

DO NOW

Jot down as many answers as you would like:

Why do we learn languages?

Integrating Content for the Winning Formula!

New York Arabic Teachers' Council

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Let's connect!



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<http://nathanlutzworkshops.wikispaces.com/>



Why do we learn languages?

Today's Session

- Define content-based and content-related instruction
- Understand the benefits of CBI and CRI
- List the challenges teachers face when implementing CBI and address them
- Explore examples of CBI/CRI
- Develop our own lessons using CBI/CRI



People do not learn
languages and then
use them.

They learn languages
by using them.



The Connections Standard

Connect with other disciplines and acquire information and diverse perspectives *in order to use the language to function* in academic and career-related situations



The Connections Standard

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures



Guiding Principles

- Natural language acquisition occurs in context
- Students learn languages best when there is an emphasis on relevant, meaningful content rather than on the language itself

What is Content-Based Instruction?

An approach to language instruction that integrates the teaching of concepts from subject matter classes (e.g. math, science, etc.) within the context of teaching the foreign language (Crandall & Tucker, 1990).

Think – Pair – Share

What are the challenges that world language teachers face when implementing content-based instruction?

Challenge #1: Teaching Content in the Target Language

- Sometimes content is too complex to teach *IN* the target language
- Teachers have difficulty maintaining ACTFL goal of 90%+ TL when teaching content
- Teachers have difficulty making language *AND* content comprehensible

Strategies to Teach in the TL

- **Use comprehensible input**
 - Linguistic strategies (paraphrase, familiar language, slow rate, tone of voice, re-entering of new language)

Strategies to Teach in the TL

- **Use comprehensible input**
 - Extra-linguistic strategies: (visuals, props, gestures, context, informing students of objective)

Strategies to Teach in the TL

- **Use comprehensible input**
 - Interaction: (clarification requests, verbal and non-verbal comprehension checks, question sequences)

Comprehensible Input

EXAMPLE

Soy una semilla



Vivo en la tierra



Pónme agua



Dáme sol



Y me verás crecer



Strategies to Teach in the TL

- Choose strategies that match the content activities, e.g.,
 - activity around text = Gouin series
 - science activity = hands-on experiment
 - math activity = manipulatives

Gouin Series

EXAMPLE

Elements of a Gouin Series:

- An introduction to set the scene
- Concrete action verbs
- One specific context
- One tense
- One person
- 6-8 statements
- Props or visuals
- Logical sequence

How to Teach a Gouin Series:

