

What
Can
Your Students
Do?





Nathan Lutz
Kent Place School
Summit, NJ

FLENJ Summer Refresher 2017
Montclair State University

Core Practice #4

Design Lessons with
Functional Goals and
Objectives Using the
Backward Design Model





**Nathan Lutz,
Kent Place School**

nlutz@flenj.org

 [@nathanlutz](https://twitter.com/nathanlutz)

 pinterest.com/mrlutz

Today's Session

- Icebreaker: Our Learners, Our Goals
- Backward Design
- Functions vs. Everything Else
- Can Do Statements
- Work Time
- Sharing Time



Our Learners, Our Goals



Our Goals for Our Learners

- Go to www.menti.com
- Enter code **94 29 97**
- Answer the questions:
 - What are our goals for our learners?
 - What do they need to be able to do before they leave our class?



Results

- Go to www.menti.com
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Our Goals for Our Learners

- Results



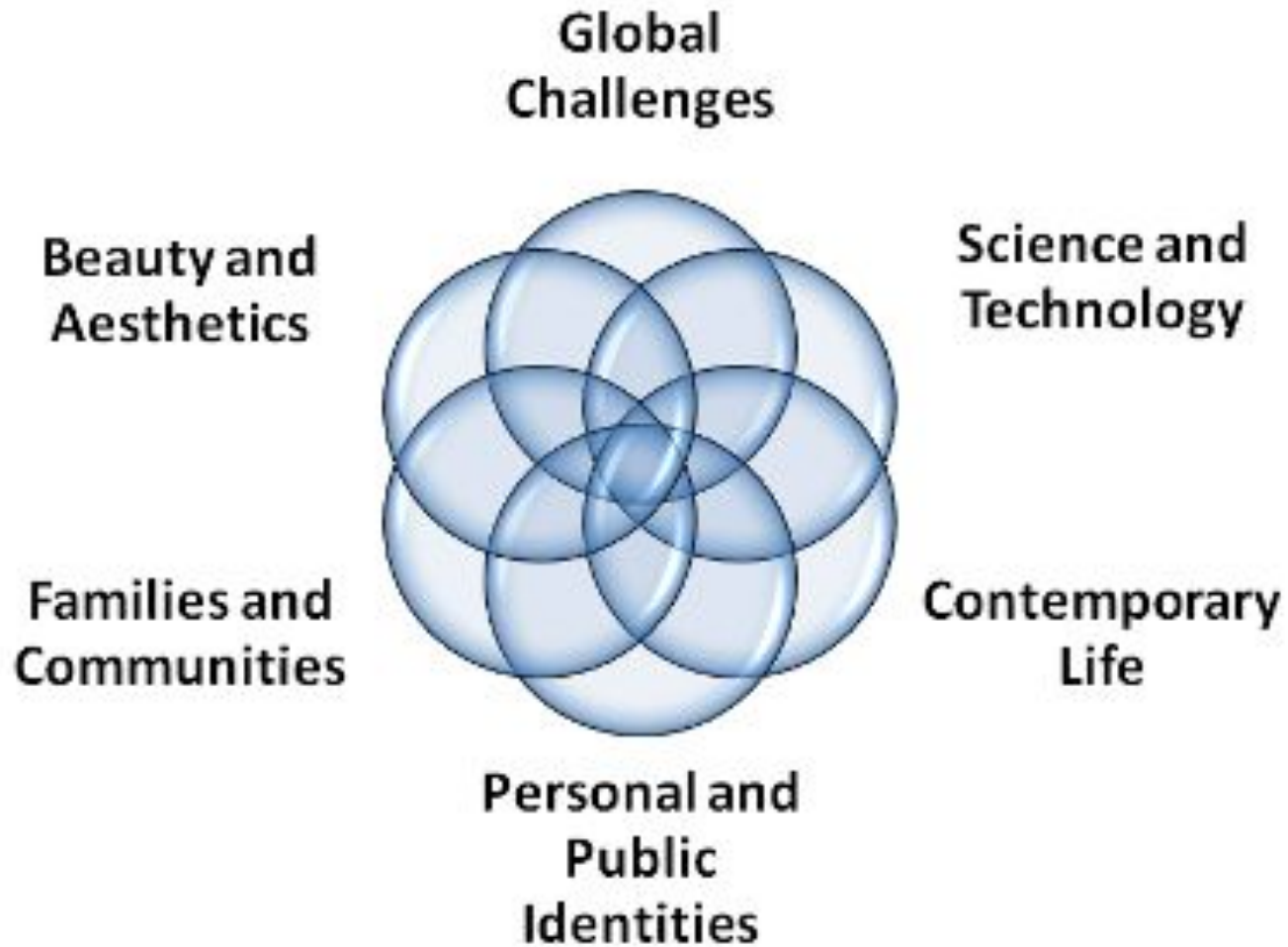
Backward Design



Let's Get Started!



Big Picture!



- Diversity Issues
- Economic issues
- Environmental issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

Global Challenges

Personal and Public Identities

- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

Science and Technology

Families and Communities

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel


Contemporary Life

Beauty and Aesthetics


- Architecture
- Contributions to World Artistic Heritage
- Ideals of Beauty
- Literature
- Music
- Performing arts
- Visual arts



Backward Design



**Plan learning
experiences &
instruction**



**Determine
acceptable
evidence**



**Identify
Desired
