

# Student Curriculum Templates Top Ten Must Have's

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# Backward Design

Planning world language curriculum  
by setting performance goals and  
designing key assessments

FIRST

before choosing methods, making lists of  
vocabulary/grammar content  
and a lot of activities.

# Can-Do Statements for our session

- I can design One clearly stated program theme, Three Descriptions of experiences, and One final task for the summative assessment of the program.
- I can choose ACTFL/NCSSFL Can Do statements for learning targets.
- I can design an interpretive mode task from culturally authentic material.
- I can design an interpersonal task with an information gap for negotiation of meaning .
- I can design a presentational mode task for transfer.
- I can design the customized Can Do's after designing performance tasks.
- I can integrate language, culture, and content to accomplish Can-Dos.
- I can plan learning experiences for the Can Do's and Code with the Mode.

# STARTALK Mission Statement

STARTALK's mission is to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students (K–16) and teachers of these languages creative and engaging summer experiences that strive to exemplify **best practices** in language education and in language teacher development, forming an extensive community of practice that seeks **continuous improvement** in such criteria as outcomes-driven program design, **standards-based curriculum planning, learner-centered approaches**, excellence in selection and development of materials, and meaningful assessment of outcomes.



# Three stages of Backward Design are not linear.



Jennifer Eddy (2012)

# STARTALK-endorsed Principles for Effective Teaching and Learning

Implementing standards-based and thematically organized curriculum

Facilitating a learner-centered classroom

Conducting performance-based assessments

Adapting and using age-appropriate authentic materials

Integrating culture, content and language in a world language classroom

Using the target language and providing comprehensible input for instruction

**Implementing standards-based and thematically organized curriculum**

**Facilitating a learner-centered classroom**

**Identify desired results.**

**Conducting performance-based assessments**

**Adapting and using age-appropriate authentic materials**

**Determine acceptable evidence of learning.**

**Integrating culture, content and language in a world language classroom**

**Using the target language and providing comprehensible input for instruction**

**Plan learning experiences and instruction.**

Jennifer Eddy (2013)

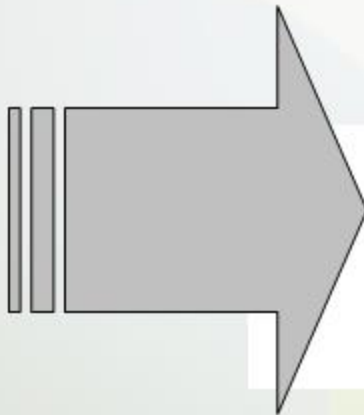
## **STAGE 1**

**Decide what  
you want  
students to  
be able to do  
at the end of  
the program**



## STAGE 1

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the program



## STAGE 2

Determine  
how students  
will show you  
what they can  
do with tasks  
in the three  
modes

### STAGE 3

Plan lessons that will enable students to show you the results you want and what they Can Do

