Curriculum Alignment Lab 4: Facilitator Agenda

This lab will review Modules 9, 10, and 11 and explore the Curriculum Alignment Guide. The focus will be on Cultures and Comparisons as connections are drawn between the Guide and the Framework. Participants will view and discuss sample unit plans and discuss how they will apply what they’ve learned in their own classrooms.

Key Links:

* Framework Implementation page of DESE website: <https://www.doe.mass.edu/worldlanguages/implementation/default.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 and Discussion: Modules 9, 10, 11 (25m)

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

*Logistics*

This section of the lab should first be facilitated to the whole group with all participants in the main room. At the beginning of the webinar, make sure to distribute the updated participant agenda and summary. You may also find it helpful to ask all participants to rename themselves in Zoom with the name they would like to be called, the language(s) they work with, and the grade level(s) they work with (e.g., Maria\_Spanish\_3-5).

Before you review the Modules, take a few minutes to show participants [the Framework Implementation page](https://www.doe.mass.edu/worldlanguages/implementation/default.html) of DESE’s website and highlight additional resources to support their use and implementation of the Framework. During the Module review, provide an opportunity for participants to ask questions about each Module as it is reviewed before moving on to the subsequent Module.

When it is time for the discussion, one facilitator should facilitate a Q&A session in the main room with participants who are new to proficiency-based teaching and/or participants who have not yet reviewed the Modules. The other facilitator should move to a breakout room with participants who would like to engage in deeper discussion about how they will apply what they’ve learned in the Modules in their own classrooms. During the discussion, encourage participants to have their video on and use gallery view so that all participants can be seen. Make sure that participants have access to the discussion questions by sharing them via a Google Slide or copying them into the chat box in both the main room and breakout room.

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Reviewing and discussing key takeaways from the Modules

* Provide an overview of Modules 9, 10, and 11
  + Module 9: Overview of Linguistic Cultures Standards
  + Module 10: Practice 5 – Cultures
    - On slide 11, explain the following: “As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark in a new row or a check mark with a plus sign). These Functions, which are brand new Functions that emerge at higher proficiency levels or new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework.”
  + Module 11: Practice 6 – Comparisons
    - The same explanation applies to the chart on slide 16, with the addition of “You will also notice that Function b.3. appears in the Novice standards and the Advanced standards, but not the Intermediate standards.”
* If you are leading the Q&A in the main room, ask participants what questions they have about the content of the Modules. If there aren’t any questions, use the following prompts to start a discussion:
  + What can your students communicate about in the target language?
  + How might you address Cultures in your classroom?
  + How might you address Comparisons in your classroom?
* If you are leading the breakout room discussion, ask the following discussion questions:
  + How do you currently address Cultures in your classroom?
  + How do you currently address Comparisons in your classroom?
  + How might you add to your current approaches based on Modules 9, 10, and 11?

Exploring the Curriculum Alignment Guide (15m)

In this section, you will explore sections of the [Curriculum Alignment Guide for Unit Planning](https://www.doe.mass.edu/worldlanguages/implementation/unit-alignment-guide.docx) with an emphasis on Cultures and Comparisons and their connections to the Framework.

*Logistics*

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

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Exploring different sections of the Guide:

* Walk through the Unit Overview, Standards Summary, Summative Assessment, and Instruction sections of the Curriculum Alignment Guide for Unit Planning, focusing on Cultures and Comparisons
  + On slide 23, explain the following: To address these Standards in your classroom, it is important to embed them into your unit goals/objectives, your summative assessment tasks, and your learning activities and experiences. Rather than being addressed in isolation or through mini-lessons on topics related to culture, the Cultures and Comparisons Standards should be simultaneously addressed through tasks and activities targeting each of the communicative modes.”
* Emphasize the use of differentiation and Core Practices
* 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: Sample Unit Plans (25m)

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

*Logistics*

This section should be facilitated with the whole group with all participants in the main room. After presenting the sample unit plans, you may find it helpful to provide participants with a few minutes to independently review them before discussing the plan(s) as a group. While you are presenting the plans, remember that you are presenting best practices for aligning units to the Framework rather than requirements.

During the discussion, encourage participants to have their video on and use gallery view so that all participants can be seen. Make sure that participants have access to the discussion questions by sharing them via a Google Slide or copying them into the chat box in the main room.

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Demonstration and discussion of selected sample unit plans

* Focus on Cultures and Comparisons
* Ask the following discussion questions:
  + What did you notice about Cultures in these samples?
  + What did you notice about Comparisons in these samples?
  + How do these plans ask students to demonstrate Mastery, Identity, and Creativity through these Practices?

Application and Discussion (20m)

In this section, you will guide participants in discussing how they will apply the information from the modules and the sample unit plans to align their own units using the Curriculum Alignment Guide.

*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). Ask a volunteer from each group to serve as the person who reports back about their discussions when returning to the main room.

During the discussion, encourage participants to have their video on and use gallery view so that all participants can be seen. Make sure that the discussion questions are visible to participants by sharing them via a Google Slide or copying them into the chat box in each breakout room.

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.

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Discussion of plans for application

* Focus on applying information from the modules and sample unit plans to participants’ contexts
* Ask the following discussion questions:
* What did you learn in Modules 9, 10, and 11 that will help you in your teaching?
* What are some strengths of the sample unit plans? How could they be improved?
* What ideas or questions do you have to share about aligning your own units using the Curriculum Alignment Guide?

Wrap Up and Next Steps (5m)

In this section, you will wrap up the lab, preview the next lab, check what participants have learned, and provide access to an evaluation survey.

*Logistics*

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

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Wrapping up the lab

* Preview of next lab
* Check for learning
  + What are the Linguistic Cultures Standards?
  + How are the Linguistic Cultures Standards organized in the Framework?
  + What is Practice 5: Cultures?
  + What is Practice 6: Comparisons?
  + How are Practices 5 and 6 addressed in the Curriculum Alignment Guide?
* Reminder about evaluation: <https://survey.alchemer.com/s3/6763238/Curriculum-Alignment-Lab-4-Evaluation>