

## Module A Curriculum

### Teaching Effectiveness and Delivering Instruction Effectively

Day & Can-Do Statement	CA Standards for the Teaching Profession	Essential Questions	Content, Skills, & Activities	Products/ Assessments	Resources
<p style="text-align: center;"><b>Day 1</b></p> <p><b>How does a world language classroom look like?</b></p> <ul style="list-style-type: none"> <li>• <b>I can create a safe learning environment that is conducive of effective language learning</b></li> <li>• <b>I can foster a classroom where the target language is used 90% of the time</b></li> <li>• <b>I can explain what the gradual release of responsibility is</b></li> </ul>	<p>Standard 2 - Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> <li>- 2.2 – Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</li> <li>- 2.3 – Establishing and maintaining learning environments that are physically,</li> </ul>	<ul style="list-style-type: none"> <li>- How do I model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?</li> <li>- How do I arrange and adapt classroom seating to accommodate individual and group learning needs?</li> <li>- How do I gradually release responsibility?</li> <li>- How do I develop comprehensible input?</li> <li>- How do I provide input (I do)?</li> </ul>	<ul style="list-style-type: none"> <li>- Engaging students in creating classroom rules</li> <li>- Creating seating configuration that provides for easy teacher access to students and that facilitates student-to-student communication</li> <li>- Creating activities and surveys to gather information about students that inform approach to learning</li> <li>- Teachers reflect on their current practices in regards to establishing the physical environment in their classroom</li> <li>- World Languages Standards</li> <li>- Understanding the five C's (Communication, Cultures, Connections,</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers implement one strategy (creating a safe learning environment) in their classrooms (if applicable) and reflect on the outcome</li> <li>- Teachers reflect on their practices</li> <li>- Teachers share ideas on how to use activities presented in their own classrooms</li> <li>- Jigsaw activity to read chapter 1 of Key to the classroom</li> <li>- Writing a mission statement</li> </ul>	<ul style="list-style-type: none"> <li>- Instructor's resource - The Keys to the classroom (Chapter 1)</li> <li>- Gradual release of responsibility article + Facilitating a learner-centered classroom</li> <li>- Gradual release of responsibility video <a href="https://www.youtube.com/watch?v=1Dkshr8Sbuw">https://www.youtube.com/watch?v=1Dkshr8Sbuw</a></li> <li>- TELL documents on physical environment</li> <li>- TELL on The Learning Experience LE4</li> <li>- Going for 90% Plus (Language Educator)</li> <li>- Entering an English Free Zone (Language Educator)</li> <li>- The Keys to strategies for language instruction (chapter 2)</li> </ul>

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	intellectually, and emotionally safe - 2.6 – Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students learn		Comparisons, Communities) - Good thing to share (Capturing kids’ hearts) - Appointment calendar (AVID) -		
<b>Day 2</b> <b>Providing input - I do</b> <ul style="list-style-type: none"> <li>• I can apply gradual release of responsibility in my classroom</li> <li>• I can foster a classroom where the target</li> </ul>	Standard 3 – Understanding and Organizing Subject Matter for Student Learning - 3.1 – Demonstrating knowledge of subject matter, academic content standards, and	<ul style="list-style-type: none"> <li>- How do I incorporate students’ prior knowledge and experience in my curriculum and instructional planning?</li> <li>- How do I select and sequence instructional strategies appropriate to the complexity of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Creating engaging comprehensible input (language that we make understandable) lessons</li> <li>- History of comprehensible input (Stephen Krashen)</li> <li>- Learning about comprehensible input strategies (visual cues, context, para-verbal, non-</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers reflect on their practices</li> <li>- Teachers share ideas on how to use activities presented in their own classrooms</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- TELL Planning P3 &amp; P6</li> <li>- TELL Teacher Language Use</li> <li>- Startalk video on Comprehensible Input <a href="https://www.gvaschools.org/apps/video/watch.jsp?v=47777">https://www.gvaschools.org/apps/video/watch.jsp?v=47777</a></li> <li>- Startalk video on Making Meaning <a href="https://www.gvaschools.org/apps/pages/index.jsp?uREC_ID=241578&amp;type=d&amp;pREC_ID=video&amp;showMore=1&amp;titleREC_ID=68774">https://www.gvaschools.org/apps/pages/index.jsp?uREC_ID=241578&amp;type=d&amp;pREC_ID=video&amp;showMore=1&amp;titleREC_ID=68774</a></li> <li>- Creating Comprehensible Input and Output article (Language Educator)</li> <li>- 90% + Target Language, Authentic Texts, No</li> </ul>

