

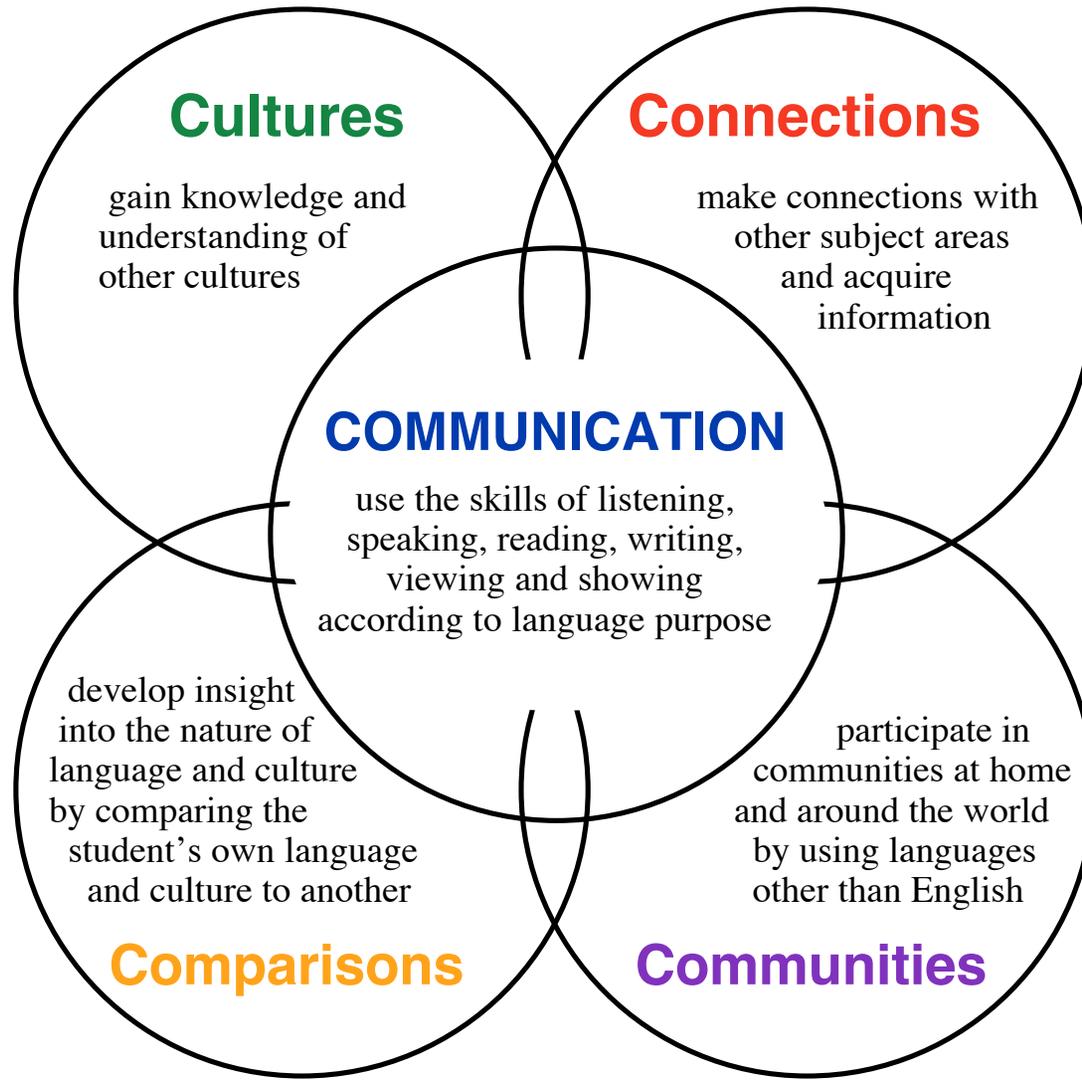
# Agenda

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- ❑ *Introductions / Getting Started*
- ❑ *Reconnecting to the TEKS for LOTE*
- ❑ *A Look at Learning Scenarios*
  - *Characteristics*
  - *Development*
- ❑ *Facilitating Change in LOTE Instruction and Learning:  
Instructional Strategies/Techniques*
- ❑ *Planning for the Future*
- ❑ *Concluding Remarks and Evaluation*

