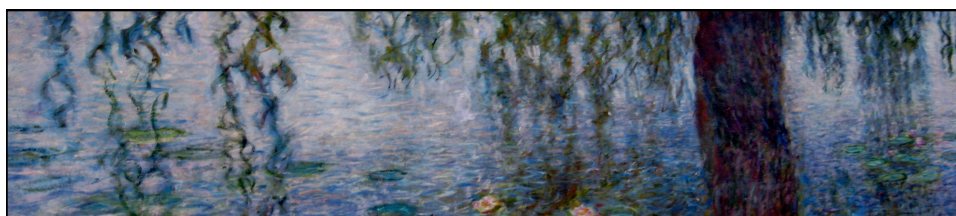
111

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon

*Communicative Competence: Theory and Classroom Practice*

Laura Terrill, ACTFL ISD 622, 2014



Laura Terrill

World Language / ELL Consultant

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Wiki: [lauraterrill.wikispaces.com](http://lauraterrill.wikispaces.com)

[Lterrillfortworthisd.wikispaces.com](http://Lterrillfortworthisd.wikispaces.com)

**The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design**

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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