Results**



Backward Design



**Identify
Desired
Results**




**Identify
Desired
Results**

- What are our goals?
- What do we want our learners to be able to do?
- Think in terms of **FUNCTIONS** and not **GRAMMAR POINTS** or **VOCABULARY LISTS**



Backward Design



**Determine
acceptable
evidence**



**Identify
Desired
Results**




**Determine
acceptable
evidence**


- **How will you and your students know they reached the goals?**
- **Do your assessments align with the goals that you established?**
- **Does your feedback honor the assessment that was administered?**



Backward Design



**Plan learning
experiences &
instruction**



**Determine
acceptable
evidence**



**Identify
Desired
Results**



**Plan learning
experiences &
instruction**

- What does it take to get there?
- What authentic resources will you use?
- What activities will you design for students to perform?
- What formative assessment will be used to alter course during the unit?
- Do the language and activities support and meet the communicative objective?

LESSON PLAN TEMPLATE

UNIT TITLE:	LESSON: ____ OF ____
GRADE LEVEL:	LANGUAGE LEVEL:

I. GOALS

A. STUDENTS WILL KNOW:

B. STUDENTS WILL DO:

C. STANDARDS:

i. INTERPRETIVE

ii. INTERPERSONAL

iii. PRESENTATIONAL

II. EVIDENCE OF STUDENT LEARNING

A. FORMATIVE ASSESSMENT(S):

III. LEARNING EXPERIENCES

A. DO NOW

B. BEGINNING ROUTINE

C. REACTIVATE/REVIEW/WARM UP

D. INSTRUCTIONAL ACTIVITY 1

E. INSTRUCTIONAL ACTIVITY 2

F. INSTRUCTIONAL ACTIVITY 3

G. CLOSURE

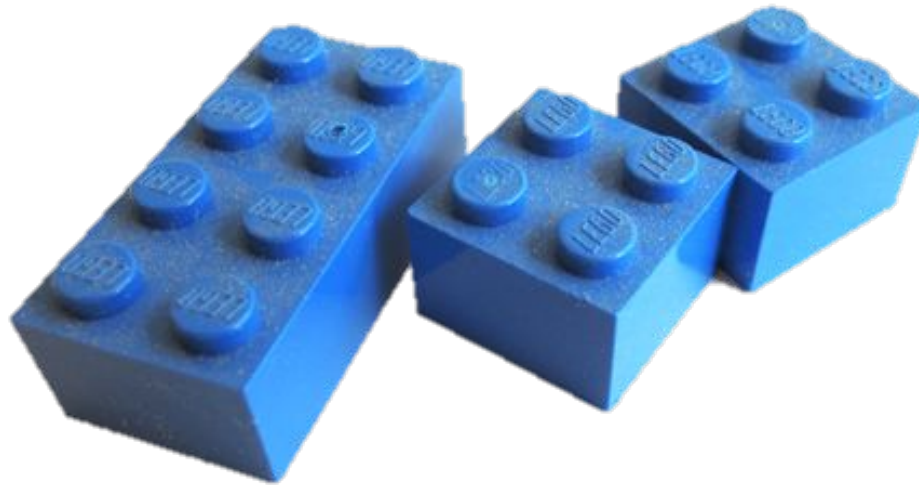
H. CLOSING ROUTINE

What are Functions?