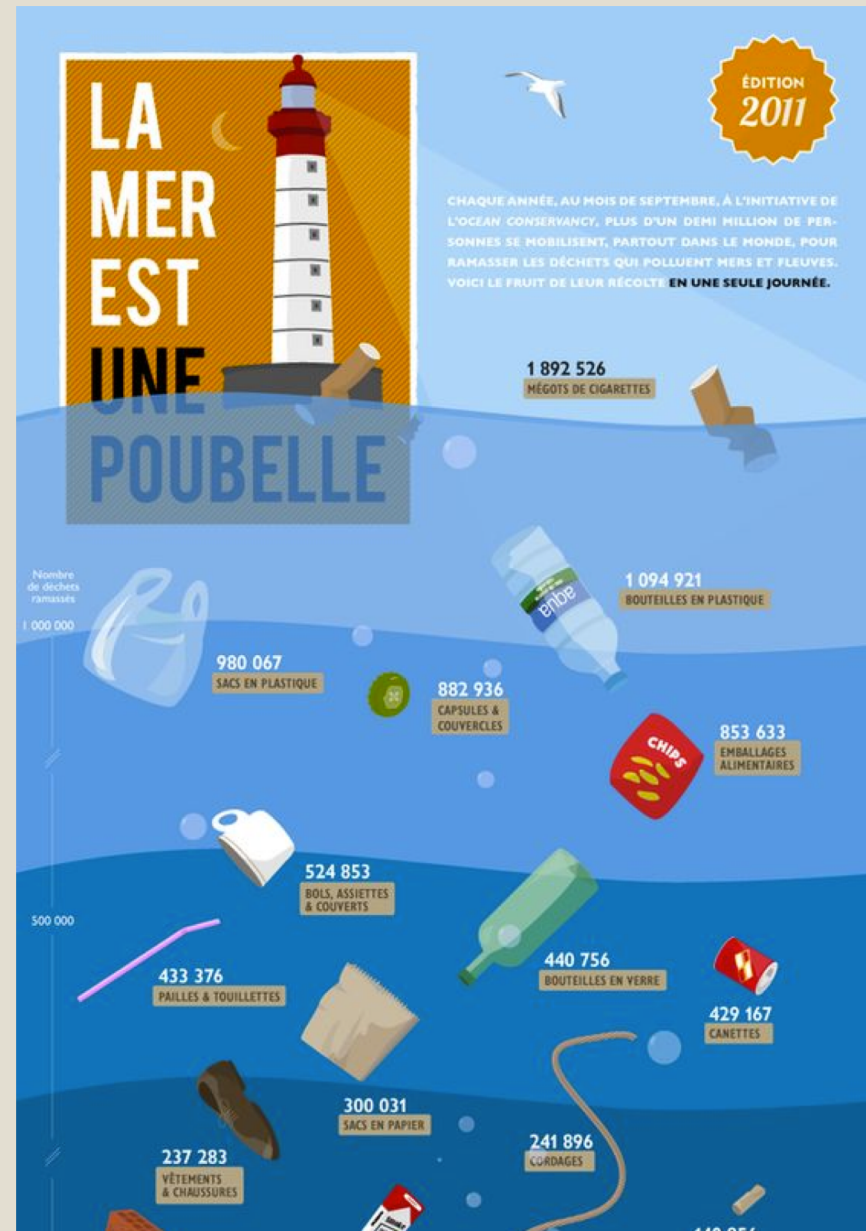
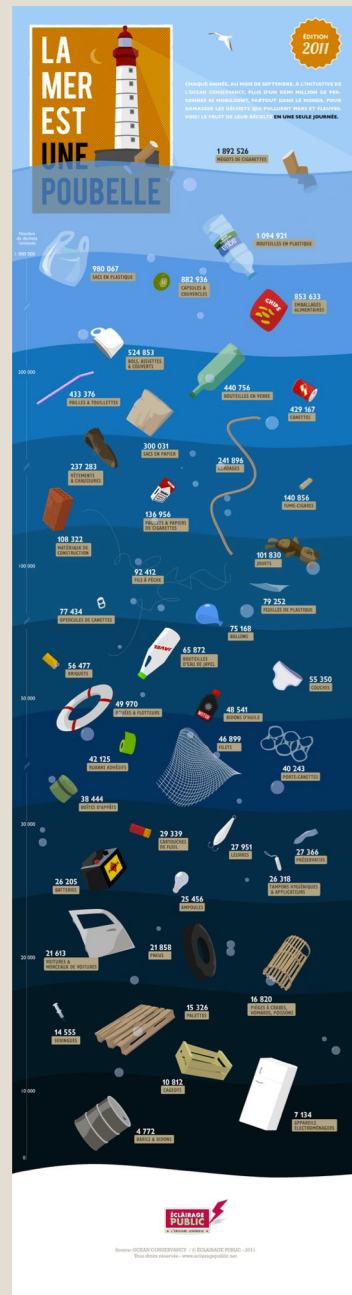
- Teacher presents orally, with pantomime and props
- Teacher repeats orally, class pantomimes with teacher
- Teacher repeats orally without pantomime, class pantomimes,
- Teacher repeats orally, individuals pantomime
- Class repeats orally and pantomimes
- Individuals lead the series
- Possible reading, writing activities as extensions

Pasos para plantar una flor

- Pongo la tierra.
- Hago un hoyo.
- Pongo la semilla.
- Tapo la tierra.
- Pongo agua.
- Espero, espero, espero. . .
- Veo un plantón!

Strategies to Teach in the TL

- Use a *text* as the *context*



Strategies to Teach in the TL

- **Avoid teaching NEW content & NEW language**
 - Teach new language within the context of content that students *already know*
 - Teach new content through language that the students *already know*

Strategies to Teach in the TL

- Use **images** and **graphic organizers** that are the **SAME** as those used in the content area classrooms
 - e.g., when teaching the water cycle within a unit on Planet Earth, use diagram of the water cycle from the science class

Graphic Organizers

- **EXAMPLE**

JE M'APPELLE _____

LES SPORTS



5 SPORTS QUE J'AIME REGARDER

5 SPORTS QUE JE N'AIME PAS REGARDER



5 SPORTS QUE J'AIME JOUER



5 SPORTS QUE JE N'AIME
PAS JOUER



Challenge #2: Planning to Teach Content

- **WL teachers may lack**
 - content knowledge
 - confidence
 - training

Strategies to Teach Content

- Choose academic content that the teacher has background/interest in
- Choose academic content that the students have background/interest in

Strategies to Teach Content

- **RELATE** to academic content, not necessary to teach exact academic content

Strategies to Teach Content

- **Observe** content area teachers to learn academic content AND best practices used to teach academic content
- Become familiar with **strategies** that content area teachers use – meet the same goals through similar means

