

Conference

Highlights: Part 2

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The Keys to Planning for Learning

- Around the modes of communication and the 5 goal areas
 - Belonging
 - Challenges
 - Creativity
 - Discovery
 - Exploring time and place
 - Identity
 - Well-being

THE KEYS TO PLANNING FOR LEARNING

- Selection of themes:
 - Think about your students -
 - Age, language level, interests, potential for real-world communication, potential to build cultural knowledge and understanding, connection to other content areas
 - How does it help students understand who they are, where they live and how they interact with others

[Http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning](http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning)

Exploring Time and Place: Living in a City

NM-NH

- What makes a city special?
- What simple language can they use to answer that question?
- Performance toward proficiency (novice with elements of intermediate)
- Multiple opportunities for performance lead to proficiency (Laura Terrill)
- Without strong performance assessment you will not be addressing the 4 C's

Planning

- Language comparison hotel de ville (city hall), ville, village
- Cultural comparison - layout of cities, driving in the cities
- LET's Be deliberate about culture rather than just listing the standard #
- Quality of the work will not be as high if only the teacher sees it
- The Common Core
 - Balance of informational and literary texts (travel adventure)
 - Close reading of increasingly complex text
 - Use of evidence- based arguments (prove it!)
 - Interaction with multiple print, auditory, and visual sources
 - if an administrator asks you to address the grade level CCSS thank them for starting an immersion program in K.

Exploring Time and Place: Living in the City
by Clementi & Terrill November 2013

Language and Level / Grade	French: Novice Mid – Novice High	Approximate Length of Unit	4 weeks
		Approximate Number of Minutes Weekly	250minutes (5 days/50 minutes)
Theme/Topic	Exploring Time and Place: Living in the City		
Essential Question	What makes a city special?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Identify businesses, services, schools, parks, etc within a city • Describe the purpose(s) of various businesses, services, etc. in a city • Locate businesses, services, schools, parks, etc on a city map • Ask for and give directions from one point to another within a city • Describe what makes a city special • Compare cities in the United States to cities in France 		
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the</i>	Interpretive Mode		
	Listen to and follow directions from one place to another on a city map.	Read information on a website about (Poitiers: www.poitiers.fr/) in order to identify what makes Poitiers special. Give reasons for the items on your list.	Watch a video about Futuroscope in Poitiers (www.VisiteduFuturoscopedePoitiers) and list what you can see and do there.

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<p><i>unit.</i></p> <ul style="list-style-type: none"> • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks should incorporate 21st Century Skills. 	<p>Presentational Mode</p> <p>Your class is planning a trip to France. You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.</p>	<p>Interpersonal Mode</p> <p>In small groups, review all the suggestions of cities to visit in France. Select three cities that you want to visit, giving reasons for your choices.</p>
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Old buildings in cities Practice: Maintaining historic town centers Perspective: Importance of preserving the past</p> <p>Product: Specialty shops in the center of town Practice: Shopping at multiple shops in town Perspective: Appreciation of quality of merchandise</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections</p> <p>Geography – location of cities in France; map reading skills Math – metric system for distances Language Arts – interview strategies</p>	<p>Acquiring Information and Diverse Perspectives</p> <p>Websites for various cities in France. Video of Futuroscope. Video interviews with people about why they like their city.</p>
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p> <p>Hôtel de Ville Ville, village</p>	<p>Cultural Comparisons</p> <p>Layout of cities in France Maintaining historic districts, buildings</p>
<p>Communities (Sample Evidence)</p>	<p>School and Global Communities</p> <p>Small group work to plan an itinerary for school trip to France</p>	<p>Lifelong Learning</p> <p>Researching and planning a trip</p>

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	Skyping with their sister school in France in preparation their exchange	Self-assessment of progress towards unit goals
Connections to Common Core	<p>Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p> <p>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.</p> <p>Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	

Toolbox

Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
Identifying places in a city	Here is (are)... There is (are)....	Names of typical buildings compass directions prepositions of location descriptive adjectives
Asking and giving directions within a city	Prepositions of location Polite commands	
		Tier 2
Describing places in a city	Adjectives	Winding streets City walls City center/Old city Middle Ages
Expressing preferences with reasons about what cities to visit	I prefer...because....	
Making comparisons between cities in the US and cities in France	More than, less than, as many as...	