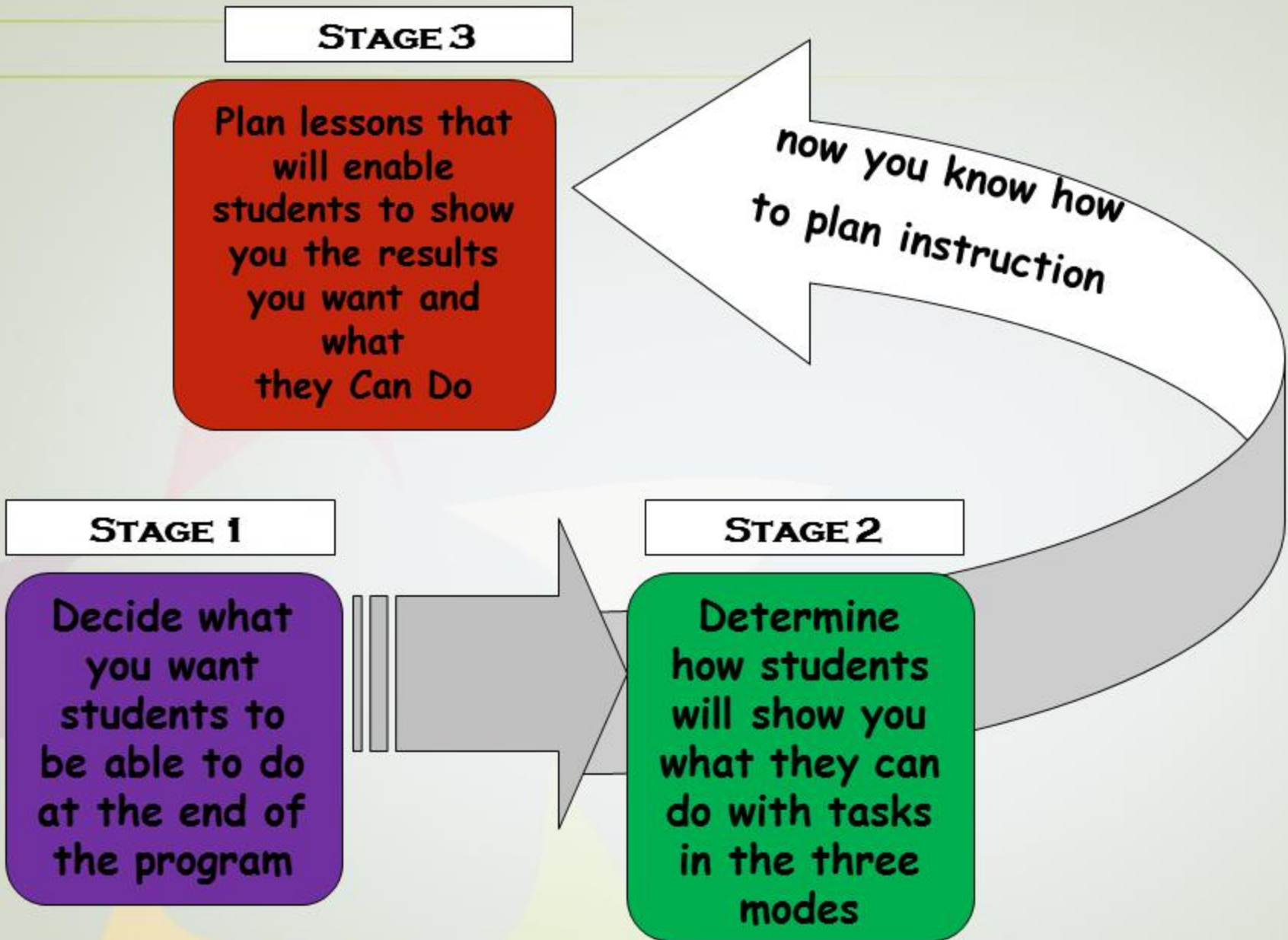
*now you know how to plan instruction*

### STAGE 1

Decide what you want students to be able to do at the end of the program

### STAGE 2

Determine how students will show you what they can do with tasks in the three modes

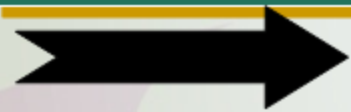


# Jen's Top Ten

1. Identify  
desired results



2. Determine  
acceptable  
evidence  
of learning



3. Plan  
learning  
experiences  
& instruction



Eddy, 2013

Section	Content
Proficiency	Target Proficiency Level at the End
Program Overview And Theme	One clearly stated program theme Three Descriptions of experiences One final task at the end <b>5Cs Evidence throughout</b>
Learning Targets	ACTFL/NCSSFL General Can-dos <b>Code with the Mode</b>
Learning Targets	Customized Program Can-dos After you design assessments
Performance Assessments	Summative performance task for each of 3 modes Interpretive, Interpersonal, Presentational
Custom Can-Dos	All aligned and accounted for <b>Code with the Mode</b>
Language Culture Content	Learners need to use THESE to accomplish the Can-Dos
Learning Experiences	Key experiences to demonstrate the Can-Dos <b>Code with the Mode</b>
Materials	Authentic materials
Daily Schedule	<b>Fusion of Language, Culture, and Content all day</b>

# Curriculum Template

## STAGE 1: What will learners be able to do with what they know by the end of the program?

### Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

### Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [NCSSFL-ACTFL Global Can Do Benchmarks and Statements](#). You will then be able to use [LinguaFolio® Online](#) to document the learning targets you've selected.