# Interrelationship of the Five Program Goals

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# Communication Modes

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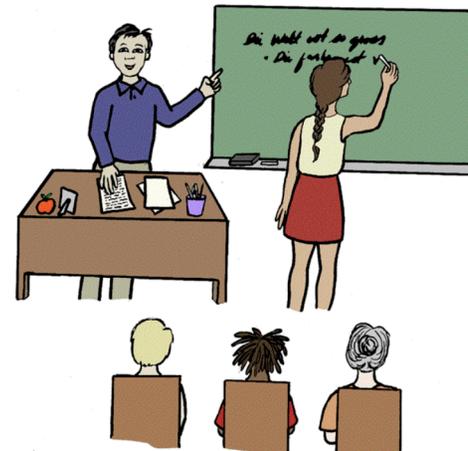
- **Interpersonal Mode**



- **Interpretive Mode**

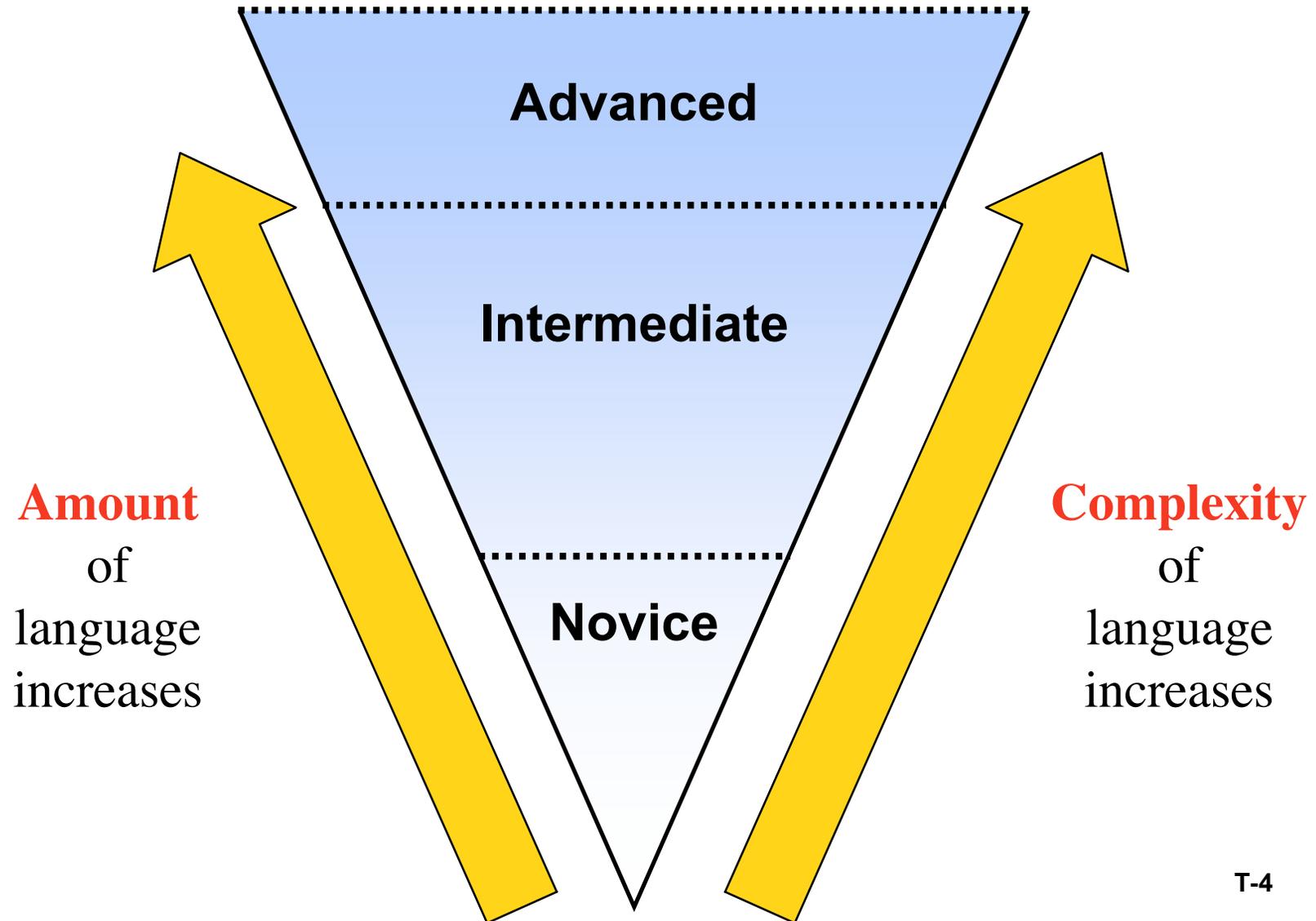


- **Presentational Mode**



# Progress Checkpoints

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# TEKS for LOTE Terminology

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## Cultures

### ✓ Knowledge and Skills

The student gains knowledge and understanding of other cultures. (Novice, Intermediate, and Advanced)

### ✓ Performance Expectations

The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied. (Novice)

### ✓ Example Progress Indicators

Identify and illustrate a traditional custom or celebration. (Novice)

### ✓ Learning Snapshots

Students make their own business cards using *Hiragana*, *Katakana*, and *Kanji* and use them to practice formal business introductions in role plays. Students learn the perspectives behind the practice by observing similarities with business introductions in the U.S., discussing them in English, and summarizing them through a list in Japanese. (Novice)

# The Classroom Circus

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# Characteristics of a Learning Scenario

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## Learning Scenarios are...

