

THEMATIC UNIT MAKEOVER: Going from drab to fab!

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THIS PRESENTATION AND ACCOMPANYING
MATERIALS CAN BE FOUND ON MY
WEBPAGE:

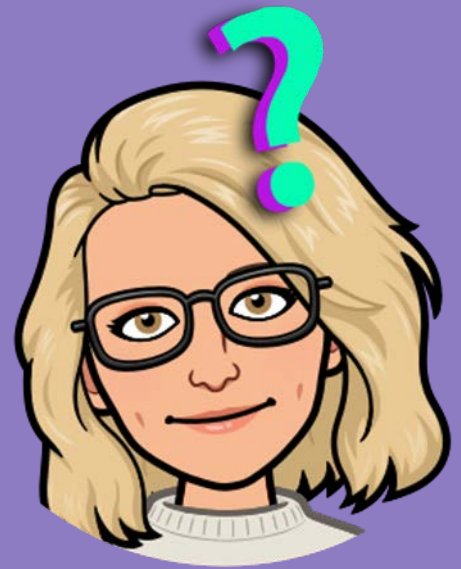
WWW.MSMADAME.COM

UNDER THE
“DOCUMENTS” TAB
AT THE TOP
OF THE PAGE



Questions ?

Type them in the chat & the
moderator will read them to us.



Who am I?

www.msmadame.com

Twitter: @JeSuisMsMadame
jesuismadame@gmail.com



Who are you?

Go to www.menti.com and use code 2540 8498 or use this QR code:



- Which level do you teach? HS, MS, FLES, U, Pre-Service, Admin
- Which language(s)?



Today's Session Goals



Address why to use thematic units



Explain the steps involved in thematic unit planning



Show how to enhance existing units with real communication, cultural empathy and diverse world perspectives



Work on creating your own thematic units step-by-step



Hands on? Interactive?

How comfortable are you with using thematic units?



Students choose an option



WHY SHOULD WE USE THEMATIC UNITS?

MY WHY



“I took French for 4
years and I don’t
remember a
thing...”

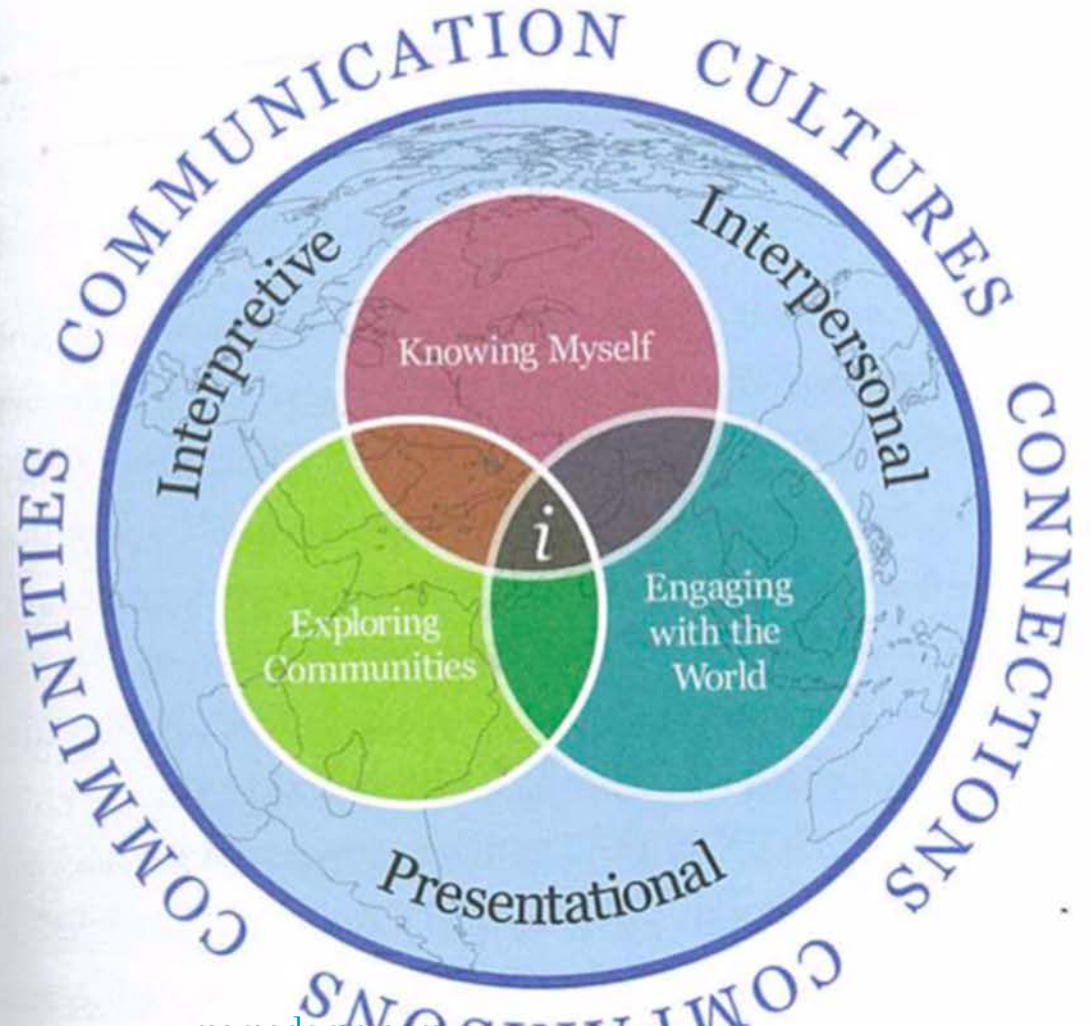
What is your “why”?