<b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i>	<b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i>

# Program Overview and Theme



Is the Theme clearly given in description?  
Do you describe what learners will experience during the program?  
What will they be able to do at the end?  
Is there evidence of the 5Cs in the overview?

Students will go on field trips, do painting, dance, tai chi, make dumplings, and board games.

**Students will**  
**Explore**  
**Plan**  
**Discuss**  
**Choose**  
**Use**  
**Create**  
**Design**

**1. Identify desired results**



<b>Title</b>	<b>Grade</b>	<b>PROFICIENCY LEVEL</b>	<b>Targeted Performance Level</b>
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<b>Life as an Exchange Student</b>	<b>6–8</b>	<b>Novice Mid</b>	<b>Novice Mid/ Novice High</b>
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Students will explore who they are, where they live, their nationalities, and their heritage as they prepare to participate in exchange programs and meet other exchange students. They will consider the advantages of knowing more than one language and identify places where their new language is spoken. They will be able to introduce themselves and meet others while exchanging personal information such as e-mail addresses and phone numbers. They will be able to state their ages and birthdays and will talk about their likes and dislikes with regard to daily activities, sports and regional foods. Finally, students will role play being an exchange student from another country where the target language is spoken and will engage in conversation to learn more about the identities of the other students. To prepare for their future experiences as exchange students, they will take a field trip to the local target language community, where they will engage in conversation with others to create a guide to places in that community for those interested in learning more about the target language and the local culture.



# Program Overview and Theme

- 1 Clearly stated program theme
  - 3 Descriptions of experiences
  - 1 Final performance task at the end
- 

## 5 Cs evidence



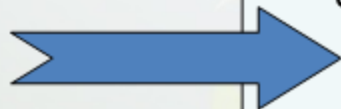
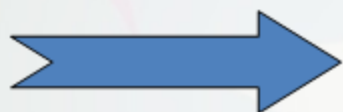
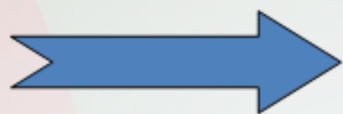
Eddy, 2013

# Learning Targets

## NCSSFL/ACTFL

### Can-Do

Code with the Mode



NCSSFL/ACTFL Can-Do	Customized Can-Dos
I can express my likes and dislikes using words, phrases and memorized expressions. <b>Presentational Speaking</b>	Like and dislike basic ingredients in meals
I can present simple information about things using phrases and simple sentences. <b>Presentational Speaking</b>	State if the dish is healthy
I can interact with others using simple language in everyday situations. <b>Interpersonal</b>	Accept/Refuse suggestions appropriately

1. Identify desired results

**NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS**

*Be sure to label the mode and proficiency level of each statement.*

**PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS**

*Number the can-do statements here and then transfer to Stage 3.*

Novice mid: I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions

1. I can greet and leave of others in culturally appropriate ways.
2. I can communicate basic information about myself and my family.
3. I can ask and answer simple questions about family, animals, likes, and dislikes.
4. I can exchange some personal information like my name, age, birthday, and where I live.
5. I can exchange information about my family with the help of visuals.

**Interpersonal Mode**

# Can-Do Review

- I can design One clearly stated program theme, Three Descriptions of experiences, and One final task for the summative assessment of the program.
- I can choose ACTFL/NCSSFL Can Do statements for learning targets.
- Did you Code with the Mode?

# Determine Acceptable Evidence Think Assessment for Performance First



Eddy, J., & Terrill, L. (2009). *STARTALK Online Curriculum Guide* (1st ed., Vol. 1). . (Original work published 2009) Retrieved from <http://www.startalk.umb.edu/curriculum-guide>. June 1, 2009.

Jennifer Eddy (2012)



# Poor Planning Paradigm

- Identify all the content
  - Create a lot of activities
  - Consider assessment last
- 
- Think Performance Goals and Assessment First
  - What do I want the learner to do at the end?
  - How will they show what they CAN DO



# Consider what happens when we communicate:

- Interactions are non-scripted.
- Information has gaps.
- Materials are not filtered, arranged cleanly or adapted.
- People always must sift through anything they hear or see to get precisely what they need to solve a problem or create a product of any use.