Functions vs. Everything Else

- Grammar Rules
- Vocabulary Lists
- Learning Language Piece by Piece



5 Basic Functions

- *Socializing*
- *Exchanging information*
- *Getting things done*
- *Expressing attitudes*
- *Organizing and maintaining communication*

Australian Language Levels Guidelines, Book: Syllabus Development and Programming.

Australia, Curriculum Development Centre



5 Basic Functions

- ***Socializing***
 - using different modes of address
 - inquiring about health
 - greeting/introducing/thanking



5 Basic Functions

- ***Exchanging information***
 - Identifying/ describing
 - asking for/giving information
 - narrating personal experiences
 - inquiring about or expressing knowledge/opinions/wishes
 - asking for/giving permission
 - stating necessity and need
 - inquiring about or expressing likes/dislikes/preferences



5 Basic Functions

- ***Getting things done***
 - Requesting/suggesting
 - making arrangements
 - reacting to offers, requests, suggestions, invitations
 - Inviting/instructing



5 Basic Functions

- ***Expressing attitudes***
 - expressing admiration
 - expressing approval/disapproval
 - expressing interest/disinterest
 - expressing friendship
 - expressing regret/apology
 - expressing need



5 Basic Functions

- ***Organizing and maintaining communication***
 - attracting attention
 - expressing lack of comprehension
 - asking for repetition or rephrasing
 - asking how to say something in the target language
 - asking how to spell something
 - asking someone to explain what they just said



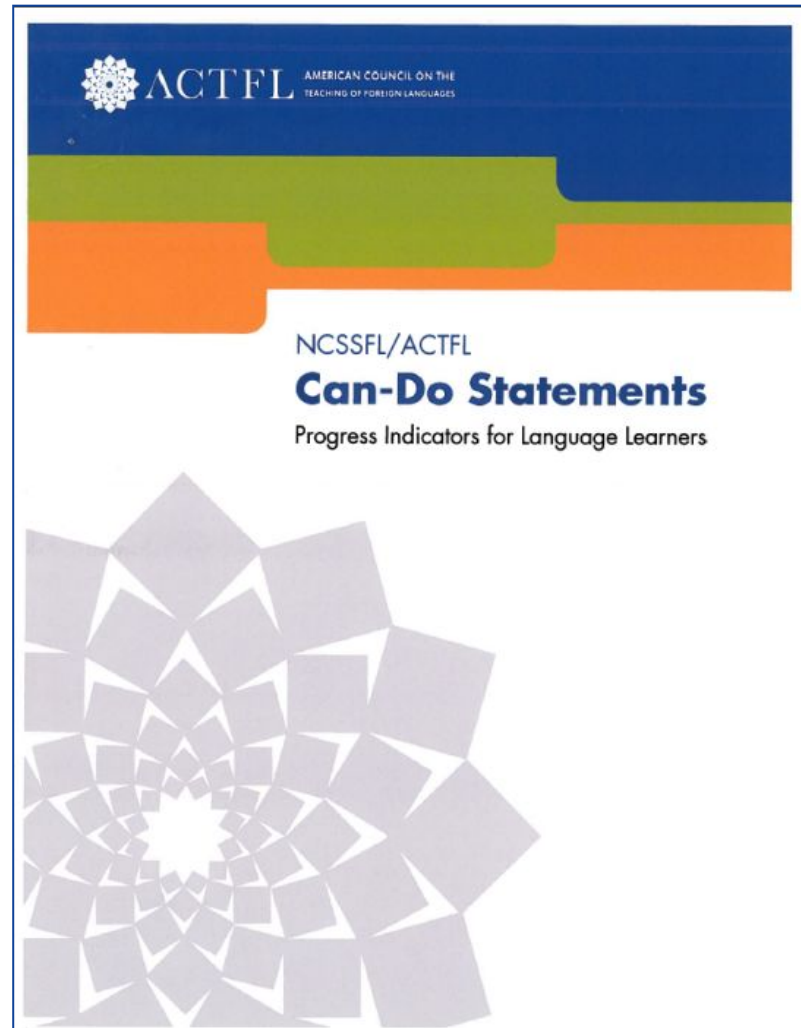
1. Expressing hopes and dreams
2. Asking and responding to questions
3. Describing people, places, and things
4. Expressing feelings and emotions
5. Telling and retelling stories
6. Expressing preferences and opinions
7. Maintaining a conversation in person and virtually
8. Presenting information orally for an audience
9. Presenting information in writing for an audience
10. Interpreting authentic oral, written, and visual texts

