



7/14/18

1:30-3:30

**Can Do, Proficiency and the U.N.
through Backwards Design -
OH MY!**

Bienvenidos!

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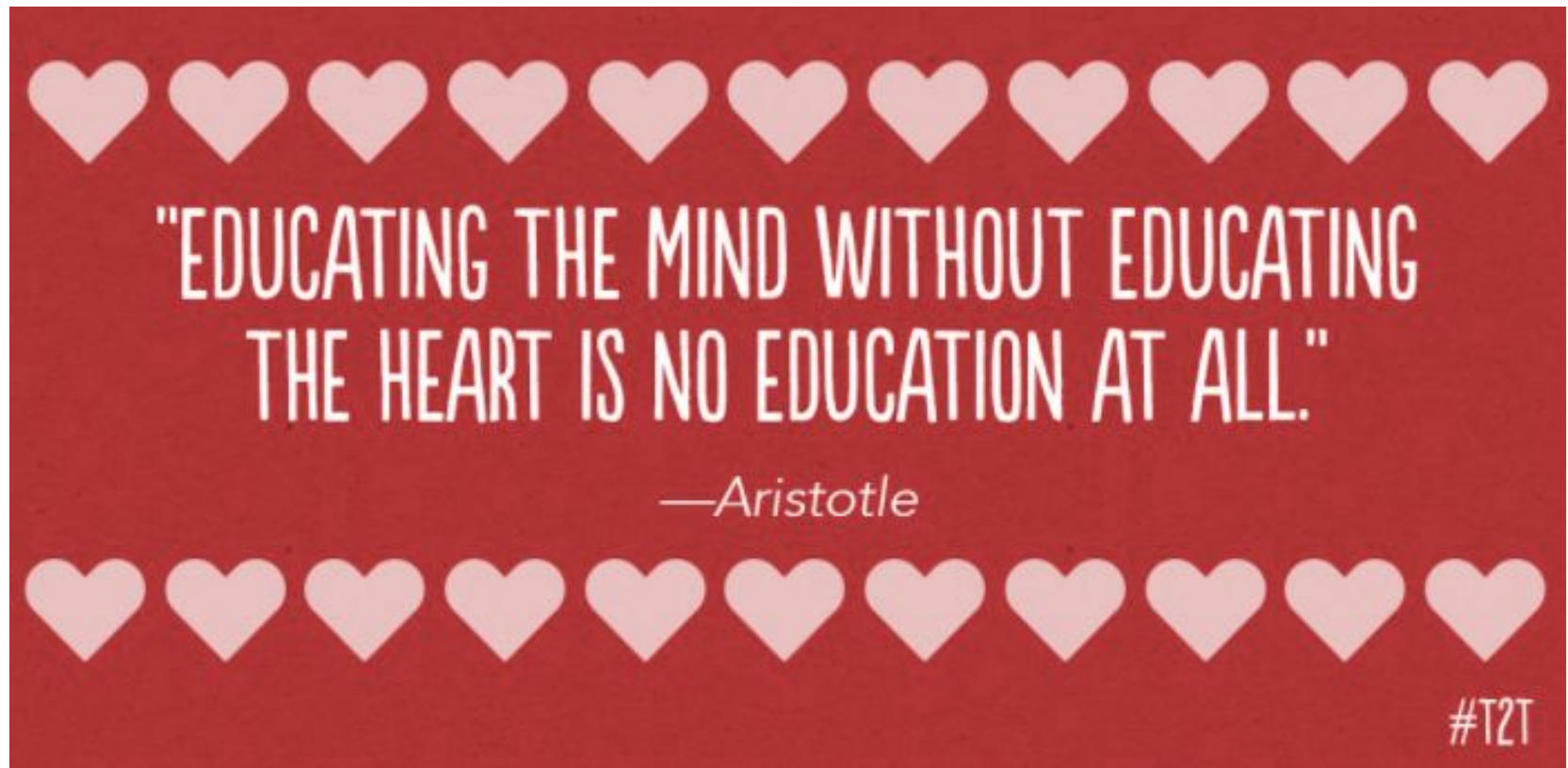
**Elementary World Language
Teacher**

Ashford School
2018 CT COLT and NECTFL Teacher
of the Year

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Before we begin





WHAT DO WE KNOW?



**W
e
K
no
w**

74%
wish their
courses were
more global

83%
believe diversity
is an asset

80%
curious about
world events





Source: World Savvy,

2012

6

80%

believe jobs are
becoming more global

60%

believe they would be
better employees if
they had a strong
understanding of
different cultures

77%

hope to work with
people from different
cultures

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

The Power of Understanding

“Employers rate knowledge and awareness of the wider world as more important than an applicant’s degree or final grades”

The Global Skills Gap, British Council (2012)

Gotta be global.

We Know

“Too often we give
children answers
to remember
rather than
problems to solve”

~ Roger Lewin

Music technology training for teachers: www.midnightmusic.com.au

"WHEN TEACHERS DO
FORMATIVE ASSESSMENT
EFFECTIVELY, STUDENTS
LEARN AT ROUGHLY
DOUBLE THE RATE THAN
THEY DO WITHOUT IT."

DYLAN WILIAM



**"Don't just teach LESSONS, create
EXPERIENCES"**

Dave Burgess-Teach Like a Pirate

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Visit www.actfl.org/virtualllearning

Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



7 Key tenets of UbD framework

1. Purposeful thinking about curriculum planning enhances learning.
2. Focus is on development and deepening of understanding and transfer of learning.
3. Authentic performance tasks help students make sense of and transfer their learning to develop understanding.
4. The three-stage backwards planning process starts with long-term, desired results, not a textbook or isolated activities.
5. Teachers are coaches of learning, not just purveyors of knowledge.
6. Regular review enhances the effectiveness of instruction and promotes professional discourse.
7. The framework reflects a continual improvement approach to student achievement and teacher craft.