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<p>language is used 90% of the time</p> <ul style="list-style-type: none"> <li>I can use the backward design process to plan my lessons</li> <li>I can develop and deliver comprehensible input lessons</li> </ul>	<ul style="list-style-type: none"> <li>curriculum frameworks</li> <li>3.4 – Utilizing instructional strategies that are appropriate to the subject matter</li> <li>Standard 4 – Planning Instruction and Designing Learning Experiences for all Students</li> <li>4.1 – Using Knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>4.2 – Establishing</li> </ul>	<p>content and to student learning needs?</p> <ul style="list-style-type: none"> <li>How do I design instruction so that students participate in setting and achieving their individual learning goals?</li> <li>How do I develop unit and lesson plans that build on and extend students’ understanding of subject matter?</li> <li>How do I ensure that each instructional strategy is related to learning goals?</li> <li>How do I check for understanding, prepare for adjustments, remediate or accelerate instruction, and</li> </ul>	<p>verbal, sensorial support)</p> <ul style="list-style-type: none"> <li>Establishing context for a lesson (weaving together the vocabulary, grammar, pronunciation, culture, and usage of the language you are teaching)</li> <li>Identifying technological tools to enhance best practices and to keep students engaged during the comprehensible input part of the lesson</li> <li>Teaching vocabulary in context (using pictures, reading, repetition)</li> <li>Demonstrating an example of a comprehensible input lesson</li> <li>Five steps lesson plan</li> <li>Exit slips</li> <li>Parking lot strategy</li> </ul>		<p>Isolated grammar? How? (Language Educator)</p> <ul style="list-style-type: none"> <li>ACTFL Proficiency Guidelines</li> <li>NCSSFL-ACTFL Can-Do Statements</li> <li>Quizlet</li> </ul>

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	and articulating goals for student learning - 4.4 – Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	individualize when appropriate? -			
<b>Day 3</b>  <b>Sharing and guiding – We do</b>  <ul style="list-style-type: none"> <li>• I can design lessons that contain engaging learning experiences for all students</li> <li>• I can pair and group</li> </ul>	Standard 1 – Engaging and Supporting All Students in Learning  - 1.4 – Using a variety of instructional strategies, resources, and technologies to meet students’ diverse	<ul style="list-style-type: none"> <li>- How do I adjust instructional time so that all students remain engaged and challenged?</li> <li>- How do I provide opportunities for my students to acquire language in meaningful contexts?</li> <li>- How do I engage my students daily in</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding interpretive (reading/listening) interpersonal (speaking/listening), and presentational (writing/speaking) - three communicative modes</li> <li>- Developing activities to enhance the three communicative modes</li> <li>- Grouping/pairing students</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers create a resource guide of instructional strategies organized by the three communicative modes</li> <li>- Teachers reflect on their practices</li> <li>- Teachers share ideas on how to use activities presented in their own classrooms</li> <li>- Teachers adapt a listening activity for their own use</li> </ul>	<ul style="list-style-type: none"> <li>- TELL on The Learning Experience LE5</li> <li>- ACTFL Proficiency Guidelines</li> <li>- NCSSFL-ACTFL Can-Do Statements</li> <li>- The Keys to strategies for language instruction (chapter 3)</li> <li>- Le calendrier de Madame Videau</li> <li>- The Lobsters – Le petit Nicolas</li> <li>- AVID appointment calendar</li> <li>- Poetry</li> <li>- The Poor Boy’s Toy</li> <li>- The piano clock</li> </ul>

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<p><b>my students effectively</b></p>	<p>learning needs</p> <p>Standard 4 – Planning Instruction and Designing Learning Experiences for all Students</p> <ul style="list-style-type: none"> <li>- 4.1 – Using Knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>- 4.2 – Establishing and articulating goals for student learning</li> <li>- 4.4 – Planning instruction</li> </ul>	<p>pair or small group activities?</p>	<ul style="list-style-type: none"> <li>- Identifying technological tools to enhance best practices and to keep students engaged</li> <li>- Collaborative learning</li> <li>- Online class discussions</li> <li>- Connecting classrooms via Skype or other apps</li> <li>- Johari window</li> <li>- Reading activities</li> <li>- Listening activities</li> <li>- Collaborative vs independent work (pros and cons)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers create reading activities based on an authentic text</li> <li>- Using poetry in the foreign language classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Cloze activity</li> <li>- Audiolingual</li> <li>- Dialogue folders</li> <li>-</li> </ul>