Solar System Part 1

✉ [Van Ry, Rebecca](#)

Enduring Understandings ⓘ



Content ⓘ

- How does the Earth move through space and how does this affect life on Earth
- Rotation and revolution of Earth
- How the Moon moves around the Earth
- The planets - what is a planet, how many are there in our SS, where are they located, how do we study them, what do we know about them
- What makes up our solar system, our galaxy, and the universe



Learning Activities ⓘ

Essential Questions ⓘ

What is a system? What makes a planet a planet? Who should decide on scientific definitions? Why is the study of space important? How do you study something you can't touch? What can a scale model tell us? How can you decide if the information you read is accurate? How is the study of space a universal subject?

Skills ⓘ

- keep records that contain accurate observations and information that can be understood weeks and months later
- develop strategies and skills that are important for gathering accurate information and problem solving
- use the appropriate tools and technology to collect and interpret data
- apply mathematics as a tool for problem-solving in science
- identify and describe the differences between the planets in our solar system
- identify the sun as a star and its impact on Earth and the solar system
- recognize the movement/tilt of the Earth is responsible for seasons, day/night
- begin to develop an understanding of space distances and how we collect data from space
- learn how to do research for a scientific presentation using printed resources and web based information
- analyze data and information for bias, if information is current and accuracy of study
- create a scientific power point presentation

Assessment Tasks ⓘ

Challenge #3: Student Language Use

- **Teachers struggle to get students to produce in the target language and talk about content because**
 - students do not have the language to be able to talk about content in-depth
 - teachers spend too much time conducting teacher-fronted instruction while teaching academic content (little opportunity for students to talk)

Strategies to Aid Student Language

- Hold students **accountable** for using the target language in class
- Establish an **environment** where students feel comfortable to speak

Strategies to Aid Student Language

- Teach functional chunks

Functional Chunks of Language

EXAMPLES:

I don't understand. . . I don't understand why
. . . How come . . .? Could you repeat it
please? . . . Please say that again.

Strategies to Aid Student Language

- **Provide linguistic scaffolding**
 - Word walls
 - Word banks
 - Sentence starters
 - Forced choice questions
 - Modeling

Word Walls

- **EXAMPLE**

Strategies to Aid Student Language

- Provide tasks that ask students to move beyond producing at the single word level

Challenge #4: Assessment Issues

- Teachers struggle with assessing both language and content

Strategies to Address Assessment

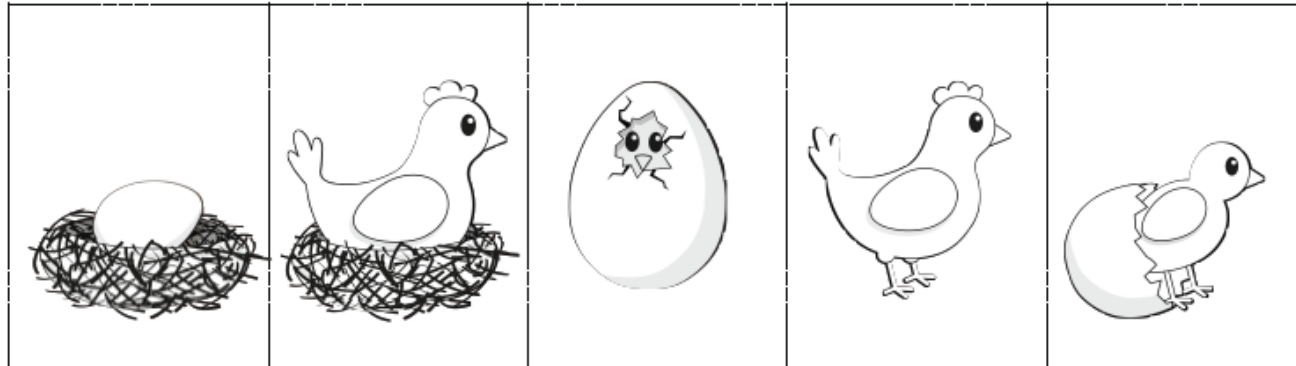
- Design assessments within the **context** of academic content
- Evaluate students on **BOTH** foreign language proficiency and academic content knowledge
- Ensure that assessments **reflect instruction** (test how you teach)