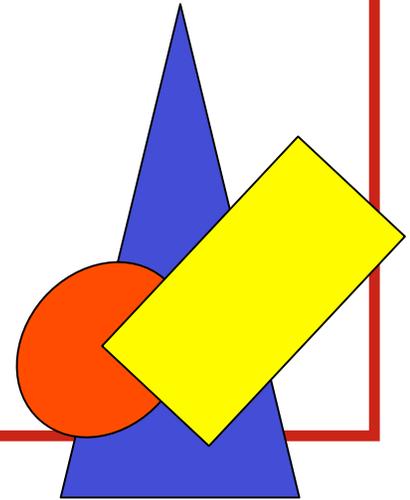
- ❖ **TEKS-based**
- ❖ **form a thematic unit consisting of multi-staged, task-based activities**
- ❖ **integrate other subject areas**
- ❖ **are student-centered**
- ❖ **stimulate creativity and encourage divergent thinking**
- ❖ **use authentic, contextualized target language**

# Art History Connection

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**The teacher has previously introduced several artists to the class, showing them their major works and explaining the artistic characteristics of each painter. Students work in groups of four. Possible activities include:**

- **Drawing a picture as the artist would have (i.e., cubism, bright colors, elongated fingers)**
- **Writing an obituary for the artist**
- **Making a 10-minute documentary on the artist**
- **Producing marketing materials to promote an exhibit of the artist's best works**



# Learning Scenario 1: *Comparing Dating Customs*

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## Progress Checkpoint: Intermediate

PROGRAM GOAL: Communication - Interpersonal and Presentational Modes

Performance Expectation: The student is expected to engage in oral and written exchanges to **provide and obtain information**. The student should also be able to **present information** and convey short messages on everyday topics to readers and listeners.

PROGRAM GOAL: Comparisons - Concept of Culture

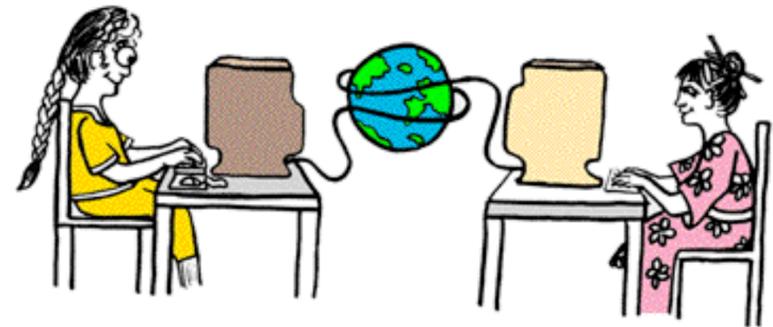
Performance Expectation: The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through **comparisons of the student's own culture and the cultures studied**.

# Learning Scenario 1: *Comparing Dating Customs*

- **Formulate Interview**



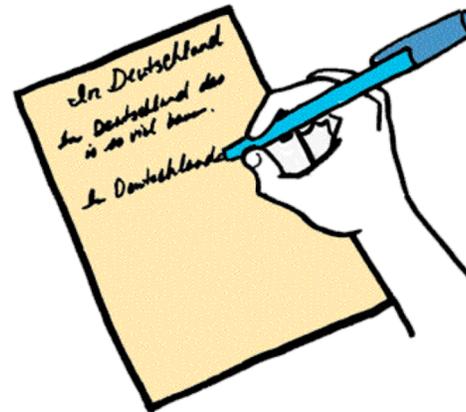
- **Conduct Interview**



- **Present Results**



- **Describe Differences**



# Learning Scenario 1: *Adapting Instruction*

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## **Novice Level**

- ✓ Provide questions
- ✓ Simplify response type
- ✓ Pair up for interviews
- ✓ Draw illustrations or role-play
- ✓ Categorize with Venn Diagram
- ✓ Other

## **Advanced Level**

- ✓ Read authentic background material
- ✓ Consider culturally appropriate questions
- ✓ Apply knowledge of cultural norms
- ✓ Prepare essay
- ✓ Other

## Learning Scenario 2: *Perspectives in Advertising*

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### Progress Checkpoint: Novice