Steps to Backwards Design

1: Identify the desired results: What should students know, understand, and be able to do?

2: Identify a variety of acceptable evidence: How will I know if students have achieved the desired results?

3: Plan learning experiences and instruction: How can I support my students' in developing the desired results?

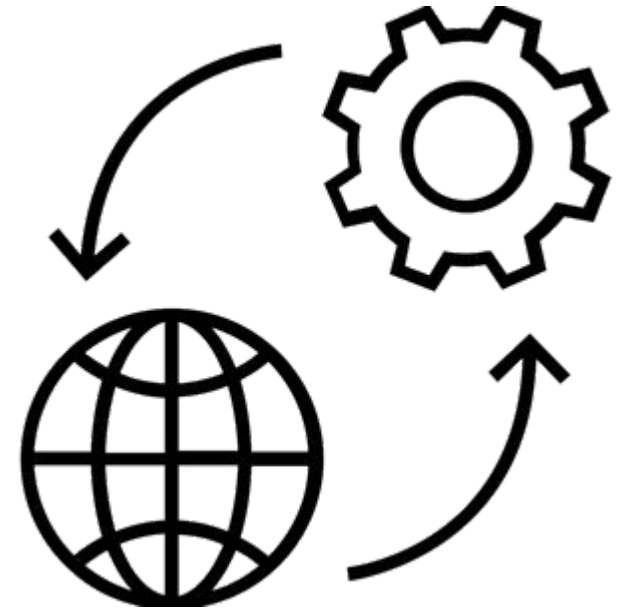
We NEED



Experiences
that will
Resonate
and
Connect
with
Students

Experiences
that will bring
about Global
Awareness,
Compassion
and
Innovation

A way to
assess
learning
that will
encourage
Growth
Mindset



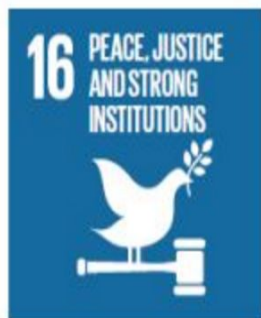
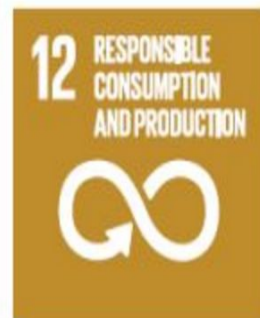
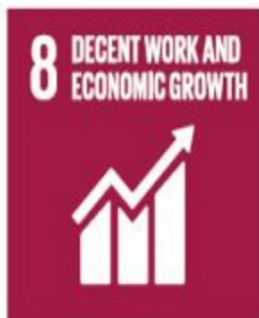
*How can we connect
WL curriculum to
authentic GLOBAL
issues?*

What Resources Do We Have?