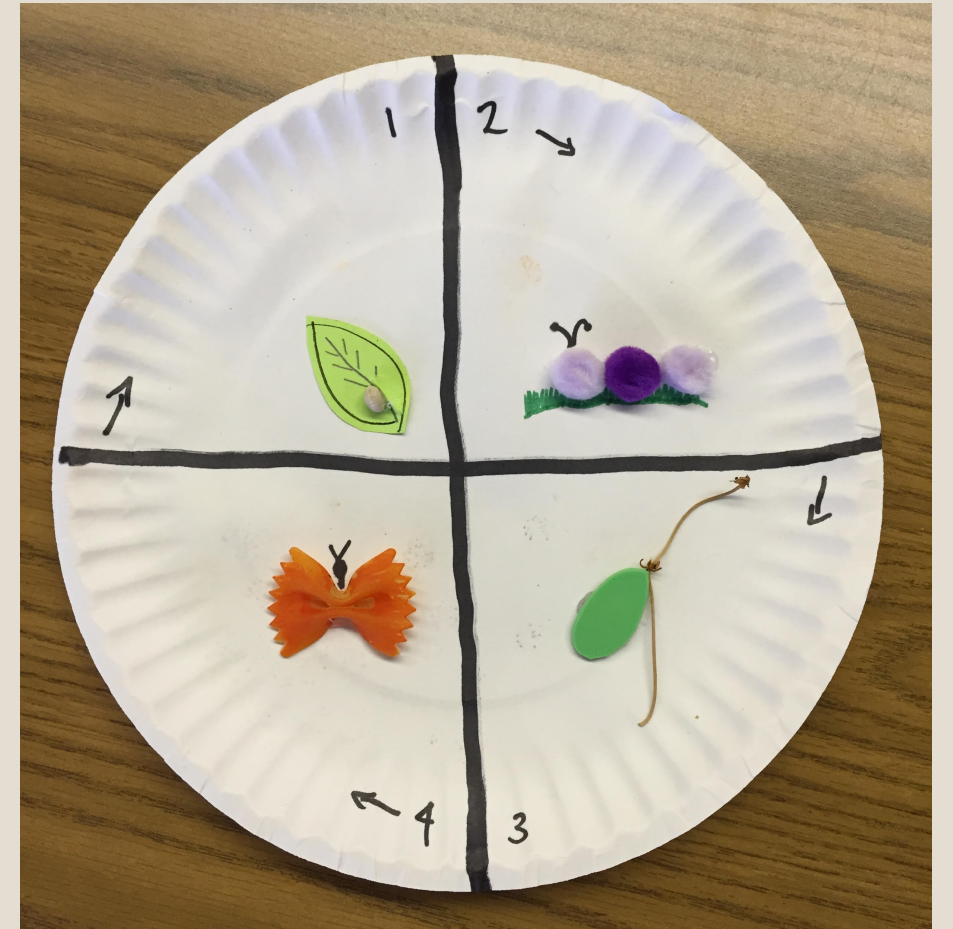
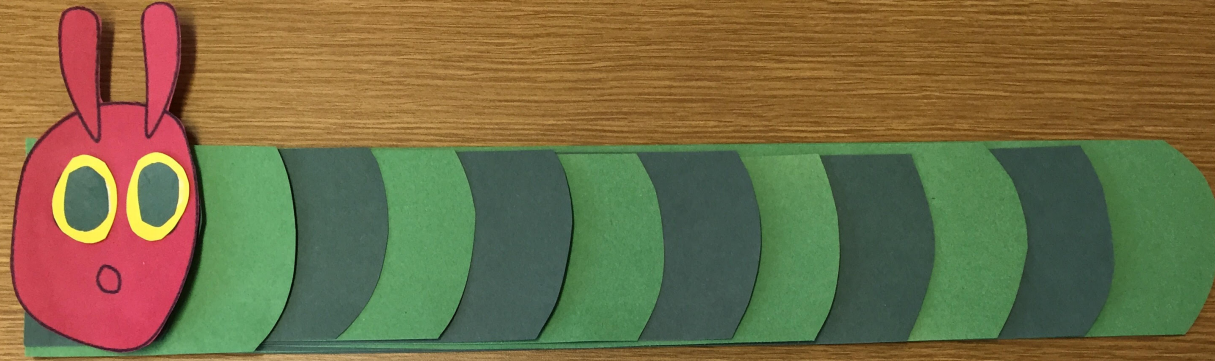
The background features a repeating pattern of interlocking circles in a light blue color on a darker grey-blue background. In the center, there is a large, light blue oval with a subtle drop shadow. The word "Examples" is written inside this oval in a bold, dark grey sans-serif font.