PROGRAM GOAL: Communication - Presentational Mode

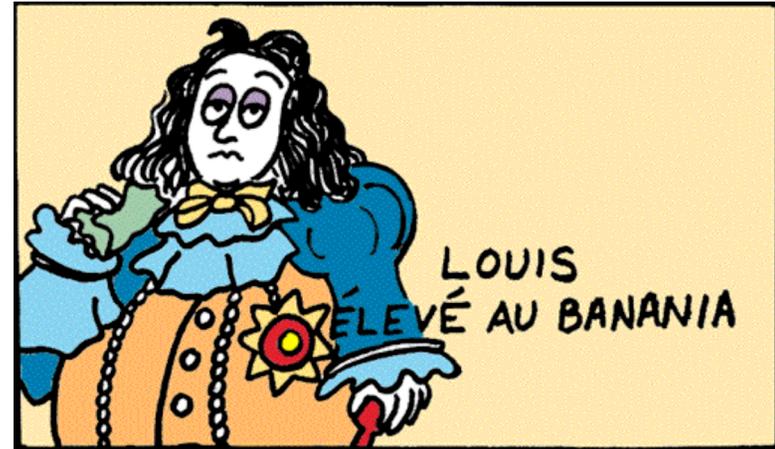
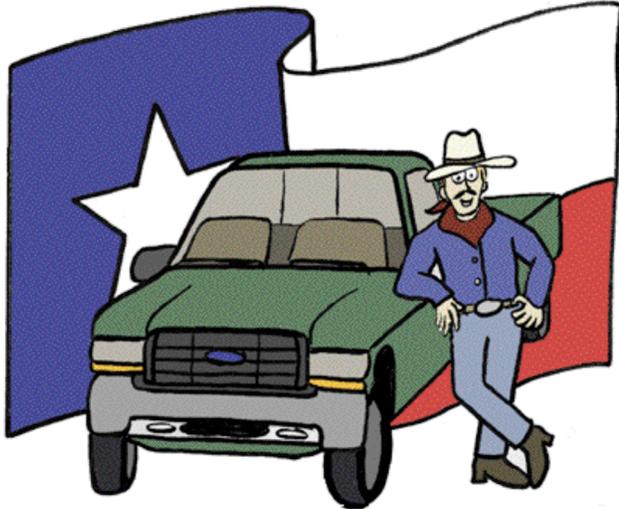
Performance Expectation: The student is expected to **present information** using familiar words, phrases, and sentences to listeners and readers.

PROGRAM GOAL: Cultures - Practices and Perspectives

Performance Expectation: The student is expected to **demonstrate an understanding** of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the culture studied.

## Learning Scenario 2: *Perspectives in Advertising*

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# Learning Scenario 2: *Adapting Instruction*

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## Intermediate Level

- ✓ Use target language for discussion
- ✓ Include video advertisements
- ✓ Produce a culturally appropriate advertisement
- ✓ Confirm hypothesis through native speakers
- ✓ Other

## Advanced Level

- ✓ Use target language for discussion
- ✓ Include video and audio advertisements
- ✓ Interview native speakers regarding perspectives
- ✓ Develop a culturally appropriate ad campaign
- ✓ Other

## Learning Scenario 3: *Birds Beyond Borders*

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### Progress Checkpoint: Novice

PROGRAM GOAL: Communication - Interpersonal, Interpretive, and Presentational Modes

Performance Expectation: The student is expected to **engage in oral and written exchanges** of learned material to socialize and to provide/obtain information. The student should also be able to **present information** using familiar words, phrases, and sentences to listeners and readers.

PROGRAM GOAL: Connections

Performance Expectation: The student is expected to **use resources** (that may include technology) in the language and cultures being studied **to gain access to information**. The student should also be able to use the language **to obtain, reinforce, or expand knowledge of other subject areas**.

PROGRAM GOAL: Communities

Performance Expectation: The student is expected to **use the language both within and beyond the school setting** through activities such as participating in cultural events and using technology to communicate.

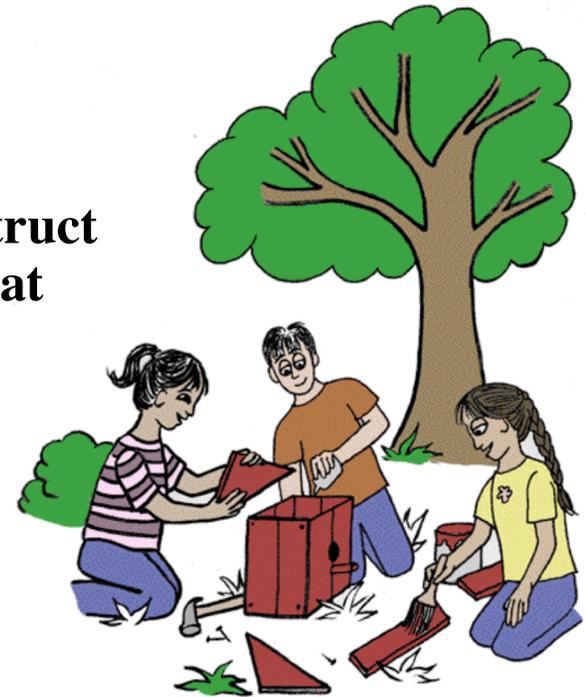
# Learning Scenario 3: *Birds Beyond Borders*