Students, write your response!

CURRICULUM DESIGN FOR LEARNING LANGUAGES IN THE 21ST CENTURY

Clementi and Terrill, 2013

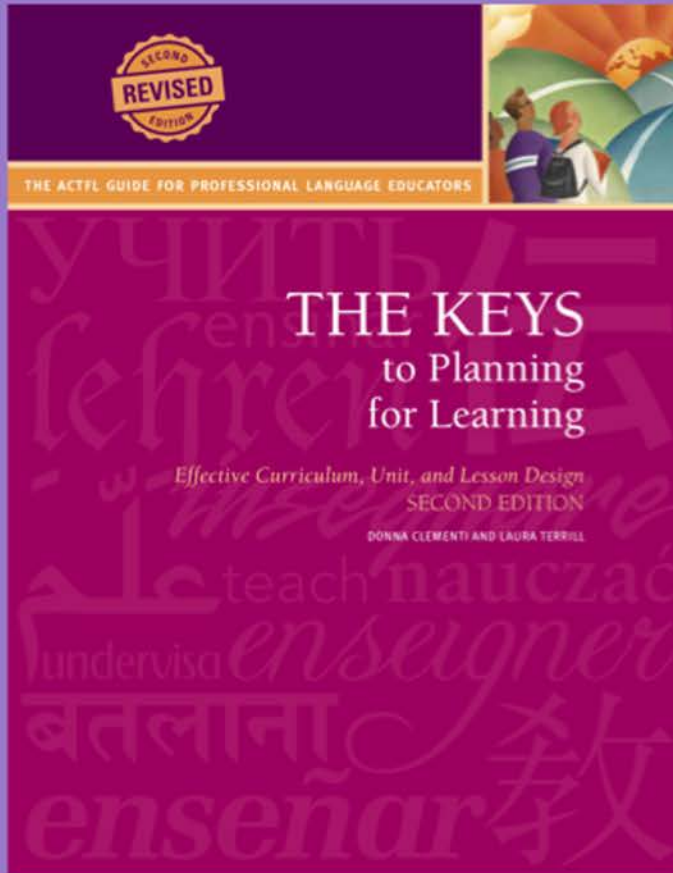


Thematic Unit Mindset

- Communicatively purposeful
- Culturally focused
- Intrinsically interesting
- Cognitively engaging
- Standards-based



WHAT STEPS ARE INVOLVED IN PLANNING A THEMATIC UNIT?