# Performance Assessment



## Interpretive Mode Tasks

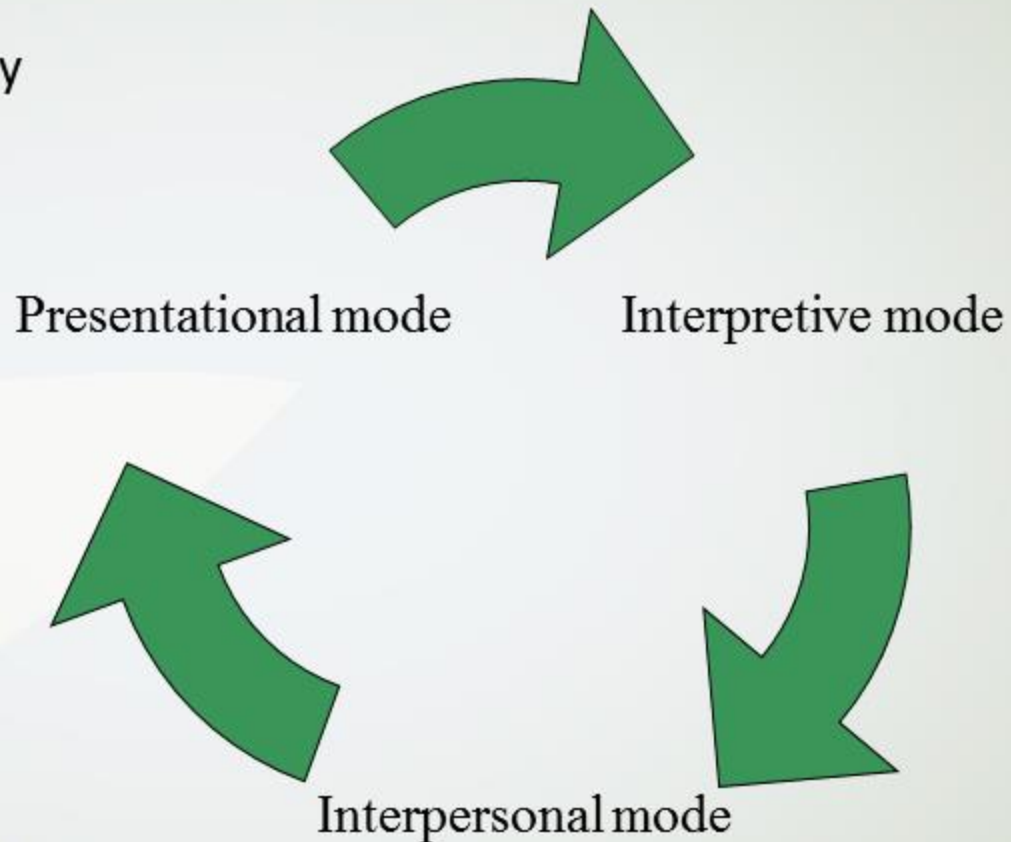
Acquire new info, infer, using culturally authentic material

## Interpersonal Mode Tasks

Acquire more info, negotiate, interact with others

## Presentational Mode Tasks

Create a product, recreate text, incorporate info acquired from two other modes



Jennifer Eddy (2007)

# Summative Performance Assessment

## Interpretive

Students listen to information about different animals and, based on the description given of each animal, they select the most appropriate image.

## Interpersonal

Students interview at least two other classmates about what kinds of pets, real or imagined, that they have. They review their information about each other's pets and, as a class, vote on who has the most interesting pet. To create additional interest, students may use images of pets that are not their own.

## Presentational

Students will take a virtual field trip to a zoo in a country where the target language is spoken. In pairs, they will prepare a simple description of an animal found in the zoo and will serve as docents by introducing that animal to zoo visitors. They will describe the animal by giving simple facts about where the animal lives in the world, what the animal is like, and why they like or do not like that particular animal.

Culturally authentic materials are  
*made by and for the people*  
of that culture.