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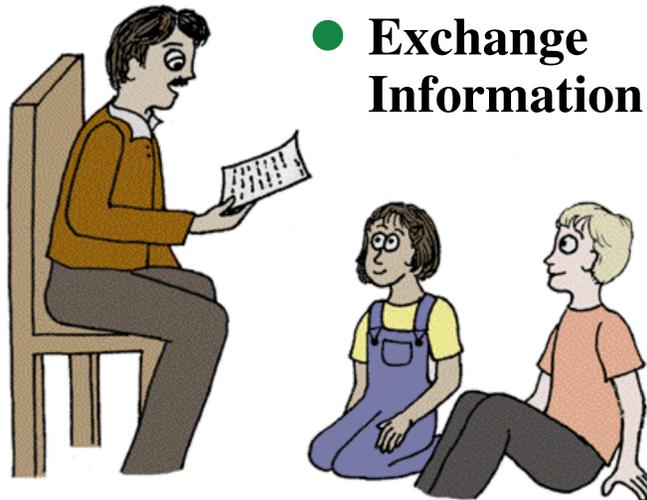
- **Internalize Language**



- **Construct Habitat**



- **Exchange Information**



## **Learning Scenario 3: *Adapting Instruction***

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How would you adapt the scenario for...

- ✓ **Middle school students?**
- ✓ **High school students?**
- ✓ **Intermediate-level proficiency?**
- ✓ **Advanced-level proficiency?**

# Evaluating Learning Scenarios

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Does the scenario support the designated knowledge and skills (two or more)?

Do the activities reflect student-centered tasks?

Are the tasks appropriate for the designated proficiency level?

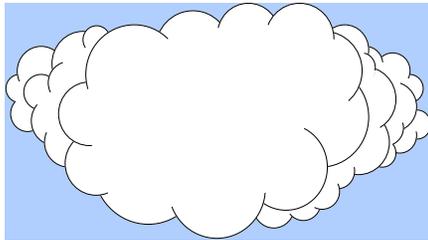
Are the activities multi-staged and task-based, leading to a product showing evidence of what students know and can do?

Do the activities encourage creativity and divergent thinking?

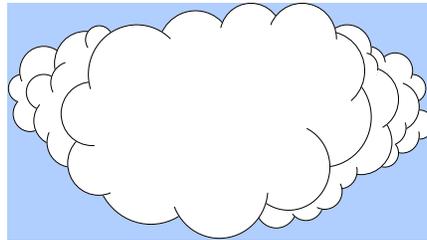
# A Learning Scenario

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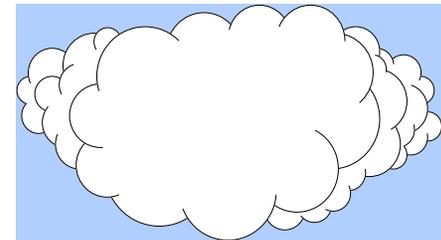
Scenario Title



Program Goals



Proficiency Level



Description:

A large, rounded rectangular yellow box with a black border, intended for writing a description.

Students will be able to:

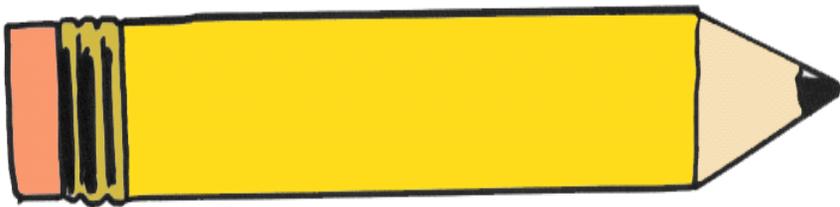
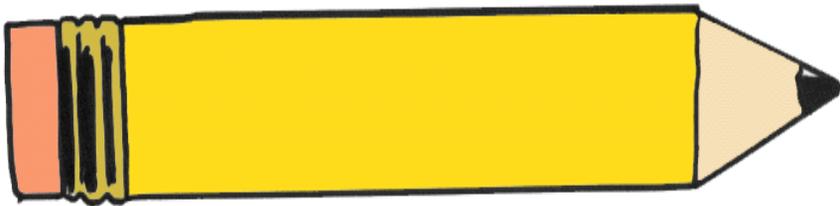
Seven horizontal black lines for writing student outcomes.