SUSTAINABLE DEVELOPMENT GOALS



NUMBERS IN ACTION

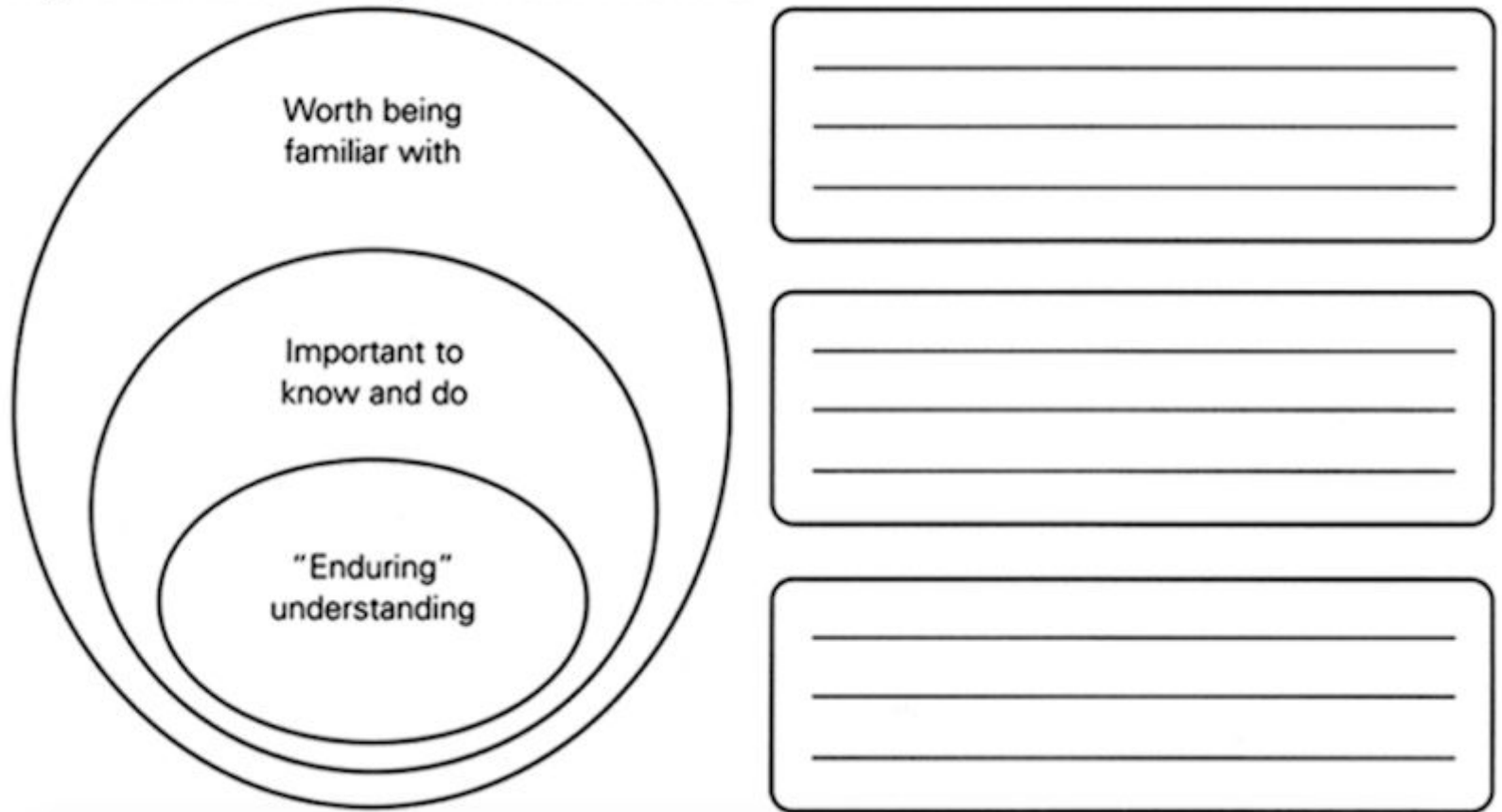


Step 1: Identify desired results

- **Essential Questions:** How will you engage learners in “meaning making” in order to develop and deepen understanding of transferable ideas and processes.
- **Understandings:** Based on the essential questions, what are some of the conclusions you expect students might draw?
- **Knowledge:** What concepts, principles, and information do students need to acquire?
- **Skills:** What can students do? How can they apply knowledge to a variety of contexts?

Desired Results

Figure 1.2. Establishing Curricular Priorities



A good essential question ...

- Is *open-ended*; that is, it typically will not have a single, final, and correct answer.
- Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
- Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
- Points toward *important, transferable ideas* within (and sometimes across) disciplines.
- Raises *additional questions* and sparks further inquiry.
- Requires *support* and *justification*, not just an answer.
- *Recur*s over time; that is, the question can and should be revisited again and again.

Essential Question Examples

- How will you help a TC student adjust to spending a year at your school?
- What happens when two cultures meet?
- How are we transformed by our study of Roman language and cultures?
- Additional Resources:
 - From McTighe: <https://jaymctighe.com/downloads/World-Languages-EQs.doc>
 - Glastonbury, CT Public Schools:
<http://www.glastonburyforeignlanguage.org/curriculum/essential-questions>

Understandings

- “Big ideas” we want students to wrestle with and retain long after they have forgotten the details.
- Beyond discrete facts or skills (verb conjugations) to focus on larger concepts, principles, or processes (strategies for communicating).
- Applicable to new situations within or beyond the subject.
- Shift a student from the role of a passive knowledge receiver to an active constructor of meaning.
- Example:

Essential Question: How does where you live influence how you live?

Understanding: The geography, climate, and natural resources of a region influence the economy and lifestyle of the people living there.

Are there any school wide projects that can relate to a goal?

Are there any age specific goal better suited for your grade level?

Are there any curricular connections with other subject areas?

Choose your
cards and
SHARE
your
Thinking



Using the global goal cards
think about units you teach
that might find a connection
with the global goal chosen

Meals for
Community Soup
Kitchen

La selva
tropical
(habitat)

Monarch
Butterfly
hatchery



**How do you determine
content?**

What informs how you determine content?

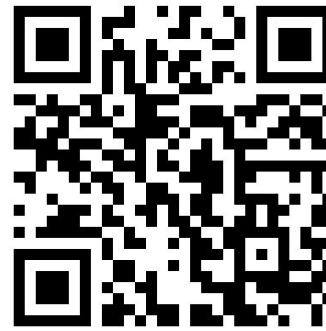


When poll is active, respond at **PollEv.com/rebeccaaubre446**  Text **REBECCAAUBRE446** to **37607** once to join

A good essential question ...

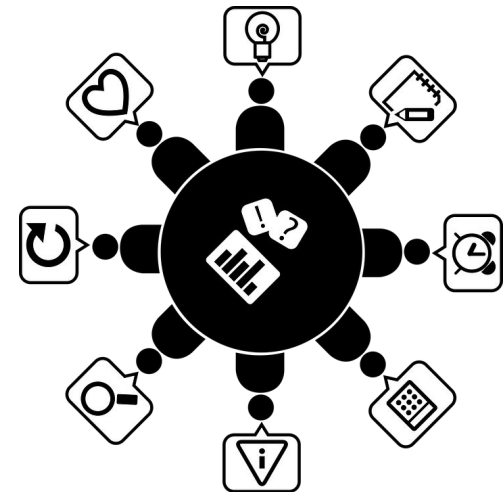
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COLLABORATE!



<https://padlet.com/Maestra/bv7gld1po92i>

- Look at your units and SDG.
 - What might be the essential questions that will guide the learning?
 - Write your essential question on a RED index card
- *** assign jobs at table



SHARE your Thinking



<https://padlet.com/Maestra/bv7gld1po92i>



Knowledge and Skills

Knowledge: Concepts, principles, information

- Monarch butterflies migrate to Mexico
- Nouns are gendered in Spanish
- Lunch is a bigger deal in France than the U.S.
- Identify vocabulary for clothing in Mandarin
- German students have different tracks for secondary school

Skills: What students can do

- Examine products from the TC
- Circumlocute
- Infer meaning using picture clues and modelling
- Recognize cognates
- Ask for information about ____
- Self-advocate in the TL
- Collaborate
- Empathize with diverse cultures
- Think critically about culture and language

Unit Goals...