Consider using the following materials:

- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements
- Announcements
- Music
- Film and theatre
- Signs
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- Youth-oriented TV shows

# Must have's in three Modes

Interpretive	interpersonal	Presentational
Authentic material used outside the classroom	Spontaneous Negotiation of meaning two-way communication	Must assess for transfer Non-negotiated one-way communication Rehearsed, practiced Edited, polished
A task using that material that is listening, viewing, or reading	Staying on topic Follow-through on ideas Attentive to partner Message is most important	Delivery of message most important Awareness of audience Maintain audience's attention
Begin with the gist Match photos to descriptions Move to details Identify from a list Complete fact sheet Use context clues	Identify items in common Talk to a friend about a drawing, photo, info from interpretive task Come to agreement Decide on choices	Role play Write a letter Retell a story Present a PSA Create a commercial



# Interpretive Mode



- Comprehension of words, concepts, ideas, meaning of entire piece
- One way-> between the person and the piece



- Learners are exposed to a wide variety of culturally authentic materials such as texts, films, works of art, songs, poems, advertisements, music videos

**TRANSLATION IS NOT AN  
INTERPRETIVE MODE TASK**



# Sample Interpretive tasks

- listen with visuals
  - fill in graphs, charts, forms, graphic organizers, venn diagrams
  - follow a route on a map
  - check-off items in a list
  - draw what is described
  - put sentences in correct order
- 
- listen for the gist—identify main idea
  - guess meaning from context
  - identify/categorize/classify thematic vocabulary
  - identify/categorize/classify authentic material
  - create questions from info in the piece
- 
- identify specific information found in the piece
  - compose a title or headline
  - paraphrase in native language/target language
  - brainstorm and categorize synonyms



# Interpersonal Mode



- Interpersonal mode tasks are two-way, spontaneous exchanges that involve negotiation of meaning between people.
- These tasks are unrehearsed, unrefined, non-scripted.
- May be based on information acquired in the interpretive mode.

**MEMORIZED MATERIAL SUCH  
AS A SKIT IS NOT AN  
INTERPERSONAL MODE TASK.**

# Sample Interpersonal tasks



The following situations require students to actively negotiate meaning while initiating, maintaining and sustaining a conversation.

- Making a purchase
- Meeting and greeting
- Ordering in a restaurant
- Asking directions
- Face to face or telephone conversations
- Talking about friends and family
- Discussing events of the day
- Making plans
- Negotiating who does what, gets what, with who, how, and where



# Presentational tasks



Presentational mode tasks allow learners time to rehearse, revise, rewrite, consult sources, or otherwise prepare ahead of time.



These tasks require learners to use the language for a real world purpose other than display for the teacher or classroom.

Presentational mode tasks allow learners to use language in new and different contexts.

Not all Presentational mode tasks are alike. The goal is to assess for Transfer. (Eddy, 2007)

Jennifer Eddy (2012) [www.startalk.umd.edu](http://www.startalk.umd.edu)

Using a language appropriately in a given culture requires high adaptability, tolerance of new situations, dealing with incomplete information, and problem-solving without cues.

Performance assessments most closely meet these criteria and will be your best evidence of understanding.

Learners must use what they have learned flexibly and securely.

Assess for transfer.



The goal of all learning is  
flexible transfer.



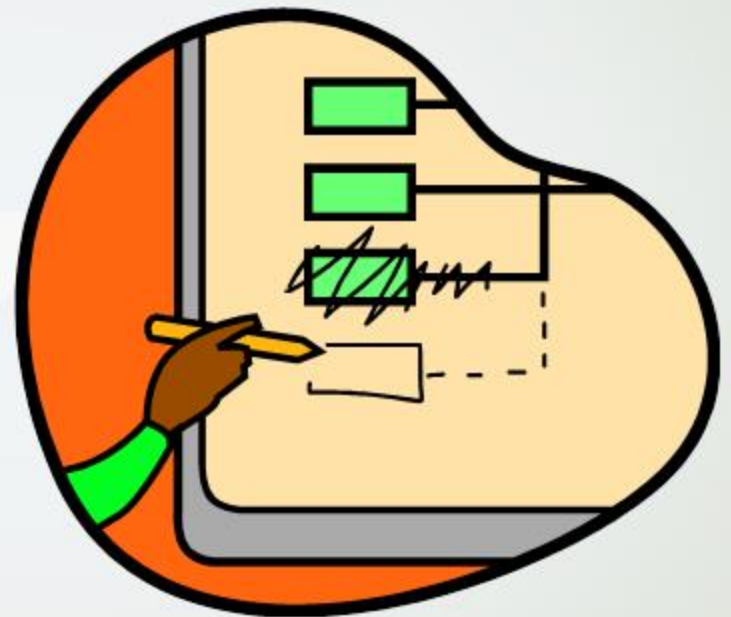
**2. Determine acceptable evidence  
of learning**