# Adapting to Other Proficiency Levels

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Adapt it!

*Proficiency Levels*



*Adaptations*

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# Facilitating Change in LOTE Instruction and Learning

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*Integrated Skills  
Approach*



*Realistic  
Expectations*



*Learning **Through**  
Languages*



*Student-Centered  
Activities*

# TEKS-Based Activity: *Priming*

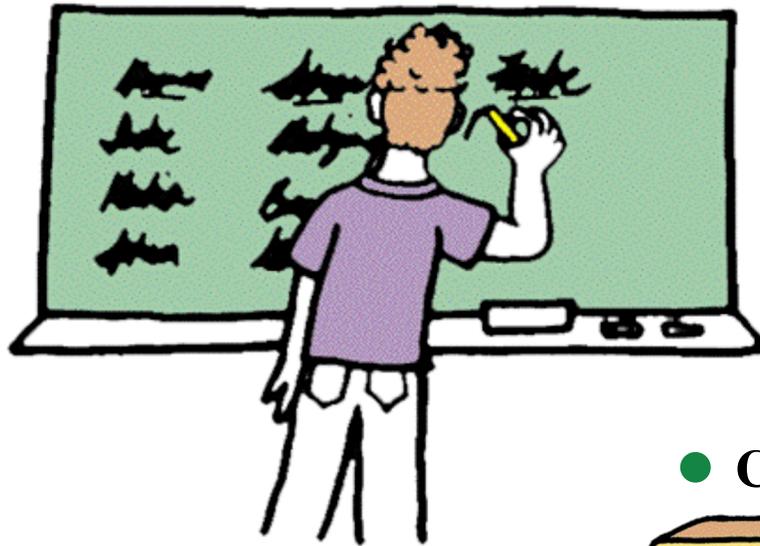
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Communication - Interpersonal Mode - Intermediate

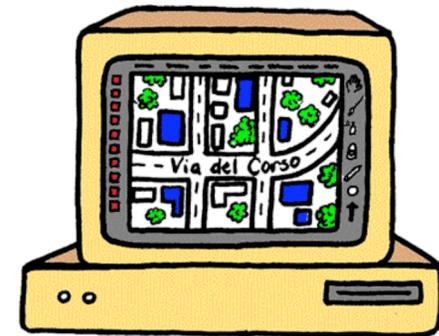
● Question



● Predict



● Create



# TEKS-Based Activity: *Priming*

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**PROGRESS CHECKPOINT?**  
Intermediate

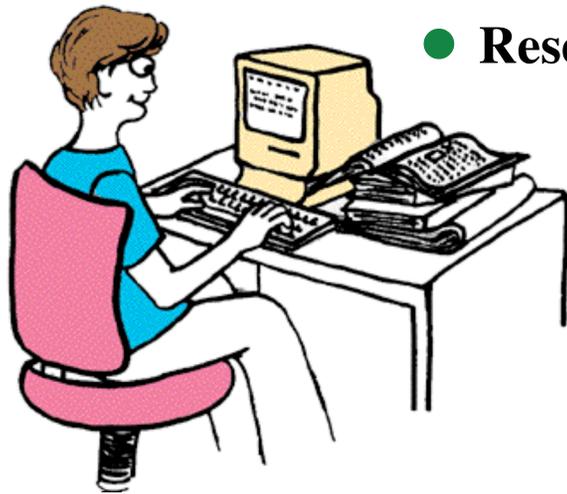
**PROGRAM GOAL(s)?**  
Communication -  
Interpersonal Mode

## **PERFORMANCE EXPECTATIONS?**

1. Interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations;
2. Present information and convey short messages on everyday topics to listeners and readers.