WORK TIME

- Explore the functions.
- Choose one to work on.
- Develop a list of expressions that speak to that function for the language that you teach.



Can Do Statements

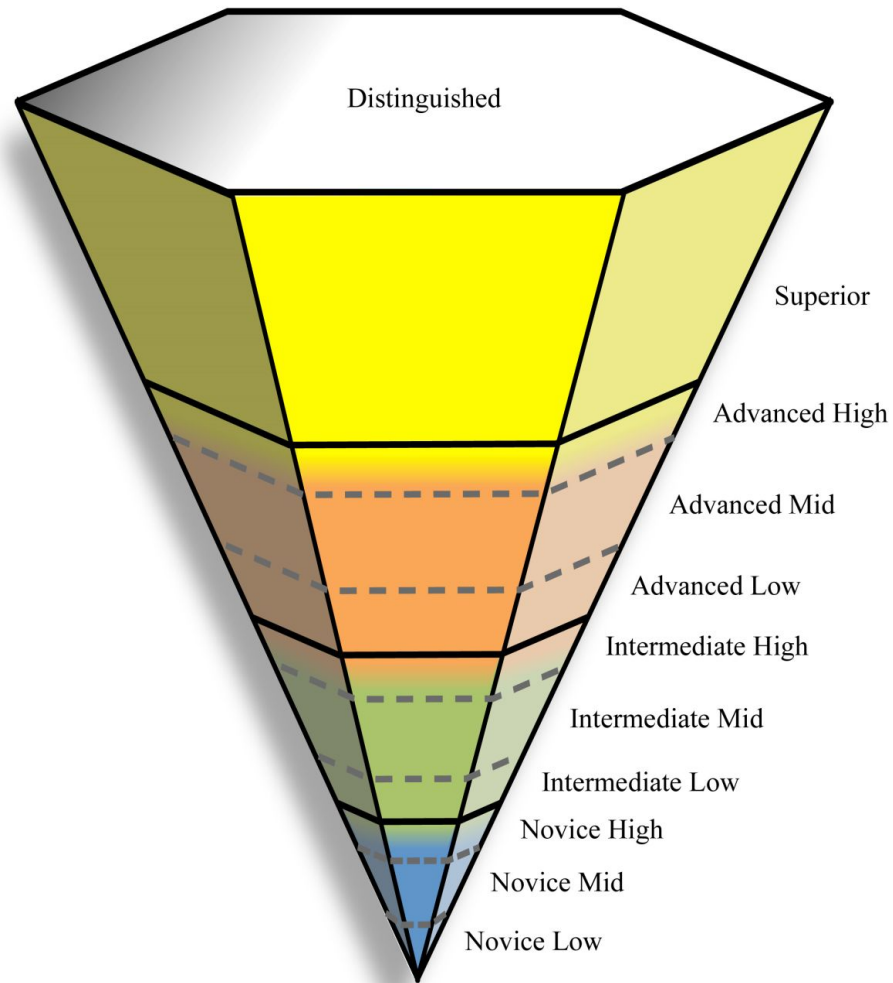


Can Do Statements: Organization

INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
<i>Negotiation of meaning</i>	<i>Interpretation</i>	<i>Creation</i>
<ul style="list-style-type: none">• Listening and Speaking• Reading and Writing	<ul style="list-style-type: none">• Listening• Reading• Viewing	<ul style="list-style-type: none">• Speaking• Writing• Visually Representing



Can Do Statements: Organization



Can Do Statements

NCSSFL-ACTFL Can-Do Statements

Interpersonal Communication

NOVICE LOW

I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

I can greet my peers.

