

Toni Theisen Wikispace



Activating Communication: Focusing Lenses



Today's Learner goals

- Background information
- ACTFL 21st Century skills map
- Topics and Lenses
- Sample units
- Rigor and Relevance Framework

Theme: Reaching Global Competence



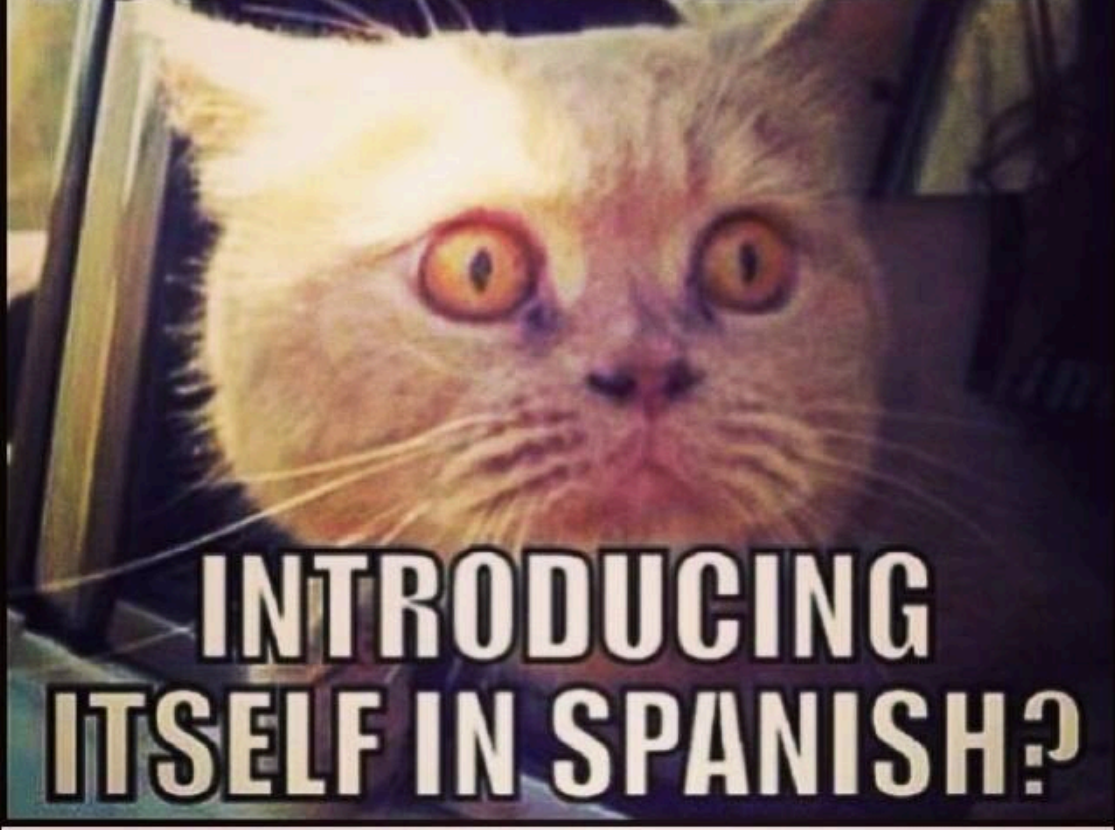
ACTFL

**ANNUAL CONVENTION
& WORLD LANGUAGES EXPO**

SAN ANTONIO 2014
HENRY B. GONZALEZ CONVENTION CENTER
NOVEMBER 21-23

<http://tonitheisen.wikispaces.com/Arizona>

**WHAT IF SOY MILK IS
JUST REGULAR MILK**



**INTRODUCING
ITSELF IN SPANISH?**

How can we use different thematic lenses to guide our thinking when designing rigorous and relevant instruction that encourages language use as well as expand the worldview of a learner?

Advanced Placement Themes

International Baccalaureate (IB Themes)

AP

- Personal and Public Identities
- Contemporary life
- Global Challenges
- Beauty and Aesthetics
- Families and Communities
- Science and Technology

IB

- Social relationships
- Communication and Media
- Global Issues
- Health and Leisure
- Customs and Traditions
- Science and Technology
- Cultural Diversity

Authentic Resources are at the heart

Elementary Programs

- Dual Immersion
- Content-based
- Content-infused

What learners want

Meaningful

Purposeful

Engaging

What learners do with their learning....

collaborate/research

analyze/solve

synthesize/create/innovate

LEAD and be GLOBAL

21st century learning

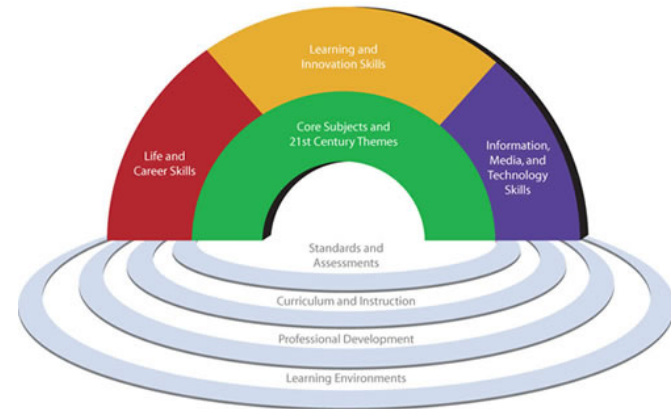
WHAT DO YOU WANT
KIDS TO DO WITH
TECHNOLOGY?

