**Stoughton Public Schools December 10, 2015**

**Culture and Context: Teaching World Languages**

1. Ice Breaker
2. The Common Core and World Languages
3. In and Out: Skill Development
4. Pass the Baton: The Dynamic Nature of Language
5. Some Ways to Connect, 21st Century Style
6. Applying What We’ve Done

All materials used today will be located at a special page on my website:

<http://mattersofeducation.org/workshop_materials/stoughton/>

Password: goknights

Please fill out the workshop survey, also located on that page Code: *Vj4LW*

I: Ice Breaker: What are most important components of foreign language instruction?? (Full Group)

*Learning Strategy: Gallery Walk*

Gallery Walk is a teaching strategy that involves the movement of students around the room to a collection of displays that are connected to the day’s activities. A gallery walk can have several different purposes and is a good way to evaluate what students know about a topic before OR after it is taught.

The aspects of a Gallery walk can be anything from open-ended questions about the subject for the day, artwork related to central themes, photographs depicting aspects of curriculum, illustrations, or even demonstrations showing step by step procedures.

Gallery Walks are often completed with students participating in partners or small groups. In a given amount of time, each group will visit each display. As students read, observe, and interact with the display, they take notes on what they discover. Students can be provided guided notes or just require them to write notes as they go. When time is up, students take time reflecting on what they discovered. It is important that the teacher walk around and monitor students’ engagement with this activity.

Gallery walks can promote even more meaningful assessment when students post their notes around the displays encouraging students to think deeper and further than the notes posted previously. Then as students go around, responses can be to the original prompt and to the other students’ notes.

II. The Common Core and World Languages: A Wake-Up Call for All (Groups of 4: Mixed MS/HS) <https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Jan13_Article.pdf>

*Learning Strategy: The Final Word*

Use the Final Word process with a short article, or a section from a long article.

1. Assign reading. Ask students to highlight two to three items in their reading that were most interesting or thought-provoking. This can be assigned as work outside of class.

2. Formulate groups. All people within each group should have read the same article or section.

3. In turn, each individual shares one of the items they highlighted, but does not comment on it. When sharing their item, it is helpful to give page, column, and paragraph info so the item can be quickly found by everyone in the group. To share the item once people have found it, simply read it.

4. Starting to the left of the person who shares the item, group members comment, one at a time, in round-robin order about the item. It is important that there is no cross talk.

5. The person who initially shared the item then shares his/her thinking about the item last, getting the final word.

6. Repeat the pattern so that each group member gets an opportunity to initiate an item from their highlighted list.

What is interesting about the Final Word process is that the person who initiates the item may have a completely different perspective about it once others have all commented on it.

This process is excellent for helping people see others’ perspective, developing listening skills (**no cross-talk)**, and challenging assumptions.

III. In and Out: Skill Development (Groups: Teaching Levels)

*Learning Strategies: Think-Aloud, Close Reading*

The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. Effective teachers think out loud on a regular basis to model this process for students. In this way, they demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks.

Thinking out loud is an excellent way to teach how to estimate the number of people in a crowd, revise a paper for a specific audience, predict the outcome of a scientific experiment, use a key to [decipher a map](https://www.teachervision.com/maps/resource/5104.html), [access prior knowledge](https://www.teachervision.com/skill-builder/reading-comprehension/48540.html) before reading a new passage, monitor comprehension while reading a difficult textbook, and so on.

Getting students into the habit of thinking out loud enriches classroom discourse and gives teachers an important assessment and diagnostic tool.

Crosswalks: Connect to Foreign Language Instruction

Step 1: Translate Anchor Standards into English

Step 2: What Changes??: Take Standard From Grades 6-12

Step 3: Translate CCSS into Foreign Language Instruction

IV. The Dynamic Nature of Language (Groups: Language Taught)

*Learning Strategy: Pass the Baton*

To be used with primary source objects or texts or paintings or an idea.

Instruction to teachers:

Think about how this ‘entity’ might be used at the different levels of Foreign language instruction. What elements are appropriate for each? What expectations do you have about the understanding and knowledge of your students as they enter the next level of education? What can the next level’s teachers expect to inherit from you?

Suggest a lesson ‘path’ for this object. Place it in a Level One Course, an Intermediate Level and an Advanced Level. How might it be used to teach the cultural context of language in each of the 3 levels? Be prepared to present your lesson path to the other groups.

[NB: All of these may be found on your website page, <http://mattersofeducation.org/workshop_materials/stoughton/> under Links to Resources

Language: Chinese

<http://maps.bpl.org/id/m8785> and <http://maps.bpl.org/id/12179>

or Shanghai, <http://maps.bpl.org/id/m8780>

French: La Marseillaise: Words, Music and Images

<https://s-media-cache-ak0.pinimg.com/236x/99/e3/8b/99e38b7feb1308b9142b5cb32dc3b061.jpg>

Spanish: Map of North and South America, c 1772, <http://maps.bpl.org/id/n50874>

Latin: Map of the Roman Empire, Ortelius, c. 1609

<http://cf.uba.uva.nl/nl/collecties/kaarten/ortelius/gfx/groot/o52.jpg>

V. Some Technology (Full Group)

1. SAMR <http://www.coetail.com/dimac4/2014/11/08/samr-tpack/>
2. TPACK <https://www.youtube.com/watch?v=FagVSQlZELY&noredirect=1>
3. Setting Up Google Folders

VI: Looking Ahead (Groups: Language Taught/MS and HS Partners?)

1. Collaborative Project
2. How to Use What We’ve Seen Today