The Students will be able to?



**CAN-DO Statements
Can Help**

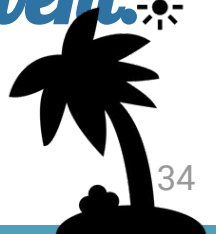


*What can the
Can-Do Statements
do for the WL
curriculum?*

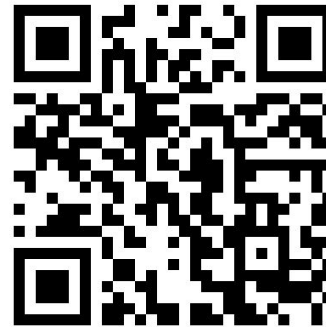
The Role of the Can-Do's

- ☐ Document student growth
- ☐ Inform lesson design effectiveness
- ☐ Promote learner self-awareness,
- ☐ Guides increased proficiency by improving performance

Know where to start, where to go and how well it went. ☀

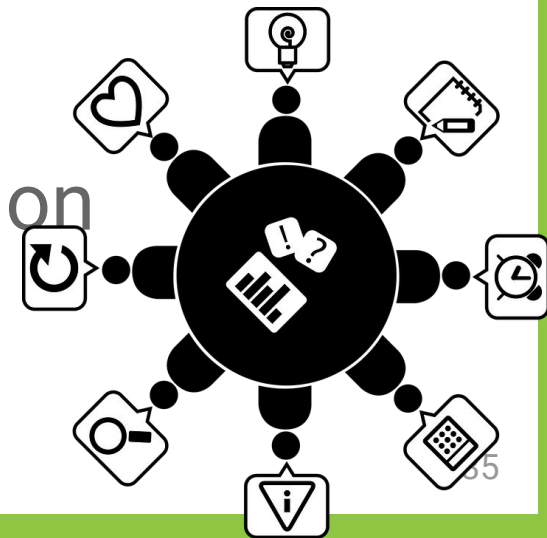


COLLABORATE!



<https://padlet.com/Maestra/bv7gld1po92i>

- Review the Essential Questions
- Identify the desired results based on the Can-Do's for your students level
- Write your outcomes (unit goals) on a green index card





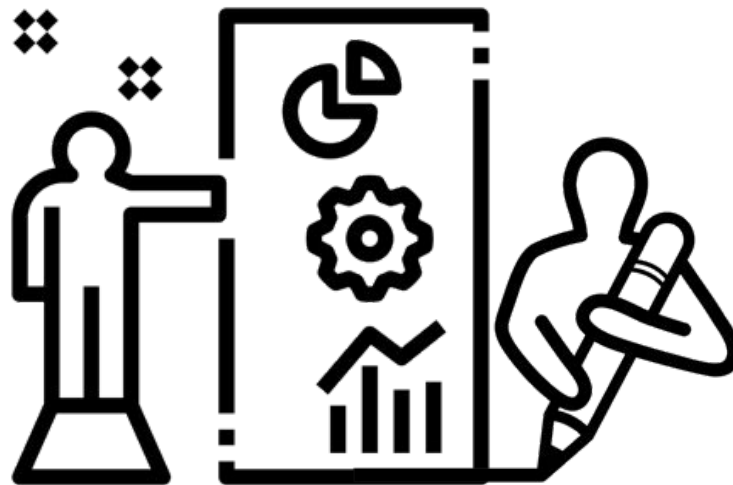
What is the Evidence of Learning?

What will the students produce as evidence of learning?

Interpersonal



Presentational



Interpretive



Step 2: Determine acceptable evidence

- Align to specific understandings, knowledge, and skills
- Should be a variety, formal and informal
- Collection of evidence, over time, not a single event
- Students should demonstrate the desired outcome consistently
- Allow for self-assessment
- Provide opportunities for corrective feedback
- Provide opportunities to exercise 21st Century skills