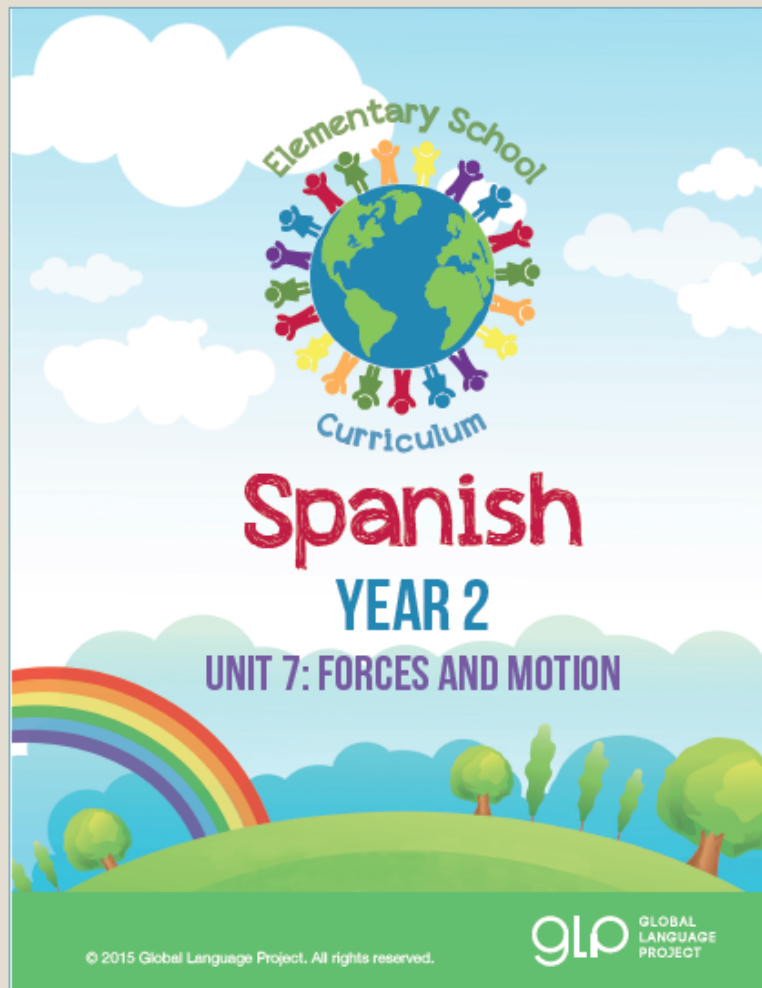
Examples

El Ciclo de Vida del Pollito

1	2	3	4	5
---	---	---	---	---







Conducting the Experiment Worksheet

LESSON 6/ ACTIVITY E

Realización de un experimento

Yo me llamo: _____ Fecha: _____



Primera etapa	Segunda etapa	Tercera etapa	Cuarta etapa



Escribe la letra que corresponda en los círculos de arriba.

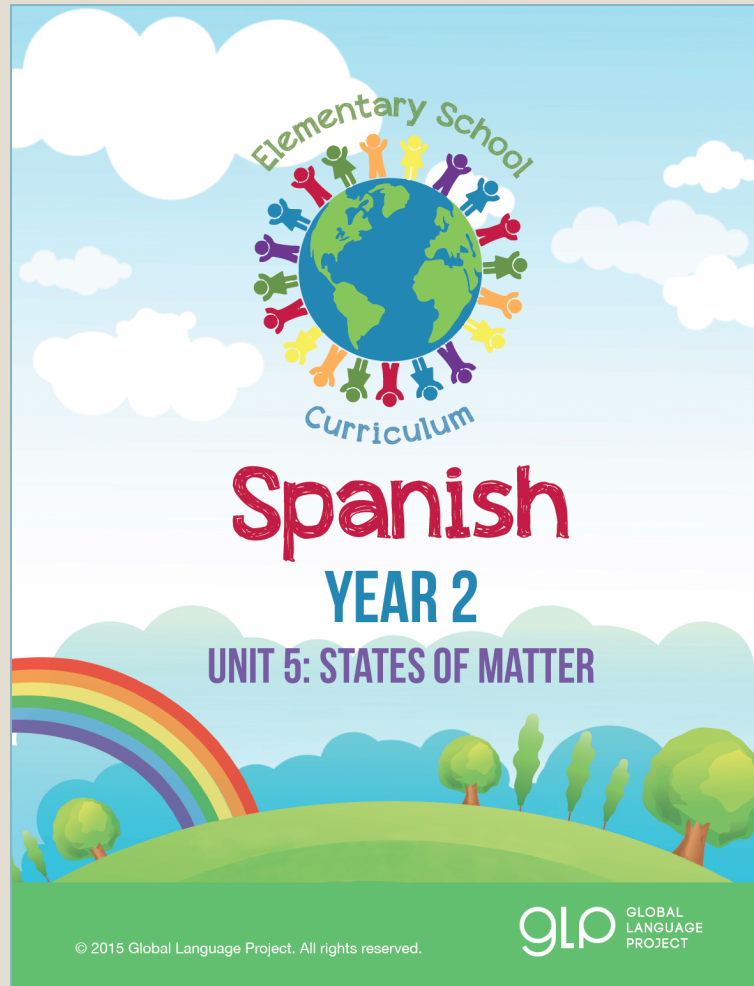
- A. Pongo el pedazo de cartón sobre la boca del vaso.
- B. Muevo mi mano poco a poco sobre el pedazo de cartón que esta en la boca del vaso.
- C. Mientras la mano empuja suavemente el cartón, el vaso se tapa poco a poco impidiendo que se derrame el agua por la presión del aire.
- D. Lleno el vaso con agua y tomo un pedazo de cartón.