THE KEYS TO PLANNING FOR LEARNING

BY
DONNA CLEMENTI
AND
LAURA TERRILL

AVAILABLE FROM ACTFL

Steps:



1. Choose a theme



2. Write an essential question



3. Determine unit goals



4. Create unit IPAs



5. Integrate the standards



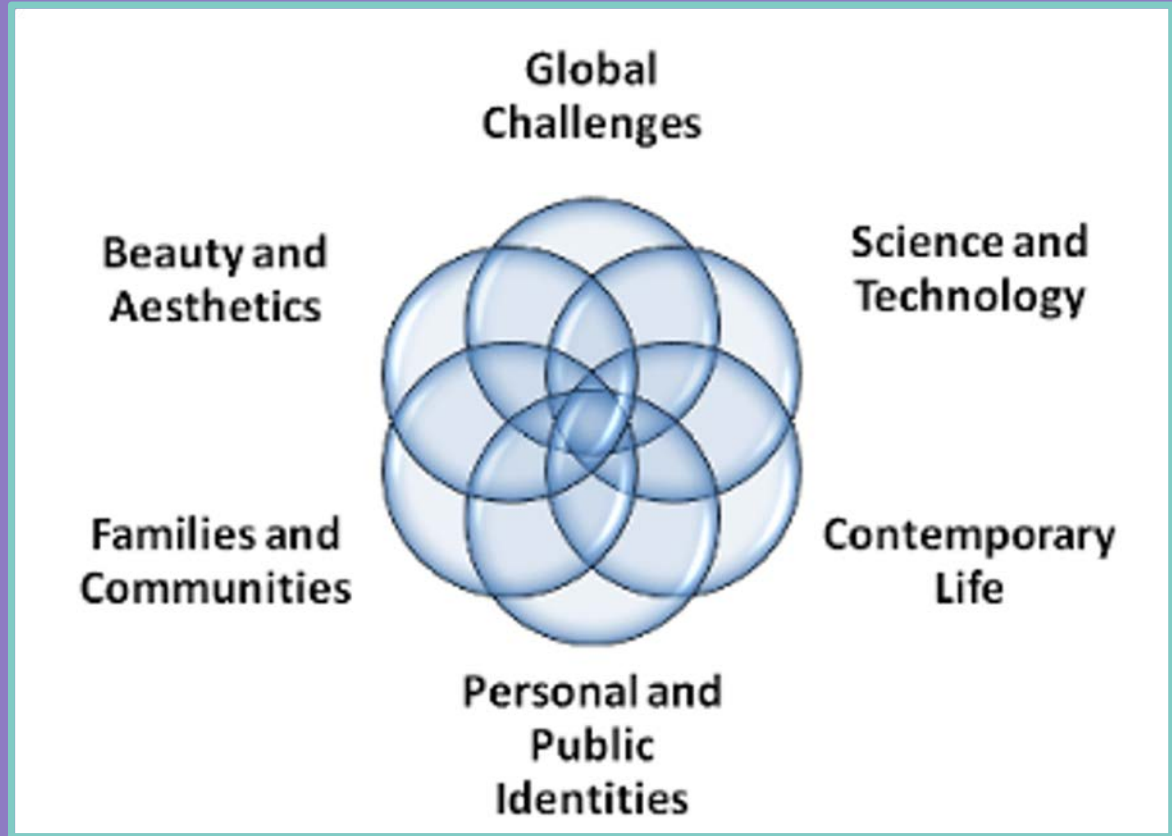
6. Stock the toolbox



STEP 1:

*CHOOSE
A THEME*

AP Themes



IB Themes



UN SDGs



Global Themes (Clementi & Terrill)

Global Themes

Clementi/Terrill

Identity/Belonging

Challenges

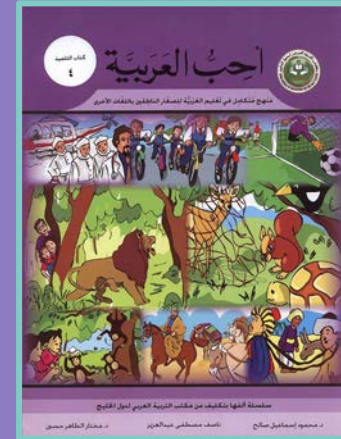
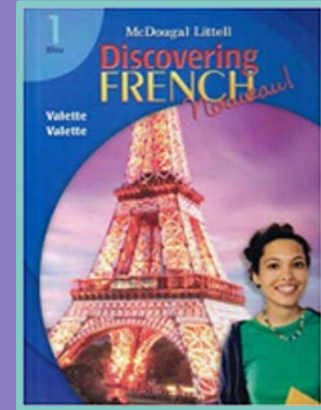
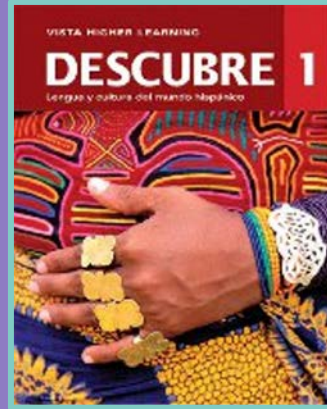
Creativity