☐ I can say hello and goodbye.

☐ I can _____

I can introduce myself to someone.

☐ I can tell someone my name.

☐ I can _____

I can answer a few simple questions.

☐ I can respond to yes/no questions.

☐ I can answer an either/or question.

☐ I can respond to *who, what, when, where* questions.

☐ I can _____

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.

I can exchange some personal information.

- ☐ I can ask and say a home address and e-mail address.
- ☐ I can ask and say someone's nationality.
- ☐ I can ask and talk about family members and their characteristics.
- ☐ I can ask and talk about friends, classmates, teachers, or co-workers.
- ☐ I can _____

I can exchange information using texts, graphs, or pictures.

- ☐ I can ask about and identify familiar things in a picture from a story.
- ☐ I can ask about and identify important information about the weather using a map.
- ☐ I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- ☐ I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- ☐ I can _____

I can ask for and give simple directions.

- ☐ I can ask for directions to a place.
- ☐ I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- ☐ I can tell someone where something is located, such as next to, across from, or in the middle of.
- ☐ I can _____

I can make plans with others.

- ☐ I can accept or reject an invitation to do something or go somewhere.
- ☐ I can invite and make plans with someone to do something or go somewhere.
- ☐ I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- ☐ I can _____

I can interact with others in everyday situations.

- ☐ I can order a meal.
- ☐ I can make a purchase.
- ☐ I can buy a ticket.
- ☐ I can _____

INTERMEDIATE MID

I can participate in conversations on familiar topics using sentences and series of sentences.
I can handle short social interactions in everyday situations by asking and answering a variety of questions.
I can usually say what I want to say about myself and my everyday life.

I can start, maintain, and end a conversation on a variety of familiar topics.

- ☐ I can be the first to start a conversation.
- ☐ I can ask for information, details, and explanations during a conversation.
- ☐ I can bring a conversation to a close.
- ☐ I can interview someone for a project or a publication.
- ☐ I can _____

I can talk about my daily activities and personal preferences.

- ☐ I can talk about my daily routine.
- ☐ I can talk about my interests and hobbies.
- ☐ I can give reasons for my preferences.
- ☐ I can give some information about activities I did.
- ☐ I can give some information about something I plan to do.
- ☐ I can talk about my favorite music, movies, and sports.
- ☐ I can _____

I can use my language to handle tasks related to my personal needs.

- ☐ I can request services, such as repair for a phone, computer, or car.
- ☐ I can schedule an appointment.
- ☐ I can inquire about membership in an organization or club.
- ☐ I can _____




I can exchange information about subjects of special interest to me.

- ☐ I can talk about artists from other countries.
- ☐ I can talk about historical events.
- ☐ I can talk about a mathematics, technology, or science project.
- ☐ I can _____

Can Do Statements



Other Models

			
	Not yet! I'm working on it.	I can do it with help.	I can do it alone.
I can tell someone my name.			
I can tell someone my age.			
I can ask someone how s/he is feeling.			
I can tell someone how I am feeling.			
I can. . .			

I can describe strategies for making my target language use comprehensible for my learners.



I can choose authentic resources and create tasks at my learners' proficiency level.



I can create relevant interpersonal tasks with which my learners can interact.



I can identify my unit's salient goals and plan backward so all activities lead to those goals.



I can present grammar topics in such a way that it is presented in context and meaningful for my learners.



I can correct learners' errors in such a way that they can learn from them.



I can...



I can...






I can...



Other Models

What can you do today? Color in the appropriate number of faces that match how you feel about each activity.

 I am just getting started. I need more work on this	 I feel good about this. A little more work to go!	 I can do this easily and well. Look at me now!
---	--	--

	I can understand when people greet each other using the phrases: Hello, How are you?, I am fine., Thank you., Goodbye!	
	I can understand when people make introductions using the phrases: I am from_____, My name is _____, What is your name?, Where are you from?, Nice to meet you.	
	I can recognize my name in characters.	