Explica.

¿Qué pasó? _____

¿Porqué? _____

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Changes in States of Matter Worksheet

LESSON 7/ ACTIVITY E


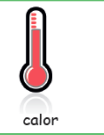

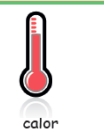




Los cambios de la materia

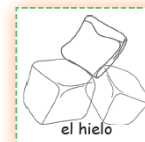
Yo me llamo:

Fecha:

Corta las imágenes de abajo y pégalas en el espacio correcto. Explica tu respuesta en cada caso.



1	 el hielo	+	 calor	=	<div style="border: 1px dashed green; width: 50px; height: 50px;"></div>	_____
2	 el agua	+	 calor	=	<div style="border: 1px dashed green; width: 50px; height: 50px;"></div>	_____
3	 el agua	+	 frio	=	<div style="border: 1px dashed green; width: 50px; height: 50px;"></div>	_____
4	 el vapor	+	 frio	=	<div style="border: 1px dashed green; width: 50px; height: 50px;"></div>	_____







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Les Maths




1.  +  +  = _____





2.    -  = _____

3.  +  +  +  = _____

4.  +  = _____

5.     -  = _____

6.  +  +  = _____

7.     -  = _____

8.   -   = _____


lundi


Continue la suite:



mardi



Tim a fait 14 .

Il a lancé 4 .

Maintenant, il a .



mercredi

Dans la salle de classe, il y a 10  bleus et 6  rouges.

Il y a  en tout.

jeudi



Dessine un cercle et divise le cercle en 2. Colorie $\frac{1}{2}$ en bleu et $\frac{1}{2}$ en violet.

vendredi

Utilise les trois nombres. Écris deux phrases d'addition et deux phrases de soustraction.



lundi



Tim a 3 dizaines et 8 unités.
Lucy a 8 dizaines et 3 unités.
Qui a le plus de blocs?

mardi

Dans le chocolat chaud de Hannah, il y a 8 guimauves. Noah a 7 et Olivia a 9. Combien y a-t-il de guimauves en tout?



mercredi



Dessine 18 mitaines. Colorie la quinzième en violet, la neuvième en rouge et la deuxième en jaune.