Discovery

Exploring Time and Place

Well-being

Textbooks



Novice high/Intermediate low unit:
Daily routine
(AKA: *The reflexive unit*)

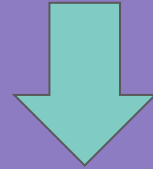
The traditional “drab” unit:

- generic list reflexive verbs
- reflexive commands
- generic beauty products
- parts of the body/face
- Does not include other “daily activities” if they are not reflexive



How to can I move this unit from drab to fab???

- I knew I wanted the students to think about their own morning and evening routine
- Next, I wanted them to understand that routines do not vary much from country to country; routines vary by different economic circumstances
- I wanted them to realize how daily routines indicate inequalities in standards of living
- I also wanted them to assess their own standards of living in comparison to others in the world

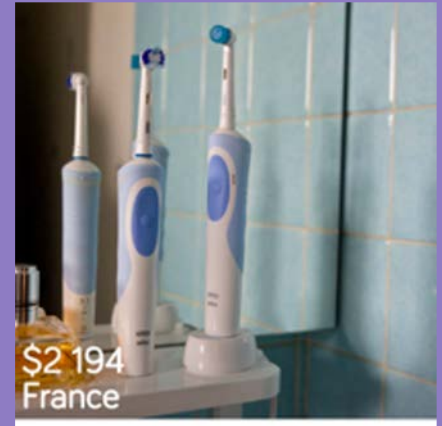
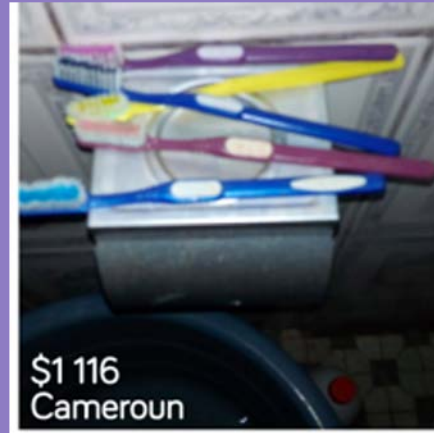
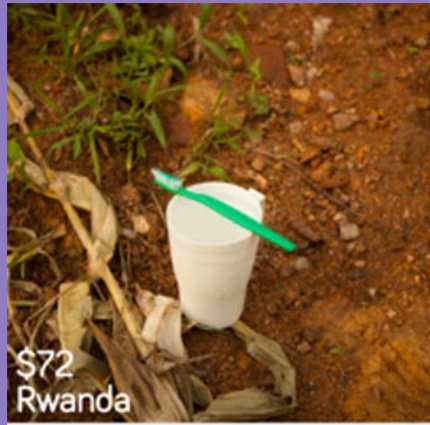


Resources & Inspiration



- Authentic Texts
- Spark Curiosity

How do we brush our teeth?



<https://www.gapminder.org/dollar-street>

More resources...



10 trucs faciles

pour arriver en forme à l'école et au collège
www.dangerecole.blogspot.com



je me couche tôt



je prépare
mes affaires
la veille



je me brosse les dents



je ne bois pas
de soda le matin



je ne traîne pas
pour tout faire



je prends un petit
déjeuner équilibré



je fais ma toilette

More resources...



More resources...





THINK OF A
THEME YOU TEACH
NOW THAT JUST
SEEMS...DRAB

Take 1 minute to think about it...

What is your "drab" unit?



Students, write your response!

Novice mid unit: Where I go (AKA: The city & the verb to go unit)

The traditional “drab” unit:

- generic list of city places
- conjugation of the verb “to go”
- modes of transportation
- directions



How to can I move this unit from drab to fab???

- I knew I wanted the students to explore the city topic first in terms of their own town
- Then, I wanted them to think of their own larger community
- Next, I wanted them to explore some cities in France & other Francophone cities

I wanted them to notice similarities and differences in the cities and think about what a city says about its people

- I also wanted them to think about what's important to be



Where do we buy our food?



<https://www.google.com/earth/>

Stretch Break!

Let's take 5 minutes to stretch



Students, follow the instructions on the slide

STEP 2:

*WRITE AN
ESSENTIAL
QUESTION*



An EQ should be...