# TEKS-Based Activity: *Grouping*

## Connections/Cultures - Practices and Perspectives - Advanced



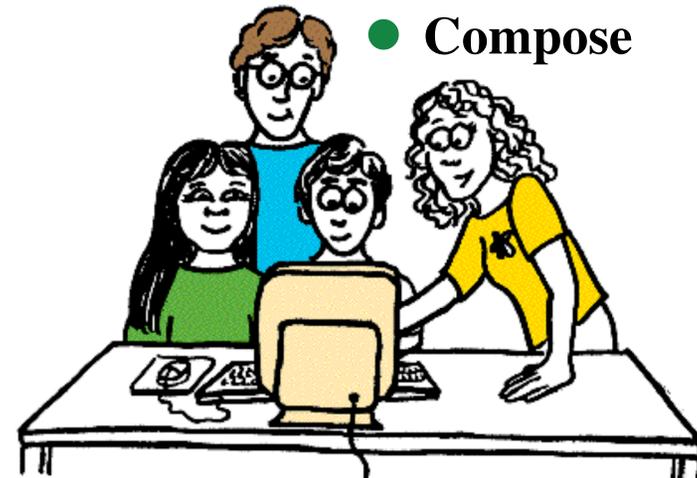
● Research



● Interview



● Share



● Compose

# TEKS-Based Activity: *Grouping*

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**PROGRESS CHECKPOINT?**  
Advanced

**PROGRAM GOAL(S)?**  
Cultures and Connections

## **PERFORMANCE EXPECTATIONS?**

1. Use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied.
2. Use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information.
3. Use the language at the advanced proficiency level to obtain, reinforce, and expand knowledge of other subject areas.

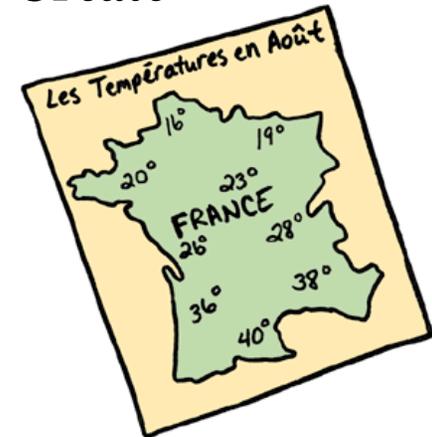
# TEKS-Based Activity: *Application*

## Connections - Other Subject Areas - Novice

- Research



- Create



- Present



# TEKS-Based Activity: *Application*

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**PROGRESS CHECKPOINT?**  
Novice

**PROGRAM GOAL(s)?**  
Connections and Communication  
(Interpretive and Presentational Modes)

## **PERFORMANCE EXPECTATIONS?**

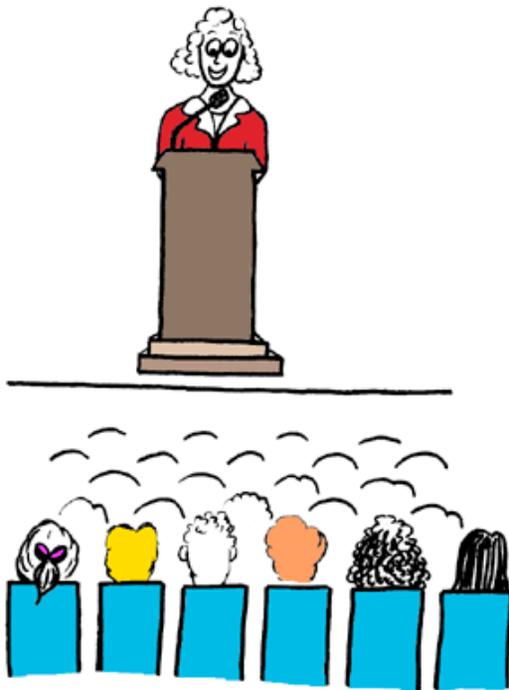
1. Engage in oral and written exchanges of learned material to socialize and provide and obtain information.
2. Demonstrate understanding of simple, clearly spoken and written language, such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics.
3. Use resources (that may include technology) in the language and cultures being studied to gain access to information.
4. Use language to obtain, reinforce, or expand knowledge of other subject areas.

# TEKS-Based Activity: *Student-Centered Practice*

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## Communities - Within and Beyond the School - Advanced

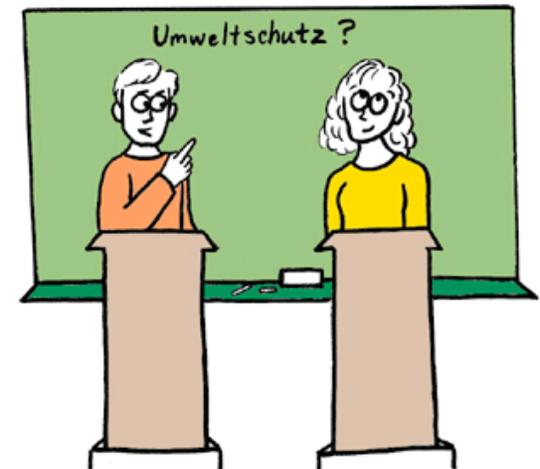
- Listen



- Participate



- Debate



## TEKS-Based Activity: *Student-Centered Practice*

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**PROGRESS CHECKPOINT?**  
Advanced