Key Learning Activities/Formative Assessment

Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or	Mode of Communication	Interculturality Self

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	performance tasks?		Community World
Read article in English on Where Should I Live? 14 Important Factors When Deciding the Best Place to Live. Have students organize comments in French about factors that are appropriate for their city based on their perspectives.	Flip article outside of class to provide structure for in class discussions	Interpretive	S, C
Listen to someone give the location of a place in the city, and locate that place on a map	Practice following directions on a map	Interpretive	S, C, W
Ask and give directions from one place to another on a city map.	Practice asking and giving directions	Interpersonal	C, W
Make a map of a French city and label businesses, services, etc.	Practice names of businesses, services, etc	Presentational	C,W
Create an advertisement for a business in the city	Practice names of businesses and their purposes	Presentational	C,W

Resources

Technology Integration

Where Should I Live? <http://www.moneycrashers.com/where-should-i-live-decide-best-places/>

Poitiers – YouTube video

www.futuroscope.com

www.ta-meteo.fr/poitiers.htm

[http://www.ot-](http://www.ot-poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx)

[poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx](http://www.ot-poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx)

<http://www.histoiredepoitiers.fr/histoire.html>

<http://www.histoire-en-ligne.com/spip.php?article262> – Diane de

Poitiers

<http://www.villagesdefrance.fr/>

[http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-](http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-France- pageid39.html)

[France- pageid39.html](http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-France- pageid39.html)

www.skype.com allows you to connect with others via live video

<http://edu.glogster.com/> allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments

<http://www.actfl.org/sites/default/files/pdfs/KeysTemplates/LivingintheCity.pdf>

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TONI THEISEN, ET AL.

STUDENT VOICE

- The voice missing from school reform is that of the students.
- Looking toward the future:
 - What is authentic student voice?
 - Do you have a voice in your education?
 - How can authentic voice be achieved?
 - What would you change about your voice in education?
 - Tap into passion - find passion
 - Student government kids - I took the initiative to take that voice through leadership positions.
 - Guidelines for completing a project too narrow - not enough choice

WHAT'S WORKING? WHAT'S NOT WORKING?

- **Working:**
 - Choice with parameters
 - “You could be in a jungle and learn if you have a good teacher who is passionate.”
 - Connect with students abroad
 - Tweet questions to teacher
 - Teachers and students post videos related to topics
 - Explain requirements – how we will be graded
- **Not working: worksheets**



BRING THE NATIVE SPEAKER TO YOUR STUDENTS

- Interaction promotes fluency not necessarily accuracy
- How do we find the native speakers?
- What kinds of tasks and topics are appropriate?
- How do we promote success and motivate/incentivize?
- What are the observable outcomes?
- Conversation partners are trained and supervised (not trained as tutors) every interaction is recorded and sent to student and professor

BRING THE NATIVE SPEAKER TO YOUR STUDENTS

- Topics and tasks
- The conversation sequence:
 - 1. Preparation/brainstorming
 - 2. The conversation 1/2 hour
 - 3. In class presentations with PPT (3-4 things they've learned, 2-3 things they learned about the language)
 - 4. A detailed, 250 word transcription of what the speaker said (close listening skills)
 - 5 conversations per semester

BRING THE NATIVE SPEAKER TO YOUR STUDENTS

- Topics:
- What makes a person good?
- Can people change?
- What is family to you?
- How has family changed in your culture?
- Writing goal: IM/IH

TAI: EL PEQUEÑO TAÍNO

- [Http://elantillano.com](http://elantillano.com)
- <http://lizerodriguez.weebly.com/tai-el-pequentildeo-tayno.html>

Minds on activities: Margarita Dempsey

- High yield strategies: Practice for the big game
- Rhythmic circle: fruits, vegetables, clothing, rooms, family, professions, verbs, etc. (pat legs, clap, snap)
- Trust walk - set up classroom like a maze or use the cafeteria. Blindfold a brave victim. The classmates in turn give directions to the student. Commands prepositions etc. never leave the volunteer's side.
- Eye witness- back to back and describe the person From my window - imagine - city, countryside, farm, apartment, department store, hospital room, classroom, banquet hall, bedroom, hotel room
- How are you feeling- you're a 90 year old man how do you feel looking outside - you are in Boston all alone.