An EQ should & will be revisited & revised as you continue to plan

Open-ended

- No one single answer
- Can't memorize an answer
- Requires an explanation



Important & Timeless

- Should spark curiosity
- Think critically
- Continue to think and process to come to an answer
- Come back to the question over and over
- Fun!



Globally relevant

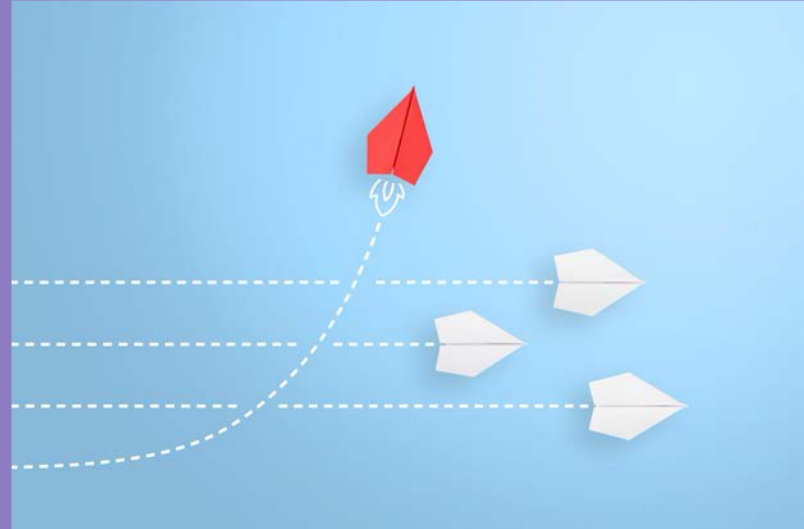
- Students should explore themselves, their community & their world
- Deepen the understanding of the target culture



Differentiated

- Students do not have to answer in the same way
- ALL students should be able to answer it

(When making the question, ask yourself if your lowest-performing student could answer it)



Asked & Answered in the TL

- Answers will vary with age & proficiency levels
- Students may not have sufficient language at the beginning of the unit to answer



My “city” unit EQ evolution

- How are world cities different or similar than my town? (*Good start, but something is missing*)
- Why do we go places? (*Better*)
- What city places are important in our lives? (*More open-ended*)

Something was still missing! (*These questions allow for compare/contrast and for why people go places. I wanted students to think critically about what is important to have in a city.*)



What makes an ideal city and why?

- ❑ Open-ended
- ❑ Important & timeless
- ❑ Globally relevant
- ❑ Differentiated
- ❑ Asked & Answered in the TL



The fab routine unit: *Theme & EQ*



Kelly Karstrand

Language and Level / Grade	French 2	Approximate Length of Unit	8 weeks
Performance Range	Novice High-Intermediate Low	Approximate Number of Minutes Weekly	290 minutes
Theme/Topic	Daily routine & Standard of <u>living</u> (Ma routine <u>quotidienne</u> et Mon <u>niveau de vie</u>)		
Essential Question	How do daily routines reflect one's quality of life/lifestyle? <u>Qu'est-ce que les routines quotidiennes nous disent de qualité de vie ?</u>		



REMEMBER THE “DRAB”
UNIT YOU THOUGHT
ABOUT A BIT AGO?

ANY IDEAS YET ON HOW
TO MAKE IT “FAB”?





Let's go to this Padlet
and try to write an EQ
or jot down some ideas
to turn your theme
fabulous!!

You will all have access to this after the
session too!

https://padlet.com/kelly_karstrand/9fayz9kzv1hgc4mp

www.msmadame.com

Brain Break!



Numéro 3



STEP 3:
*DETERMINE
UNIT GOALS*

TO KEEP IN MIND:

Webb's Depth of Knowledge

DOK Level 1 (Recall)	DOK Level 2 (Skill / Concept)
Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...	Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...
Focus: on specific facts, definitions, details, or procedures	Focus: on applying skills and concepts ☹ explaining how or why
Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2.	Note: there's one correct answer
DOK Level 3 (Strategic Thinking)	DOK Level 4 (Extended Thinking)
Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...	Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...
Focus: on reasoning and planning in order to respond ☹ complex and abstract thinking required ☹ defending reasoning or conclusions	Focus: on complex reasoning, planning, and thinking ☹ make real-world applications in new situations
Note: multiple answers or approaches	Note: has multiple answers or approaches ☹ often requires extended periods of time with multiple steps

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What will the students be able to DO?

