Curriculum Alignment Lab 1: Facilitator Agenda

This lab will review Modules 1, 2, and 3 and present the Curriculum Alignment Guide. The focus will be on proficiency and equity as connections are drawn between the Curriculum Alignment Guide and the Framework. Participants will view and discuss sample unit plans and apply what they’ve learned to complete sections of the Curriculum Alignment Guide for Unit Planning.

Key Links:

* Learning Modules: <https://www.doe.mass.edu/worldlanguages/implementation/modules.html>
* Curriculum Alignment Guide (How-to Document): <https://www.doe.mass.edu/worldlanguages/implementation/how-to.docx>
* Course Alignment Guide: <https://www.doe.mass.edu/worldlanguages/implementation/course-alignment-guide.docx>
* Unit Alignment Guide: <https://www.doe.mass.edu/worldlanguages/implementation/unit-alignment-guide.docx>

Review of Modules 1, 2, 3 (25m)

In this section, you will summarize the Modules that serve as the foundation of this lab.

*Logistics*

This section of the lab should be facilitated to the whole group with all participants in the main room. You may find it helpful to first ask all participants to rename themselves in Zoom with the name they would like to be called and the group they would like to join for the Discussion components of the lab.

*Content*

Reviewing key takeaways from the Modules

* Module 1: Organization of the Framework and Overview of the Implementation Series
* Module 2: The Framework Through the Lens of Proficiency
* Module 3: The Framework Through the Lens of Equity

Introduction to the Curriculum Alignment Guide (30m)

In this section, you will introduce the Curriculum Alignment Guide and emphasize its connections to the Framework while highlighting the ways proficiency and equity are incorporated within the Guide.

*Logistics*

This section of the lab should be facilitated to the whole group with all participants in the main room.

*Content*

Introducing different sections of the Guide

* Walk through the Curriculum Alignment Guides for Course Planning and Unit Planning
* Emphasize that curriculum alignment is an ongoing process; teachers and districts should continuously reflect on and improve courses and units over time
* Use the How To document to support you in explaining the purpose of each section of the Guide and mention any additional resources that participants may find helpful when using the Guide, including the Quick Reference Guides on the Department’s website, available at <https://www.doe.mass.edu/worldlanguages/support/default.html> and linked in the participant agenda document

Demonstration and Discussion (30m)

In this section, you will show sample unit plans and facilitate discussions around them.

*Logistics*

Place participants into differentiated breakout rooms of 4 to 5 educators, grouped according to their teaching context (i.e., languages, grade levels, and/or proficiency levels that they work with in their courses). During the discussion, encourage participants to have their video on and use gallery view so that all participants can be seen. You may find it helpful to share this Google Doc [insert link] containing the discussion questions with participants for easy reference.

If there are fewer facilitators than the number of breakout rooms, have facilitators switch between breakout rooms periodically to check in on the discussion, ask follow-up questions, and resolve any issues. Remind participants of how they can reach out with questions, such as by clicking the “Ask for Help” button in the control panel at the bottom of the screen in Zoom.

*Content*

Demonstration and discussion of sample unit plans

* Focus on proficiency and equity and applying what is shown to participants’ contexts

Wrap Up and Next Steps (5m)

In this section, you will wrap up the lab, preview the next lab, and check what participants have learned.

*Logistics*

This section should be facilitated to the whole group with all participants in the main room.

*Content*

Wrapping up the lab

* Preview of next lab
* Check for learning
* Reminder about evaluation