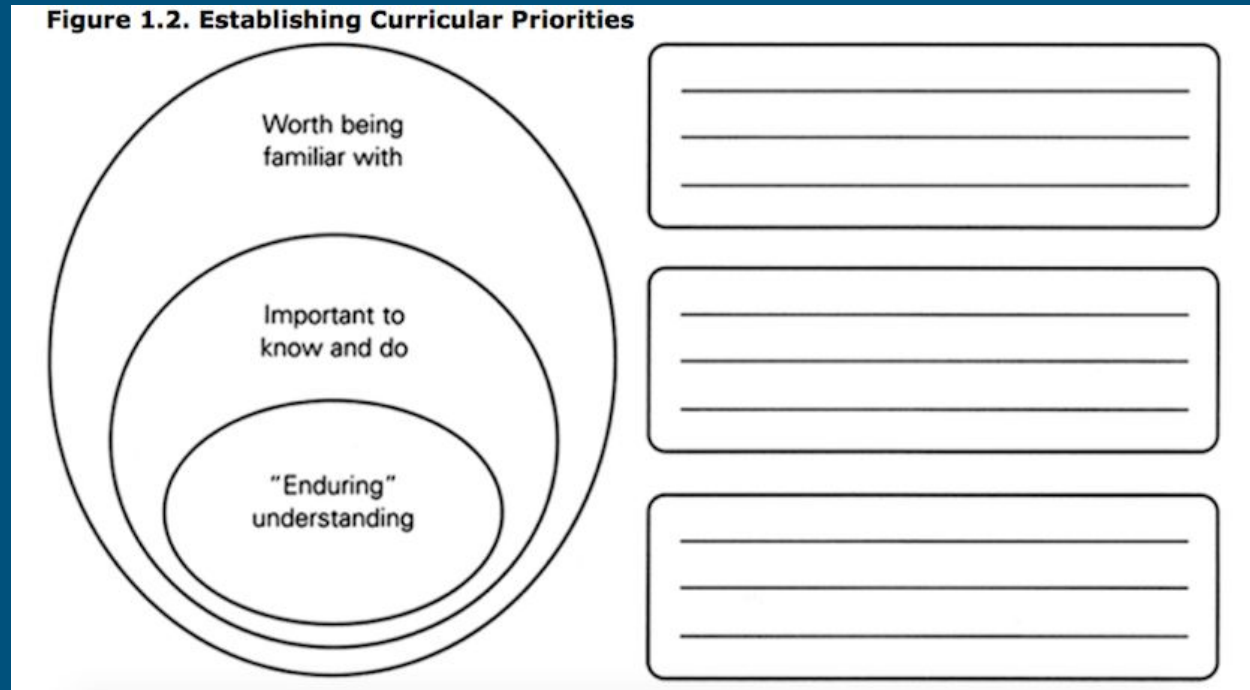
6 Facets of Understanding

Students can ...

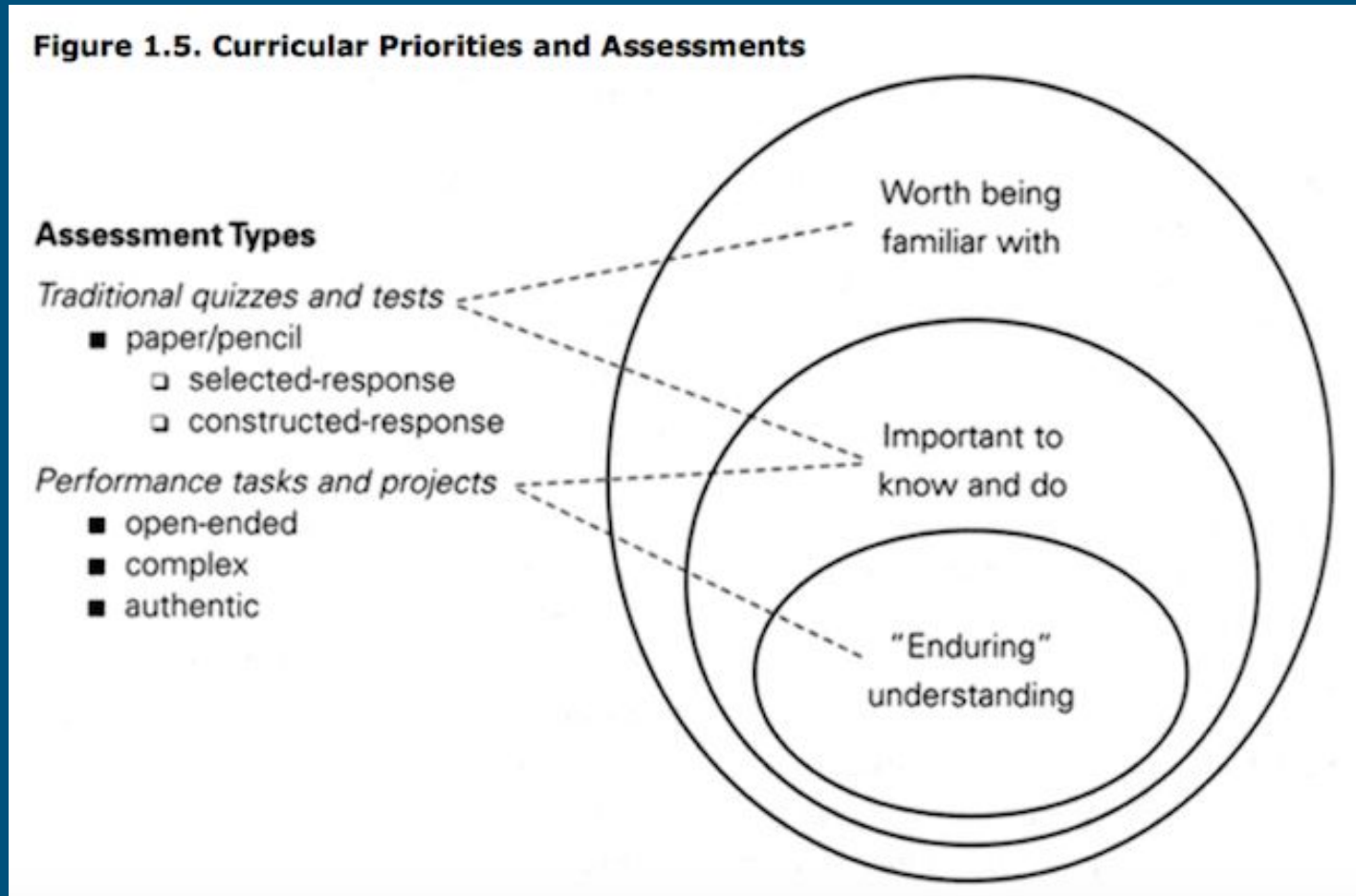
- **Explain** in their own words
- **Interpret** data, text, and experience
- **Apply** what they know to new contexts
- Demonstrate **perspective** on the big picture and different points of view
- Show **empathy**
- Have **self-knowledge**

How do you assess whether students have met your learning goals?

