

Clearing a Path: Using lessons from History to Move Us Forward

Summer 2018

Catalog Description

This course prepares teachers to use authentic resources to develop Integrated Performance Assessment units for their students. By accessing the celebration of the University of Salamanca's 800 years of authentic texts, materials, media and educators, participants will select the authentic materials they can use to address learner needs/interests and maximize student proficiency as learners move forward to the next level. Sample themes situated in this history include Reconciliation, Progress and Reinvention. Teachers will explore this jewel of a city and the advancements its University represents for world. Then, they will determine how to best share these with their students.

Course Overview

This course is intended for teachers of Spanish to advance their understanding of curricular design and practices in teaching a second language. Course credit will be available via Shippensburg University.

Learner Objectives

Participants will be able to:

- Select appropriate authentic content as the basis for an IPA unit based on 2017 NCSSFL-ACTFL proficiency benchmarks
- Identify & compare cultural products / practices/ perspectives (holidays, foods, etc.) and integrate them into lessons with appropriate language goals.
- Draw comparisons and connections between target and home cultures & incorporate these understandings into lesson plans with appropriate language goals.

Text: Implementing Integrated Performance Assessment By: Bonnie Adair-Hauck, Eileen W. Glisan, and Francis J. Troyan
Publisher: ACTFL - See more at: <http://www.actfl.org/publications/books-and-brochures/implementing-integrated-performance-assessment#sthash.ldc479zo.dpuf>

Optional Articles:

http://www.carla.umn.edu/immersion/acie/vol5/Nov2001_BrainResearch.html

<http://iteslj.org/Articles/Lombardi-BrainResearch.html>

Course Format:

Classes will be conducted using a combination of direct instruction, small and large group discussion, and small and large group activities.

Course Requirements

Participants will be required to complete readings and show evidence of how they would apply the principles from the readings as they design activities that they can use in their classrooms. All participants will complete an integrated performance assessment unit based on an essential question related to their teaching needs. The unit must incorporate one technology tool they want to pilot so that other participants can help identify potential pitfalls. During the program, models of IPA units will illustrate how science, social studies, literature, and marketing content can form the basis of a unit. Optional readings on brain based learning and second language acquisition will aid in the design of specific activities.

Participation 20%

Completion of Group Activities 20%

Final Unit Submission 60% (specifics on next page)

- Final standards-based thematic unit, submitted a scanned (pdf) document that includes:
 - Concept Web with essential question for the thematic unit including links to other disciplines (10 %)
 - Culturally important thematic resources, adapted and written in language specific to your students' proficiency levels (10%)
 - Connected 3 lesson learning segments incorporating (30%)
 - ACTFL standards
 - Description of images or other strategies for helping students access the language via comprehensible input
 - Variety of activities in the three modes of communication (interpersonal, interpretive, and presentational), with multiple entry points to practice linguistic goals
 - Clear connections to culture (products, perspectives, practices) and content-based material
 - Supporting resources or materials as needed to teach the lessons
 - Summative and formative assessments for activities in each of 3 modes of communication, with appropriate rubrics. One of the rubrics should be for student self-assessment
 - Presentation with one page handout for class with thematic concept web and summary list of activities & assessments (10%)

| Program Day | Cultural focus | Linguistic focus |
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| Day 1 University of Salamanca tour | <p>Overview – benefits of integrating culture with linguistic goals, model lessons, story-telling as learning tool (Fray Luis de Leon or la rana)</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Story of Fray Luis de Leon 2. Leyenda de la Rana 3. Enabling learners to select brain-based strategies for language acquisition. | brain research applied to language learning, why content based units support student language acquisition |
| Day 2 City Tour by Magda | <p>La Plaza Mayor- What would a modern plaza mayor in your hometown honor and celebrate?</p> <p>Model IPA structure: Interpretive – Interpersonal – Presentational tasks / backwards design</p> | Draft of unit plan: Complete the unit plan template (first draft for review by classmates) based on your theme, identifying assessments, activities and tasks. Consider carefully how this learning segment leads students to the goals you wish them to achieve in the formative and summative assessments. |
| Day 3 Dance lesson by Beatriz | <p>Flamenco – tracing roots, tracing styles</p> <p>Assessment- formative</p> <p>Movement and Emotional engagement for learning</p> | <p>Give feedback to CBI unit partner</p> <p>Prepare outline of summative assessments integrating the three modes (interpersonal, interpretive, presentations) for your thematic unit. How will you know what your students learned at the end of each lesson? Include formative assessment to be enacted along the way as well.</p> |
| Day 4 Day in the life of Miguel Angel | <p>Bullfighting -Controversial topics in the classroom</p> <p>Using quotes to engage students & build intercultural</p> | Design 3 lesson plans with coordinating activities, start work on authentic resources |

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| Sanchez/ Origin of Human Rights lecture | competence Animal rights/ human rights-Convento de los dominicos visit | |
| Day 5 Art history specialist | Visit to artwork in the Cathedral – visual analysis of one particular work as a model Making Thinking Visible Routine-Color/Image/Symbol Working with authentic resources- using technology to capture authentic moments to share with students | Revise unit with feedback in mind. Prepare to demonstrate a mini-lesson in class. Be sure to plan for specific tasks within your lessons |
| Saturday tour | Segovia: 3 civilizations in one Convivienda or el acueducto (roman engineering) STEM option Expeditionary learning- building an arch Acueductos De Structuralia (Apple app) https://play.google.com/store/apps/details?id=com.izeki.acueducto http://www.romeartlover.it/Costroma.html http://acueducto.turismodesegovia.com/es/construccion/como-se-hizo http://www.jw.org/es/publicaciones/revistas/g201411/acueductos-romanos-ingenier%C3%ADa/ | |
| Day 6 literary specialist | La Celestina – how to do text analysis with students http://roble.pntic.mec.es/msanto1/lengua/1celeste.htm | Mini-lessons & feedback revisions |
| Day 7 literary specialist | Lazarillo de Tormes (combine with pm bike ride along river) | Mini-lessons & feedback revisions |
| Day 8 Guitar Factory Visit | Music- a universal language | visual cultural literacy & authentic resources |

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| Day 9 | Work day – presentations as desired by participants | |
| Day 10 | Presentations by participants | |