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	that incorporates appropriate strategies to meet the learning needs of all students				
<p><b>Day 4</b></p> <p><b>Applying – You do</b></p> <ul style="list-style-type: none"> <li><b>I can design lessons that contain engaging learning experiences for all students</b></li> <li><b>I can implement low preparation differentiated instruction strategies</b></li> </ul>	<p>Standard 1 – Engaging and Supporting All Students in Learning</p> <ul style="list-style-type: none"> <li>1.1 – Using knowledge of students to engage them in learning</li> <li>1.2 – Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</li> <li>1.4 – Using a variety of instructional strategies,</li> </ul>	<ul style="list-style-type: none"> <li>How do I provide multiple opportunities to my students to take in and process language?</li> <li>How do I enable my students to use the target language?</li> <li>How do I provide opportunities to my students to perform in all modes of communication ?</li> </ul>	<ul style="list-style-type: none"> <li>Establishing students’ objectives using Can-Do Statements</li> <li>Designing formative assessment to assess students’ learning and to inform instruction</li> <li>Identifying technological tools to enhance best practices and to keep students engaged</li> <li>Developing rubrics to assess students</li> <li>Encouraging students’ self-assessment</li> <li>Differentiated instruction (overview)</li> <li>Formative vs summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Teachers reflect on their practices</li> <li>Teachers share ideas on how to use activities presented in their own classrooms</li> <li>Teachers create or adapt speaking and writing activities to meet their classroom needs</li> <li>Development of rubrics</li> <li>Writing good prompts</li> </ul>	<ul style="list-style-type: none"> <li>TELL Student language use</li> <li>ACTFL Proficiency Guidelines</li> <li>NCSSFL-ACTFL Can-Do Statements</li> <li>The Keys to strategies for language instruction (chapter 4)</li> <li>Differentiation in the Language Classroom article by Susan Reese</li> <li>Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of All Learners by Toni Theisen</li> <li>The story carousel</li> <li>Four corners</li> <li>Perfect picture stories book</li> <li>Project my past, my present, my future</li> <li>Le petit Nicolas, le ballon, et le vase</li> <li>CWCA= classroom writing competency assessment</li> </ul>

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	<p>resources, and technologies to meet students' diverse learning needs</p> <p>Standard 4 – Planning Instruction and Designing Learning Experiences for all Students</p> <p>- 4.5 – Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>		<ul style="list-style-type: none"> <li>- Speaking activities</li> <li>- Writing activities</li> </ul>		<ul style="list-style-type: none"> <li>- Pass the picture</li> <li>- Kahoot</li> <li>- Storyboard that</li> <li>-</li> </ul>
<p><b>Day 5</b></p> <p><b>Developing and presenting a comprehensible</b></p>	<p>Standard 4 – Planning Instruction and Designing Learning</p>	<ul style="list-style-type: none"> <li>- How do I reflect on my successes and struggles and apply what I have learned</li> </ul>	<ul style="list-style-type: none"> <li>- Viewing activities</li> <li>- Teachers' presentations of a mini-lesson showing the establishment of context and the</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers turn in a reflection with a literature review of the sources studied over the course of module A</li> </ul>	<ul style="list-style-type: none"> <li>- Viewing activities <ul style="list-style-type: none"> <li>o Carousel activity</li> <li>o Gallery walk</li> </ul> </li> </ul>

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<p><b>input lesson &amp; Reflecting on new learning and identifying strategies to be implemented</b></p> <ul style="list-style-type: none"> <li><b>I can develop and present a mini-lesson showing the establishment of context and the incorporation of comprehensible input strategies</b></li> <li><b>I can reflect on how module A has contributed to my personal and professional development in being an effective teacher</b></li> <li><b>I can write a literature review</b></li> </ul>	<p>Experiences for all Students</p> <ul style="list-style-type: none"> <li>4.4 – Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> </ul> <p>Standard 6 – Developing as a Professional Educator</p> <ul style="list-style-type: none"> <li>6.1 reflecting on teaching practice in support of student learning</li> <li>6.2 – Establishing professional goals and engaging in continuous and purposeful professional</li> </ul>	<p>about effective and ineffective strategies to existing plans for future lessons?</p>	<p>incorporation of comprehensible input strategies</p>		



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<b>explaining how I will implement strategies and tools in my planning to enhance instructional delivery based on resources studied during Module A</b>	growth and development				
<b>Module A end products</b> <ul style="list-style-type: none"> <li>- Mini-lesson showing the establishment of context and the incorporation of comprehensible input strategies</li> <li>- Teacher reflection with a literature review (connection of resources studied during Module A with teacher’s plan for self-improvement):               <ul style="list-style-type: none"> <li>o How did Module A contribute to my personal and professional development in being an effective teacher?</li> <li>o What strategies and tools will I implement in my planning to enhance instructional delivery?</li> </ul> </li> </ul>					
<b>Team Building activities</b> <ul style="list-style-type: none"> <li>- Inner and outer circles</li> <li>- A sentence building activity</li> <li>- Interesting facts</li> <li>- 2 truths and a lie</li> <li>- Good thing to share</li> <li>- Stacking cups</li> <li>- Mental flexibility test</li> </ul>					
<b>Materials</b> <ul style="list-style-type: none"> <li>- The Keys to Strategies for Language Instruction by Leslie Grahn and Dave McAlpine</li> <li>- Teacher Effectiveness for Language Learning documents (online access + copies)</li> </ul>					

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