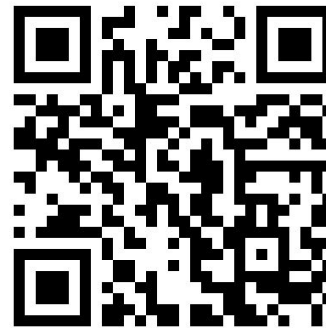
Desired Results



Desired Results

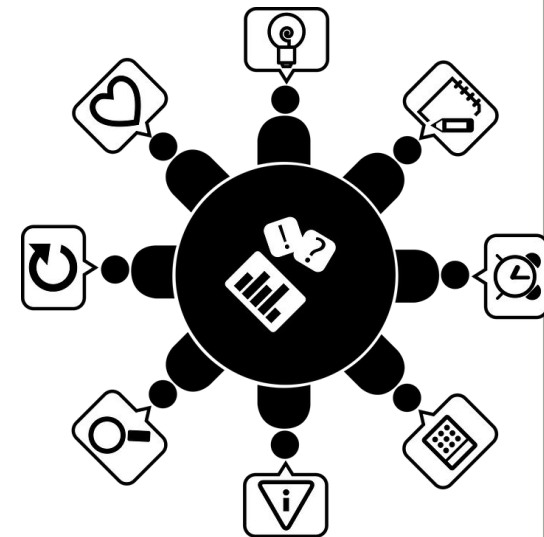


COLLABORATE!



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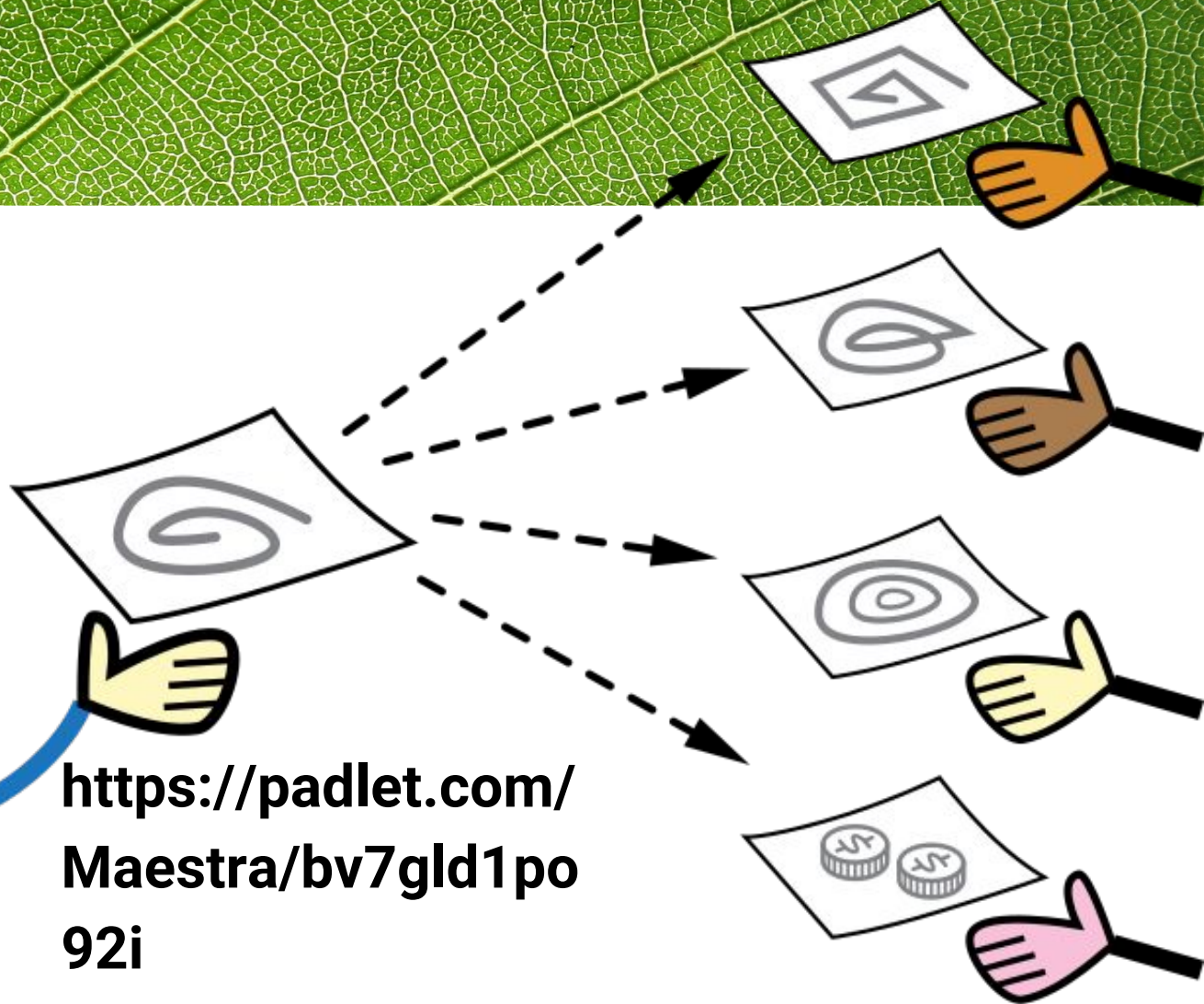
- Keeping in mind the SDG, Can-Do statements and your unit goals...
- Come up with Interpretive, Presentational and Interpersonal evidence for your unit
- Write your evidence on the blue index cards