Minds on activities: Margarita Dempsey

- Who am I? Paper with a description. The person walks around as that person: ten year old boy, 90 year old man, any profession
- Professions - students say what that person might say. See how long they can keep it going before they guess. Start with less familiar comments.
- Role playing - French Revolution. Each person is given a role. People in the group do the scene as if they were the person

Prioritizing communities: planning from the outside in (Eileen Glisan)

- Community interaction project - find a native speaker. Have a 6-8 minute conversation - record on sound cloud.
- Real time communities: field trips - interactions in restaurants, bakeries, museums
- Guest informant to classroom: discourse rather than presenter, students engage as information seekers, round table discussion (conversation partner)

Virtual explorations

- Practice integrating in meaningful ways (stretching, info gap, conversation moves forward)
- Strategies for negotiating meaning
- Understanding cultural norms (forms of address)
- Communities tasks that match linguistic levels of students
- Understanding their role as cultural investigators.
- Sometimes the perspective is lost!
- Sample units
- Dead Romans? Post-Latin as found in community. (Mottos on buildings)
- Smithsonian - chart what should schools teach more of?

Lessons Learned by the Teacher of the Year: Linda Egnatz

- Life is full of surprises: Salvador Dali year
- It's not about me.
- Planning for learning experiences (interests, relevance, within range of abilities, choices, inquiry based)
- Immersion works
- Lead with culture
- Can I create a space that invites conversation in the target language?
- Teach in the target language.
- Provide authentic audience.
- Offer opportunities for students to engage in cultural observation and analysis. (What the World Eats)
- The power of collaboration and connection, travel, and reflection

Laura Terrill.

- A lens for tier one vocabulary: Whatever you are teaching in the class, would you hear it on the streets of Madrid? Paris?
- Is it:
 - Communicatively purposeful?
 - Building toward proficiency
 - Culturally focused?
 - Intrinsically interesting?
 - Cognitively engaging?
 - Standards based?
- Assessment is measuring what's important outside the classroom walls.

FLENJ Session on

- <http://www.symbaloo.com/mix/flenjstrategies>

The Symbaloo grid contains the following icons and labels:

- Row 1: Google Drive Folder, Learning Differences-3 pd, RESOURCE LIST FLENJ 2014 docx, NJCCCS for WL, Model Curriculum for WL, WL Framework, WL Model Programs
- Row 2: Language Links 2006 - Differ..., Language Links 2006 - Specia..., daretodifferentia - home, ToniTheisen - Differentiated..., Online Graphic Organizers fo..., Graphic Organizers NJDOE, Graphic Organizer 3, Graphic Organizers - D219 Sp..., Graphic Organizers | Nationa...
- Row 3: Instructional Strategies, Instructional Strategies 2, Instructional Strategies 3, StephenKrashens, Resource: Teaching Foreign L...
- Row 4: larcstartalk - Differentiate..., Questioning Strategies, Languages as a Core Componen..., American Council on The Teachi
- Row 5: Bloom's Taxonomy, Disability is natural, Disability studies for teach..., FOREIGN LANGUAGE LEARNING OF..., Wikibilities - home, Learning Disabilities, Language, Meeting Individual Needs, Te..., Categories of Disability Und...
- Row 6: Teaching Students with Emoti..., The "Disabled" LL, The Instant Access Treasure .., Language Learning Disabiliti..., Language, IDEA - Building The Legacy o..., Wrightslaw - The Circuit Cou..., Accommodating the Learning-D...