jeudi



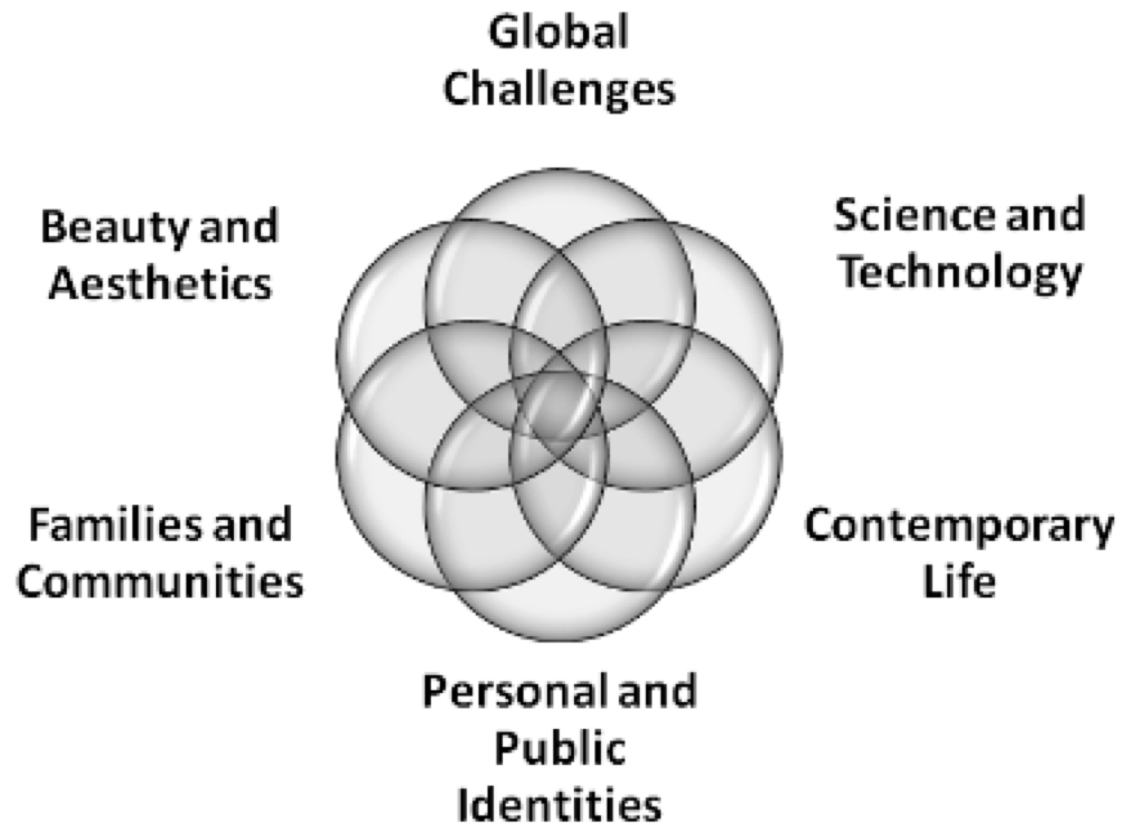
Les enfants ont bâti 22 bonhommes de neige. 15 bonhommes ont fondu. Combien y a-t-il de bonhommes maintenant?



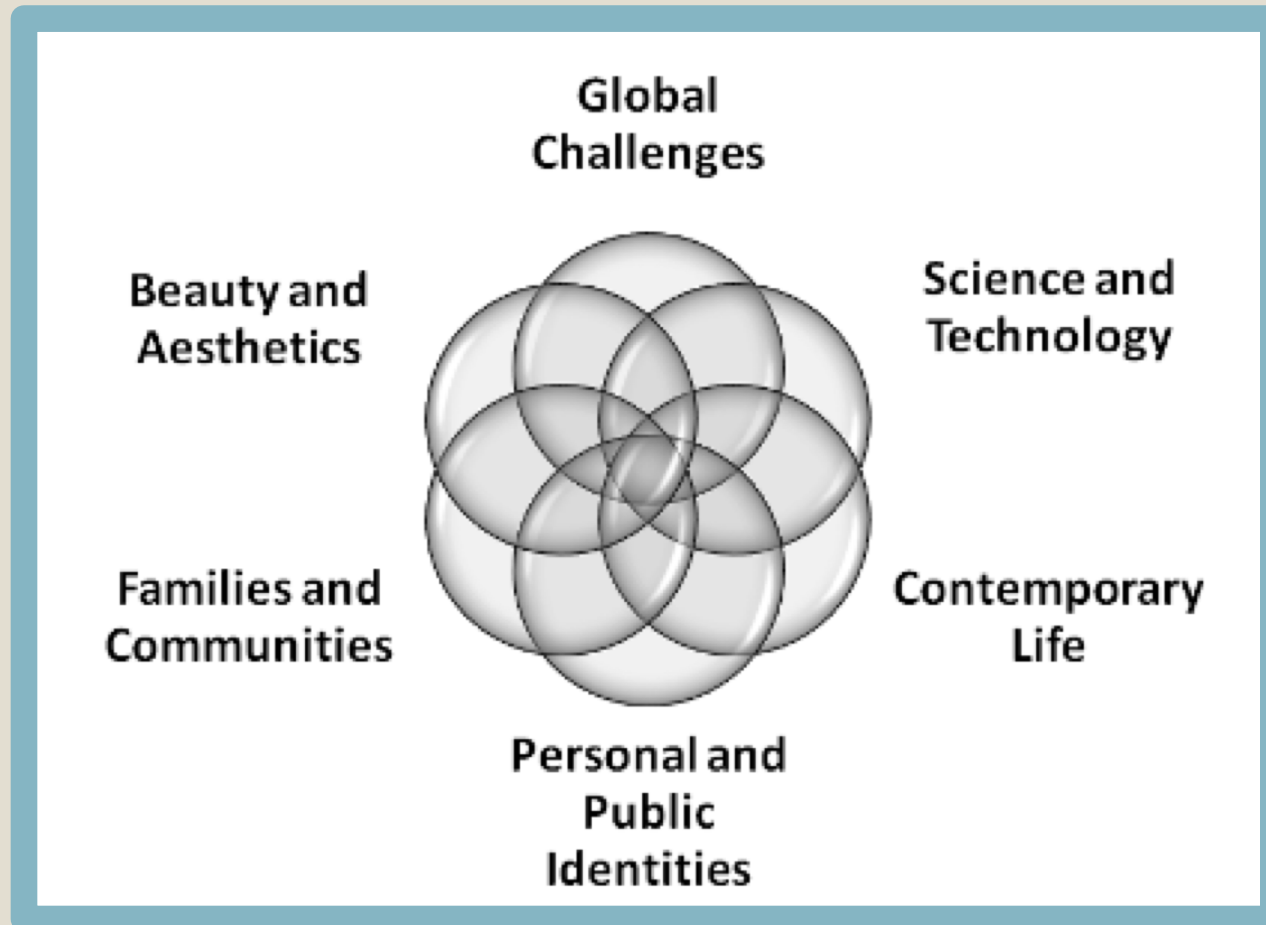
<http://planetejeanjaures.free.fr/histoire/barbares/normand1.htm>