SHARE your Thinking



[https://padlet.com/
Maestra/bv7gld1po
92i](https://padlet.com/Maestra/bv7gld1po92i)



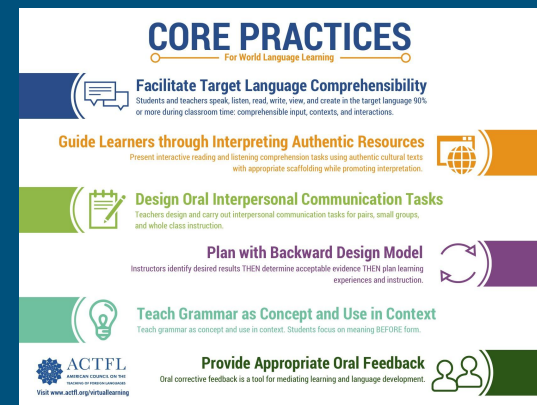
NEXT



STEPS

Step 3: Plan learning activities

- Promote proficiency
- Ensure alignment with desired outcomes
- Facilitate 90%+ target language use
- Interpreting authentic resources
- Include a variety to address diverse learning needs and styles
- Balance direct teaching with experiential learning
- Incorporate 21st Century Skills
- Provide opportunities for feedback





Essential
Question



Resources and Daily Activities

What Can I...

Interpretive

...understand interpret
and analyze?

- Authentic texts
- Conversation
- Discussion

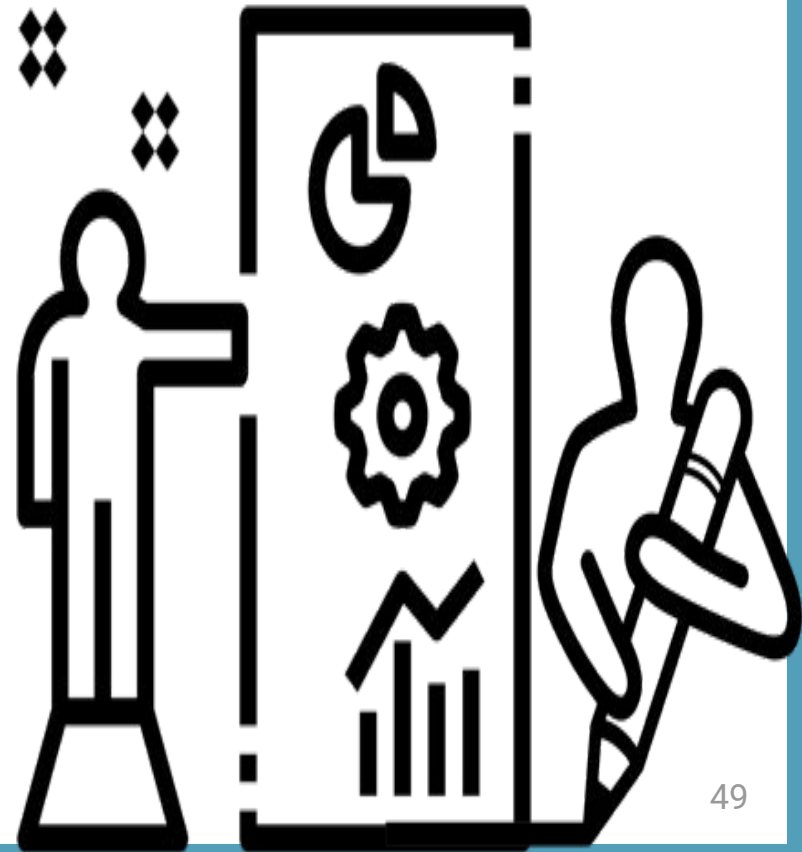


Can I...

Presentational

...present information to...

- Inform, describe, explain
- Give an opinion or preference
- Narrate experiences or events



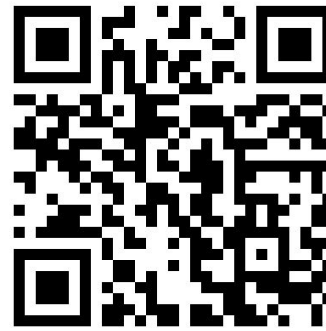
How Can I...

Interpersonal

- exchange information?
- meet needs and address situations?
- express and respond to preferences/opinions

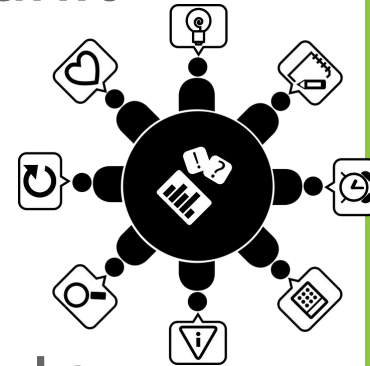


COLLABORATE!



<https://padlet.com/Maestra/bv7gld1po92i>

- Review the Can-do's for your level.
- Look at your SDG, essential question, unit goals and evidence of learning
- How are you going to get there??
- Write some class activities you can do to achieve the objectives, keeping in mind your methodology.