Mc Tighe, J., & Wiggins, G. (2005)  
*Understanding by Design* (2nd ed.).  
Alexandria, VA: ASCD. (Original work  
published 2001)



# Transfer

The ability to use of knowledge and skills in a different context, setting, or situation from how it was originally learned on one's own, with few to no cues or supports.



Mc Tighe, J., & Wiggins, G. (2005) *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD. (Original work published 2001)

# Without Transfer



Without transfer tasks, the learner will not be able to develop the flexibility required when faced with unexpected situations they will encounter in the target culture. (Eddy, 2006)

# Turnarounds for Transfer

(Eddy, 2006)

- Theme: Travel
- Objective: To know the tourist sites in \_\_\_\_.
- Task: Matching column to test locations of tourist sites



Turnaround:

- Where people choose to travel depends a lot on their interests and needs.

# Interpretive Task

## Travel

Using the different travel brochures and websites from various towns and cities in \_\_\_\_, categorize on your chart which towns or cities are the best places to visit for the following:

Music

Historic Sites

Easy transportation

Special Events

Places great for families

Shopping

Low cost or free places to go

Art or local crafts





# Interpersonal Task

## Travel

- Using the chart, tell your partner the towns or cities you would like or not like to visit, based on the information from the categories.





# Presentational Task

## Turnaround for Transfer

- You are a travel agent specializing in travel to \_\_\_\_\_. Your clients are all different. Create an itinerary suited for each group, keeping in mind the possible interests and needs of the client.
- 1. A family of 5 with young children.
- 2. A person who is a history buff.
- 3. Three students with a limited budget.
- 4. Grandparents who love small towns, local crafts, and music.



# We often confuse the drills with the game

- Out of context
- Discrete, isolated elements
- Unrealistically setup and prompted
- **Does not transfer without practice  
in new situations**



- The ‘game’ – real task, problems
- In context, with all its messiness and interest value
- Requires a repertoire, used wisely
- Not prompted: you judge what to do and when

# Turnaround for Transfer

(Eddy, 2006)

Share your travel itinerary with a partner

Turnaround: Come to agreement with your friends about how to balance the “must see’s” (museums, monuments) with the “must do’s” (music, events, adventures) on your visit to

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# Turnaround for Transfer

(Eddy, 2006)

- **Students read menus and answer questions about the restaurant.**
- **Near Transfer:** Students read menus or hear menu options and write their choices.
- **Far Transfer:** Students read several authentic menus and identify which dishes would be appropriate for different people based on likes/dislikes and special dietary needs.
  - Vegetarian
  - Vegan
  - No pork
  - Dairy free
  - Low carb



# Sample Presentational tasks

- Brochure or Itinerary
- Letter
- Web pages/social networking sites
- Video or Podcasts
- Advertisement
- Agenda, Schedule or Plan of the day, week
- New beginning or ending of story, song
- Demonstration
- TV or Radio spot
- Design a survey and present findings
- Public Service Announcement or Infomercial
- Essays, Plays
- Poem, Song, Rap
- Photostory, Voicethread





# Code with the Mode

Exchanging ideas about what to do on the weekend.

Interpersonal

Watching a travel video and jot down places of interest.

Interpretive

Prepare a poster about your favorite sport.

Presentational

Create a graphic organizer for a reading.

Interpretive

Create a skit where you buy something in the market

Presentational

## 1. Interpretive Task

Students read a brochure advertising a year-round camp for students and make a list of the activities.



## 2. Interpersonal Task

Students have a conversation about the camp. They discuss what they like and don't like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.

## 3. Presentational Task

Each student designs a presentation about his or her ideal camp setting. They prepare an ad campaign for their camp using print and audio.



### 1. Interpretive Communication Phase

Students read a brochure advertising a year-round camp for students and make a list of the activities.