The fab routine unit: *Goals*



Unit Goals

I will be able to:

- recognize steps in a common daily routine (*Remembering*)
- talk about my daily routine (*Understanding*)
- recognize steps in a daily routine of someone in a different economic circumstance (*Remembering*)
- talk about others' daily routines and what they use to accomplish these routines (*Applying*)
- reflect on how my daily routine would be if I lived somewhere different and had different economic means (*Understanding*)
- explain how daily routines indicate inequalities of standards of living (*Analyzing*)
- articulate an accurate understanding of standards of living in the rest of the world (*Creating*)
- accurately assess my own standard of living in comparison to rest of the world (*Evaluating*)

STEP 4:

*CREATE
THE UNIT
IPA*





Interpretive

I



Presentational

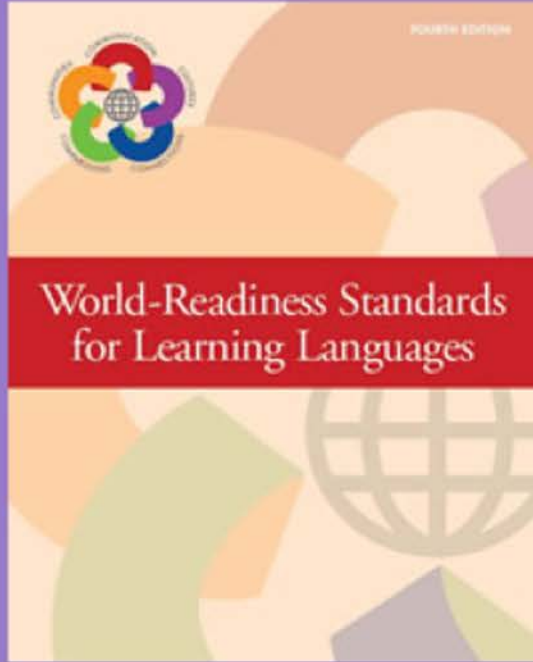
Interpersonal



The fab routine unit: *IPAs*



Summative Performance Assessment Tasks	
Interpretive Mode	
<p>STEP A Formative Listen to an audio about a man describing his daily routine. Complete a comprehension guide that includes, key word recognition and supporting detail detection</p>	<p>STEP C (Summative- CUA grade) Read an article about a boy's day in Sénégal. Complete a comprehension guide that includes key word recognition, main idea, supporting detail detection, guessing meaning from context and a cultural comparison.</p>
Presentational Mode	Interpersonal Mode
<p>Polished: STEP D Presentational Speaking (Summative - CUA Grade) Create a video on a chosen country in which you show daily routines at different income levels. Narrate your video in French. Post to Flipgrid when complete. Will be viewed as part of Interpersonal Speaking (Step E)</p>	<p>STEP E Interpersonal Speaking (Summative - CUA Grade) Group discussion: After viewing several of your classmates' videos, discuss how the quality of life in a specific country varies based on income level. Incorporate your ideas into your On Demand Presentational Writing.</p>
<p>On Demand: STEP B Presentational Speaking (Formative - Quiz Grade) Students will describe their daily routines.</p> <p>STEP E Presentational Writing (Summative - CUA Grade) Explain in writing how your standard of living compares to the rest of the world.</p>	



STEP 5:
*INTEGRATE
THE
STANDARDS*

Standards		
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives	
	Product: Daily routine video Practice: What people do to get ready/go to bed Perspective: Routines vary based on income levels Product: Daily routine video Practice: What people use to get ready/ go to bed Perspective: What people use to get ready varies by income level	
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	Social Studies- Geography Social Studies- Economics	-Gapminder.org/Dollar street -What daily routine looks like in other parts of the world -What people use for their daily routine in other parts of the world
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	-reflexive verbs -TO, AT, IN + geographical locations	-My daily routine VS the routine of others at the same income level as me throughout the world VS the routine of others at a different income level as me throughout the world
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	-inform others about quality of life based on income levels	-self-assessment of progress toward unit goals -greater understanding of majority VS minority -socioeconomics determining standards of living
Connections to Other Standards	SDG- Goal 6	

STEP 6:


