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

Monica Lluch-Lotfi

Sustainable EdTech Integrations
Educational Consultant
Technology Integration Coach
Seesaw Ambassador
SMART Certified Trainer

mrsSraLluch@gmail.com
@mrsSraLluch

Rebecca Aubrey

Elementary World Language Teacher
Ashford School
2018 CT COLT and NECTFL Teacher of the Year

RAubrey@ashfordct.org
@MaestraAubreyCT
Before we begin

"EDUCATING THE MIND WITHOUT EDUCATING THE HEART IS NO EDUCATION AT ALL."

—Aristotle

#T2T
WHAT DO WE KNOW?
We know.

74% wish their courses were more global

83% believe diversity is an asset

80% curious about world events
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

Source: World Sawy
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 be global.
We Know

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

~ Roger Lewin
“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.

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?
END POVERTY.
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

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* 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/rebeccaubre446 📱 Text REBECCAAUBRE446 to 37607 once to join.
A good essential question …

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COLLABORATE!

The World We Want

- 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

https://padlet.com/Maestra/bv7gld1po92i
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?

**Essential Question**

**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!

- 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

https://padlet.com/Maestra/bv7gld1po92i
SHARE your Thinking
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

Figure 1.2. Establishing Curricular Priorities

Worth being familiar with

Important to know and do

“Enduring” understanding

Desired Results

Figure 1.5. Curricular Priorities and Assessments

Assessment Types
- Traditional quizzes and tests
  - paper/pencil
  - selected-response
  - constructed-response
- Performance tasks and projects
  - open-ended
  - complex
  - authentic

Worth being familiar with
Important to know and do
“Enduring” understanding

COLLABORATE!

- 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

https://padlet.com/Maestra/bv7gld1po92i
SHARE your Thinking

https://padlet.com/Maestra/bv7gld1po92i
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
Resources and Daily Activities
What Can I...

...understand interpret and analyze?

- Authentic texts
- Conversation
- Discussion
Can I...

...present information to...

- Inform, describe, explain
- Give an opinion or preference
- Narrate experiences or events
How Can I...

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

- 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.

https://padlet.com/Maestra/bv7gld1po92i
Go to gimkit.com/play
Resources

- [http://polarbearsinternational.org/education-center](http://polarbearsinternational.org/education-center)
- [https://www.sdgsinaction.com/](https://www.sdgsinaction.com/)
- [http://www.teachsdgs.org/](http://www.teachsdgs.org/)
- [https://empatico.org/](https://empatico.org/) connect with classroom around the world
- [https://goo.gl/g76mMq](https://goo.gl/g76mMq) Guide to the Goals for Children and Young people
- [http://worldslargestlesson.globalgoals.org/](http://worldslargestlesson.globalgoals.org/)
- [https://robinworley.org/2017/07/02/thank-you-iste17/](https://robinworley.org/2017/07/02/thank-you-iste17/)
- [https://www.youtube.com/channel/UCRfuAYy7MesZmgOi1Ezy0ng/videos](https://www.youtube.com/channel/UCRfuAYy7MesZmgOi1Ezy0ng/videos)
- **Can-Do Overview:** Nathan Lutz FLENJ Webchat Series
- Other resources for UBD on each slide
Good teaching is far more about the process than it is about the content.
Thank You

Monica Lluch-Lotfi

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@mrsSraLluch

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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:

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

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:

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
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:

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

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](#)
PRESENTATION DESIGN

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