Español es Fácil!

I can greet you and tell you my name in Spanish!

My signature_____.

An adult's signature. _____.

Español es Fácil!

I can tell you that I am a girl or boy in Spanish!

My signature_____.

An adult's signature._____.

Español es Fácil!

I can tell you how old I am in Spanish!

My signature_____.

An adult's signature. _____.

Español es Fácil!

I can count objects to 10 in Spanish!

My signature_____.

An adult's signature. _____.

Español es Fácil!

I can name a Spanish-speaking country!

My signature_____.

An adult's signature. _____.

Español es Fácil!

I can accurately identify red, blue, green and yellow in Spanish!




My signature_____.

An adult's signature. _____.

Other Models

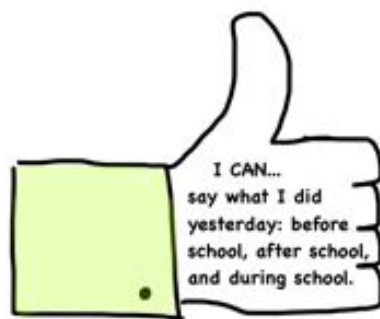
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	I can recognize my name in characters.	

I CAN STATEMENTS!

Sign your name in each cuff when you feel you are able to complete the task successfully! In the last hand, write your own I CAN statement.



Novice Low : I Can Statements...

Name: _____ Period: _____

I can greet
my peers.

I can say
hello and
goodbye.

I can tell
someone my
name.

I can
answer a
few simple
questions.

I can
respond to
yes/no
questions.

I can
answer an
either/or
question.

I can
respond to
who, what,
when,
where
questions.

I can
recite
words and
phrases
that I have
learned.

I can count
from 1-100.

I can say
the date
and the
day of the
week.

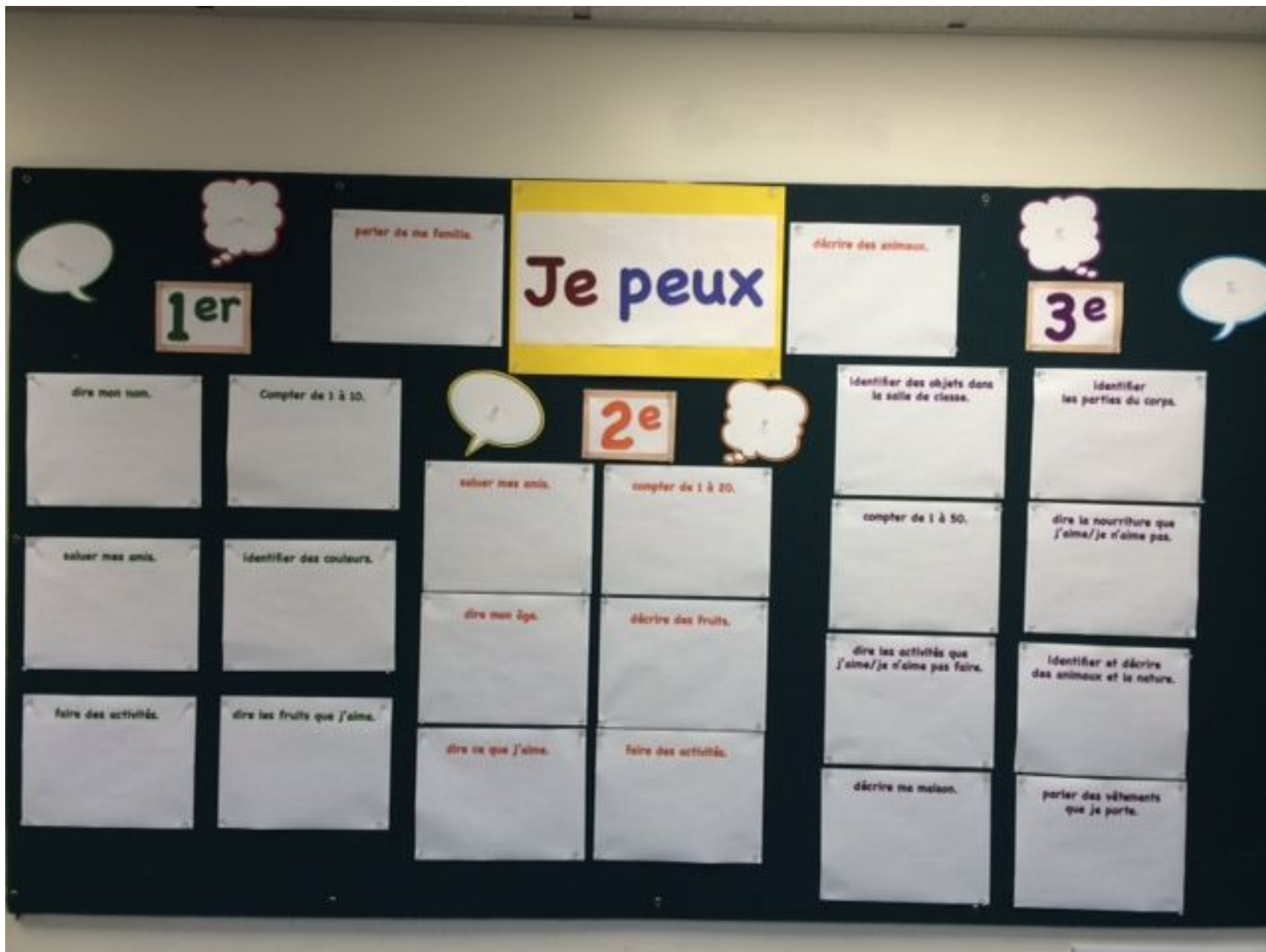
I can list
the
months and
seasons.