Global Themes from the AP Test



Let's Develop Some Content!



- 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

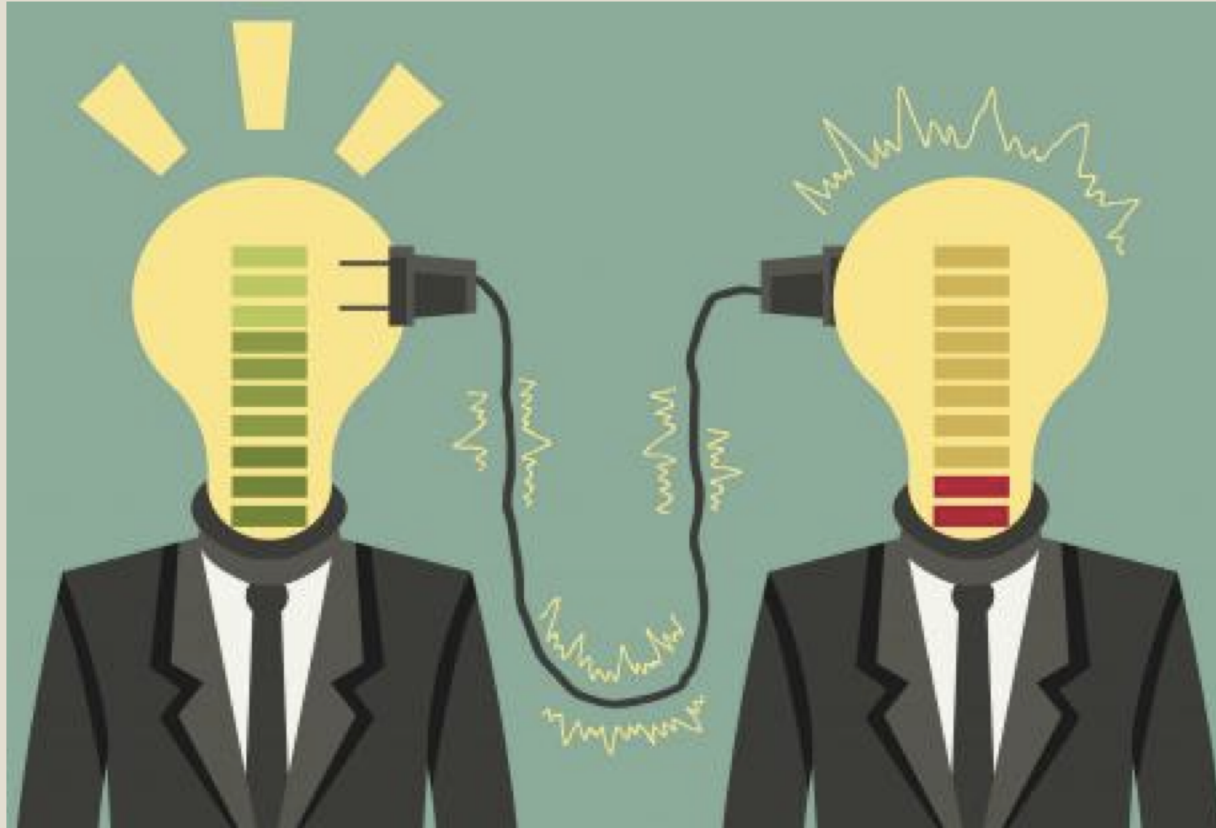
- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel

Contemporary Life

Beauty and Aesthetics

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

Sharing is Caring





**Thank
You!**

Let's connect!



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