*STOCK THE
TOOLBOX*



Toolbox		
Can Do Statements		
Interpretive	(L,R) I can identify steps in a daily routine (NH) (R) I can understand main idea in texts about daily routines (IL) (L) I can understand the basic purpose of vlogs about daily routines (IL)	
	(R) I can navigate a website about people's daily routines in the world (NH)	
Presentational	(W) I can rewrite a story about someone getting ready for bed when prompted by pictures ((NH) (S) I can narrate my daily routine (NH) (S) I can narrate the daily routine of others (NH) (S,W) I can explain the daily routine of people of various income levels (IL) (W) I can write and explain how my standard of living differs from the rest of the world ((IL)	
Interpersonal	(S)I can ask and answer questions about my daily routine (NH) (S) I can ask & respond to questions about people's routines at various income levels (NH) (S) I can discuss with my classmates quality of life based on income (IL)	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
- recognize steps in a common daily routine - narrate my daily routine - rewrite story about someone getting ready for bed when prompted by pictures	-Reflexive verbs -adverbs of order -other adverbs	-typical routine vocabulary -D'abord, ensuite, puis, prochain, enfin, finalement -tôt, tard, etc.
- talk about others' daily routines and what they use to accomplish these routines	daily routine items on + reflexive verbs	-typical routine/beauty tools
- reflect on how my daily routine would be if I lived somewhere different and had different economic means	Si imparfait, conditional geographical prepositions	Si j'habitais (à, en, au, aux) ____, je ----
- explain how daily routines indicate inequalities of standards of living	sentence starters	plus pauvre que/plus riche que/le revenu mensuel/

Circle how you are feeling:



 Pear Deck



Students, draw anywhere on this slide!

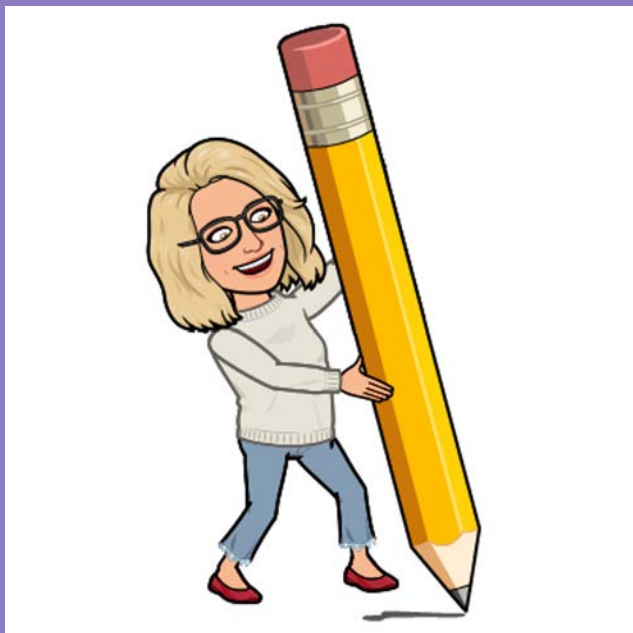
Pear Deck Interactive Slide
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**HOW DO WE ENHANCE
EXISTING THEMATIC
UNITS?
HOW DO WE UPDATE
TEXTBOOK UNITS?**

The make a new “fab” unit, ask yourself:



- Why am I doing this unit?
- Why is it going to be good?
- Why should I spend time on this unit?
- Is it important?
- Will it build my students' communication skills?
- Can I address all 3 modes of communication in this unit?



Work time!

In one minute,
write the most
important thing from
today's
session.



A white rectangular form with a yellow star on the left and four horizontal lines for writing. The top three lines are green, and the bottom one is grey. The form is held by a woman and has a yellow dashed border.



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

References:

- “The Keys to Planning for Learning” Second Edition Donna Clementi and Laura Terrill 2017
- “How the Brain Learns” David A. Sousa 2017
- “Educating for Global Competence: Preparing our Youth to Engage the World” Anthony Boix Mansilla and Anthony Jackson- Asia Society
- “Teaching for Global Competence in a Rapidly Changing World” Asia Society
- “Words and Actions: Teaching Languages Through the Lens of Social Justice” Glynn, Wesley, Wassell, 2014
- United Nations Sustainable Development Goals
- Gapminder.org
- Msmadame.com



MERCI BEAUCOUP!

PLEASE CONTACT ME WITH
QUESTIONS, COMMENTS,
SUGGESTIONS

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