I can state the
names of familiar
people, places, and
objects in pics and
posters using
words or
memorized
phrases.

I can name
famous
landmarks
and people.

I can list
items I see
every day.

I can
introduce
myself to a
group.



WORK TIME

- Read your group's Can Do Worksheet.
- Review the mode, proficiency level, context, global benchmark, and bold statement.
- Develop Can Do Statements for that function.
- Identify instructional activities to support your goals.



Communicative Mode: Interpretive reading

Targeted Proficiency Level: Novice (High)

Context: *Read an advertisement for an upcoming festival in the target culture country.*

Global Benchmark: *I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.*

Bold Statement: I can understand simple everyday notices in public places on topics that are familiar to me.

Target Statements:

☐ I can _____

☐ I can _____

☐ I can _____

☐ I can _____

☐ I can _____

Instructional activities to support these goals:

Beginning Language – Level 1 (A)**UNIT 2 OVERVIEW: Who Am I?**

What students will be able to do by the end of this unit?

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone describes themselves or someone else. I can understand simple questions about myself or someone else. 	<ul style="list-style-type: none"> I can understand some basic personal information found in short readings. 	<ul style="list-style-type: none"> I can answer questions about physical characteristics, personality and simple likes and dislikes. I can ask questions to find out basic information about someone else. 	<ul style="list-style-type: none"> I can describe myself including personality & physical characteristics. I can describe someone else including age, personality, and physical characteristics. 	<ul style="list-style-type: none"> I can write about myself including my personality & physical characteristics. I can write about someone else including their age, personality, & physical characteristics.

What will students know about by the end of this unit?

Vocabulary

How old is he/she?
He/she is...years old.
What are you like?
I am...
What is he/she like?
He/she is...
Nice
Unpleasant/unfriendly
Funny
Serious
Athletic
Shy
Outgoing
Lazy
Hard-working
Intelligent

Stupid/dumb
Interesting
Boring
Weak
Strong
Generous
Organized
Disorganized
Patient
Impatient
Talented
Artistic
Creative
Studious
Tall
Short

Good looking
Pretty
Ugly
Fat
Thin/slender
Bald
Old
Young
I have
You have
He/she has
Green eyes
Blue eyes
Brown eyes
Short hair
Long hair

Straight hair
Curly hair
Brown hair
Blonde hair
Gray hair
Red hair
Glasses
Braces
Pimples
Mustache
Beard
Tattoo
Scar