Go to
gimkit.com/play

Resources

- <http://polarbearsinternational.org/education-center>
- <https://www.sdgsinaction.com/>
- <http://www.teachsdgs.org/>
- <https://empatico.org/> connect with classroom around the world
- <https://goo.gl/q76mMq> Guide to the Goals for Children and Young people
- <http://worldslargestlesson.globalgoals.org/>
- <https://robinworley.org/2017/07/02/thank-you-iste17/>
- <https://www.youtube.com/channel/UCRfuAYy7MesZmgOi1Ezy0ng/videos>
- [Can-Do Overview](#): Nathan Lutz FLENJ Webchat Series
- http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf Overview of UBD
- Other resources for UBD on each slide

Good teaching is
far more about the
process than it is
about the **content**.



ReadingHorizons®
The Foundation for Reading English



Thank You

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LET'S REVIEW SOME TERMINOLOGY



SDG's

Created by the UN and signed by 193 countries to promote development that improves the living conditions of all without compromising resources for future generations



Methodology

System of practices and procedures a teacher uses to teach and enable learning.



CAN DO Statements

Allow language learners to identify, set learning goals and chart their progress towards language and intercultural proficiency and allow educators to write communication learning targets for curriculum, unit and lesson plans.



Essential Questions

Questions to stimulate thought, to provoke inquiry, and to spark more questions.



Assessment

Documentation of learning process. Formative=various methods to determine student comprehension, needs and progress. Summative = documents what has been learned at the end of a unit

Las Mariposas Monarcas:

3rd

SDG #13, 15: Climate Action, Life On Land

Essential Question:

What are the effects of Climate Change on migration patterns?

What can we do to support the Monarch Butterfly migrations?

Resources:

[How climate change affects migration](#)



Comer de Colores

SDG #2: No Hunger

1st



Essential Question:

What does the World Eat?

What makes a healthy meal?

**How can we help our community
provide for those who cannot easily get
a healthy meal?**

Resources:

[How to choose a healthy plate](#)

Las Mariposas Monarcas:

3rd

SDG #13, 15: Climate Action, Life On Land

Unit Goals: The learner will be able to

- Identify the lifecycle of a monarch butterfly
- Describe a Monarch butterfly
- Write a simple letter to a student in Michoacan Mexico
- Participate in National Journey North program.

Resources:

[How climate change affects migration](#)



Comer de Colores

SDG #2: No Hunger

1st



Unit Goals: The learner will be able to

- Describe the components of a healthy meal
- Identify food by food group
- Describe food and food preference
- Participate in a community effort to collect food for Morristown Food Kitchen (school initiative)

Resources:

[How to choose a healthy plate](#)

Las Mariposas Monarcas:

3rd

SDG #13, 15: Climate Action, Life On Land

Evidence:

- Reply to a letter from a students in Michoacan, Mexico (**interpretive**)
- Create visual and written stakes for the butterfly garden that tell of the monarch life cycle. (**presentational**)
- Record a message for a friend telling them about the monarch migration and how they can help (**interpersonal**)

Resources:

[How climate change affects migration](#)



Comer de Colores

SDG #2: No Hunger

1st



Evidence:

- Present your acrostic poem at the Give Thanks Assembly(**presentational**)
- Talk to a classmate about what food you both liked or did not like on your acrostic poem (**interpersonal**)
- Create a list by reading TL food labels and categorize by food group (**interpretive**)

Resources:

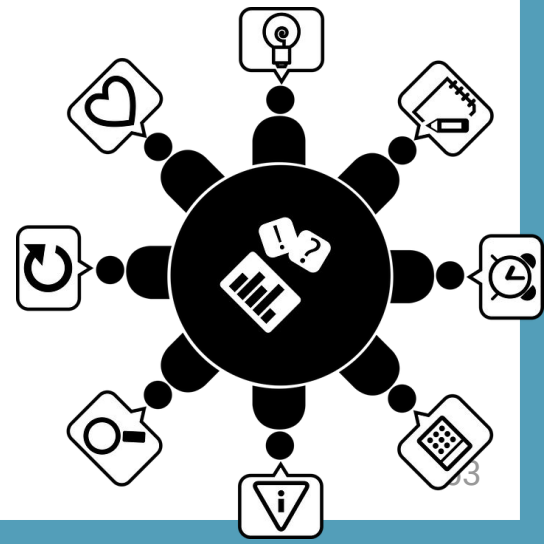
[How to choose a healthy plate](#)

Unit Framework

adapted from

Laura Terrill: The Keys to Planning and Learning

<https://goo.gl/62WnrX>





CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)



Regardless of how you are exploring content, you can enhance your unit in many ways!

Referencing [Global Goals for Sustainable Development](#)

Knowledge and Skills

ACTFL
5Cs

Can-do
Statements

Common
core

Core area
content

Proficiency
Guidelines

21st Century
Skills (P21)

Required
textbooks

Vertical
articulation



PRESENTATION DESIGN

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- Body copy: **Roboto**

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<https://www.fontsquirrel.com/fonts/roboto>

- Dark green **#004430**
- Green **#8ec641**
- Turquoise **#539eb9**
- Blue **#689ee1**

You don't need to keep this slide in your presentation. It's only here to serve you as a design guide if you need to create new slides or download the fonts to edit the presentation in PowerPoint®



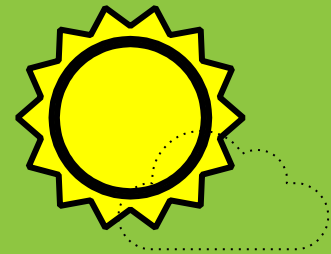
SlidesCarnival icons are **editable shapes**.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

Examples:





Now you can use any emoji as an icon!

And of course it resizes without losing quality and you can change the color.

How? Follow Google instructions

<https://twitter.com/googledocs/status/730087240156643328>



and many more...