### 2. Interpersonal Communication Phase

Students have a conversation about the camp. They discuss what they like and don't like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.

### 3. Presentational Communicative Phase

Each student designs a presentation about his or her ideal camp setting. They prepare an ad campaign for their camp using print and audio.



### 1. Interpretive Communication Phase

Students read a brochure advertising a year-round camp for students. They may also listen to a weather forecast from that region.



### 3. Presentational Communicative Phase

Each student designs a presentation about their ideal camp setting.

They prepare an ad campaign for their camp using print and audio.

### 2. Interpersonal Communication Phase

Students have a conversation about the camp. They discuss what they like and don't like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.



# Performance Assessment Check

- Is task appropriate to the mode?
- Is task performance based?
- Is task related to the Theme?
- Is task summative in nature?
- Does description provide sufficient detail?



**2. Determine acceptable evidence of learning**



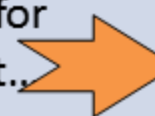
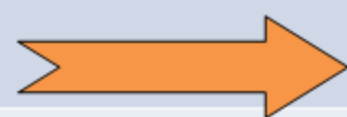
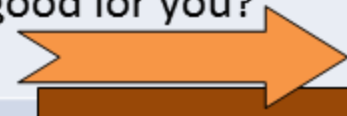
# Can-Do Review

- I can design an interpretive mode task from culturally authentic material.
- I can design an interpersonal task with an information gap for negotiation of meaning .
- I can design a presentational mode task for transfer.
- I can design the customized Can Do's after designing performance tasks.

Did you Code with the Mode?

# What will prepare learners to show you what they can do with what they know?



<b>Customized Program Can- Do Statements</b>  Learners can...	<b>Language, Culture, Content</b>  Learners need to use...	<b>Major Learning Experiences &amp; Evidence</b>  Learners will experience and demonstrate
State typical foods for meals	Names of meals, common foods “What do they eat for breakfast? They eat... I eat...”  	Create meal graphics to explain typical meals to others. <b>(Presentational)</b> Talk about what you have for meals. <b>(Interpersonal)</b>
State if dish is healthy/unhealthy	“what is in the dish?” “Is ____ good for you?” 	Read ingredient list and decide if it is healthy. <b>(Interpretive)</b>

**3. Plan learning experiences & instruction**

# Learning Experiences & Evidence

- Conduct a survey about food allergies.
- Sort ingredients into likes and dislikes.
- Show survey results to the class.
- Read recipes and decide if they are healthy.
- Categorize dishes into courses in a meal
- Order at a restaurant.
- Create a menu.
- Identify foods from different regions.

Interpersonal  
Interpretive  
Presentational  
Interpretive  
Interpretive  
Interpersonal  
Presentational  
Interpretive

## Code with the Mode



**3. Plan learning experiences  
& instruction**

# Materials and Other Resources

- Are the materials and resources appropriate to the performance goals?
- Have you incorporated authentic texts and materials?

# Daily Schedule

- Describe the typical daily schedule for a participant.
- Is there a blend of language, culture, and content throughout the day?





# Can-Do Review

- **I can integrate language, culture, and content to accomplish Can-Dos.**
- **I can plan learning experiences to demonstrate the Can Do's.**
- **Did you Code with the Mode?**

# Putting it all Together



**Work with your team leader for revising your template  
Send Stage One first for feedback**

# To-Do list for Program Design

- Always return and reprise the program overview and theme.  
**1-3-1=5**
- Gather the culturally authentic material for the tasks
- Design Final performance assessment for your program.
- Design other performance assessments that lead up to it.
- Design the Can-Do statements. **Code with the Mode.**
- Then and only then, match learning experiences, language/culture/content required for those assessments.
- Always assess for Transfer. Early and Often

# Questions?



*Please keep in touch!*

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# Ticket out the Door



What are three ideas that really helped today?

- 1.
- 2.
- 3.



Write one question you still have about what we learned today.

Q:

ASANTS  
THANK  
SPASIBO  
SHUKRAN  
GAMSAHABNIDA  
dhan'yavāda  
edherim  
XIE  
TASHAKKUR  
SHUKRIYA  
teşekkür  
you  
OBRIGADO

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