Grammar/Structures

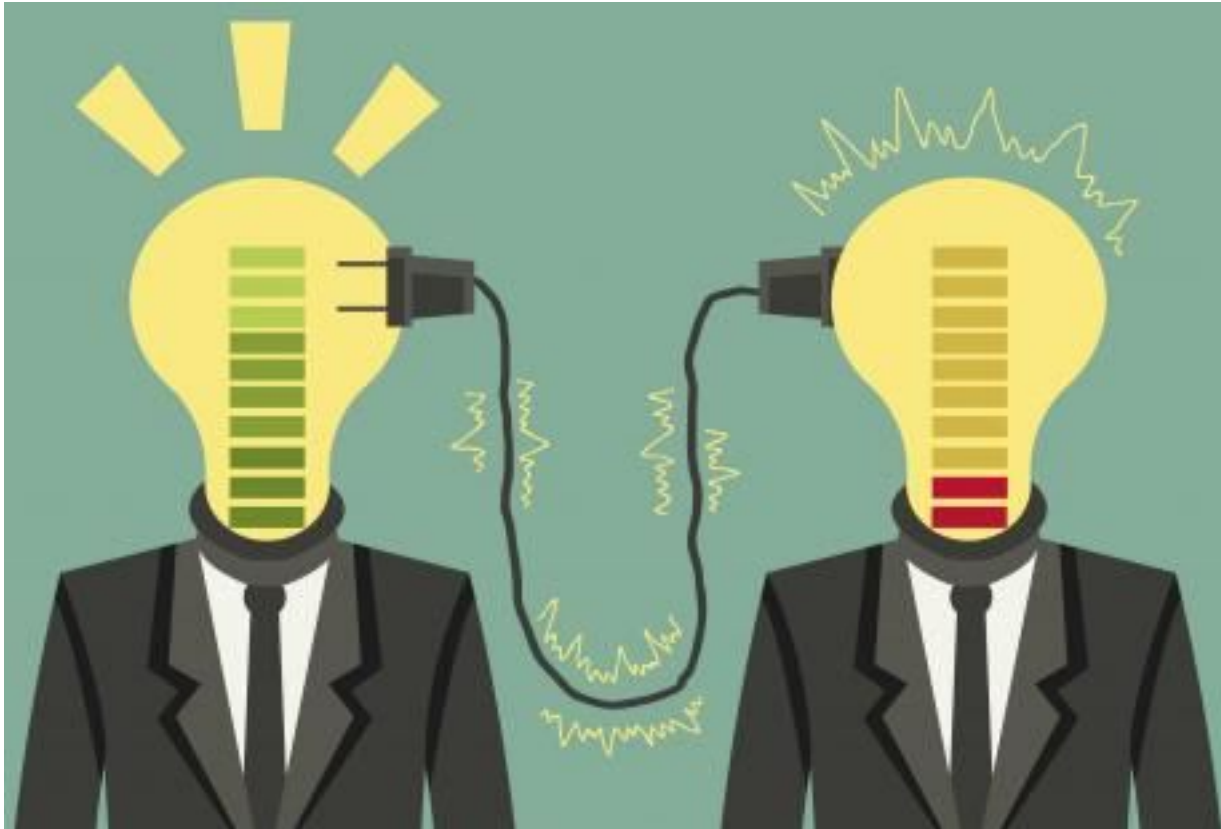
- Subject Pronouns: I, You, He, She
- Verbs: To be, to have
- Negatives
- Adjectives: Gender Agreement

Culture

In the target culture,

- I can tell you about popular sports in the target culture.
- I can tell you about how popular music/dances in the target culture are similar/different than what's popular in the U.S.
- I can tell you how to describe people using socially acceptable vocabulary in the target culture.

SHARING TIME



<http://adigaskell.org/2016/04/19/the-challenges-of-boosting-team-performance/knowledge-sharing/>

THANK YOU!

MERCI!

¡GRACIAS!

谢谢

شُكْرًا

GRAZIE!



**ANY
QUESTIONS?**

**Nathan Lutz,
Kent Place School**

nlutz@flenj.org



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