**PROGRAM GOAL(S)?**  
Connections and Communities

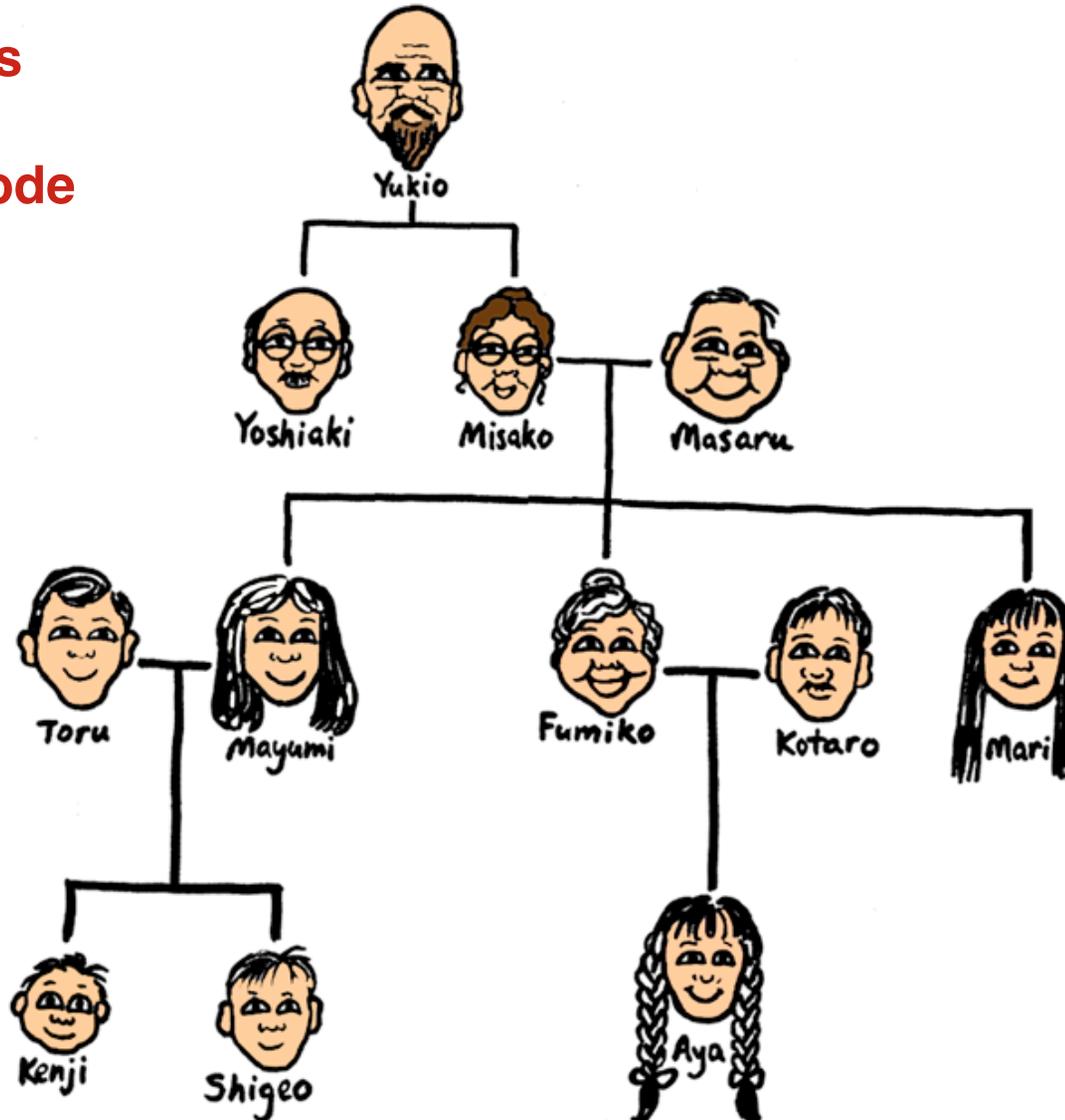
### **PERFORMANCE EXPECTATIONS?**

1. Use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information.
2. Use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.
3. Use the language at the advanced proficiency level, both within and beyond the school setting, through activities such as participating in cultural events and using technology to communicate.

# TEKS-Based Activity: *Assessment*

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Communities  
•  
Interpretive Mode  
•  
Novice



# TEKS-Based Activity: *Assessment*

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**PROGRESS CHECKPOINT?**  
Novice

**PROGRAM GOAL(S)?**  
Communication -  
Interpretive Mode

## **PERFORMANCE EXPECTATIONS?**

1. Engage in oral and written exchanges of learned material to socialize and to provide and obtain information.

**What do I do now?**