<u>WRONG ANSWERS</u>	<u>RIGHT ANSWERS</u>
<ul style="list-style-type: none">• MAKE PREZIS• START BLOGS• CREATE WORDLES• PUBLISH ANIMOTOS• DESIGN FLIPCHARTS• PRODUCE VIDEOS• POST TO EDMODO• USE WHITEBOARD• DEVELOP APPS	<ul style="list-style-type: none">• RAISE AWARENESS• START CONVERSATIONS• FIND ANSWERS (TO THEIR QUESTIONS)• JOIN PARTNERS• CHANGE MINDS• MAKE A DIFFERENCE• TAKE ACTION• DRIVE CHANGE

TECHNOLOGY IS A TOOL, NOT A
LEARNING OUTCOME.

21st Century Skills Map

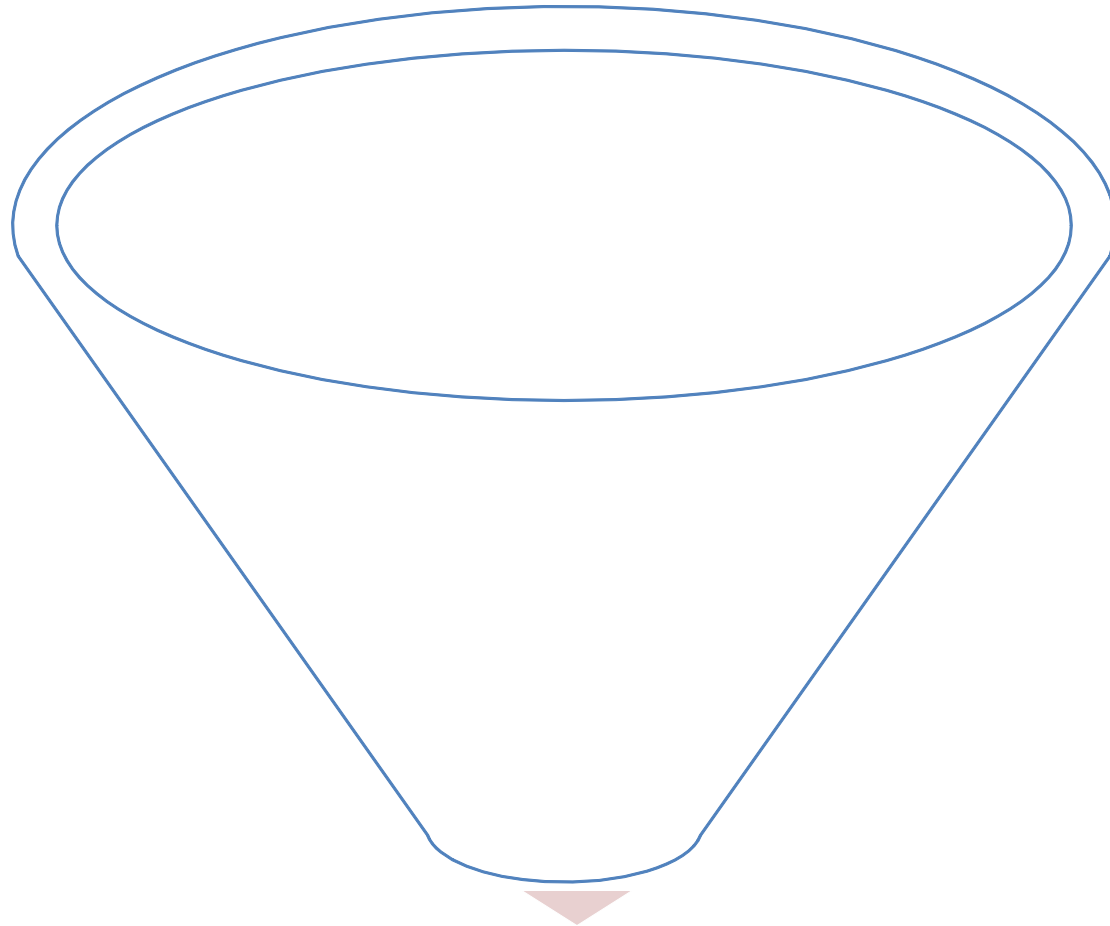
- Communication
- Collaboration
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Information Literacy
- Media Literacy
- Technology Literacy
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility



Interdisciplinary Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Focusing: What are topics and lenses?



Synergistic Thinking: Connected, deeper understanding of new knowledge

Topics are usually unit titles and unit content

Natural disasters	Traditions/Celebrations
Health	Daily routines
Social relationships	Housing
Culinary traditions	Historical events
Technology and Science	Fashion
Family	Food
Communication and Media	Leisure and play
Literature	Inventions
Contemporary life	Education
Marketing and Business	National Heritage
Navigating a city	World Health Issues
Entertainment	Environment
The arts	Outdoors
Travel	Ancient civilizations
Immigration and Migration	Hunger
Global water issues	Human rights

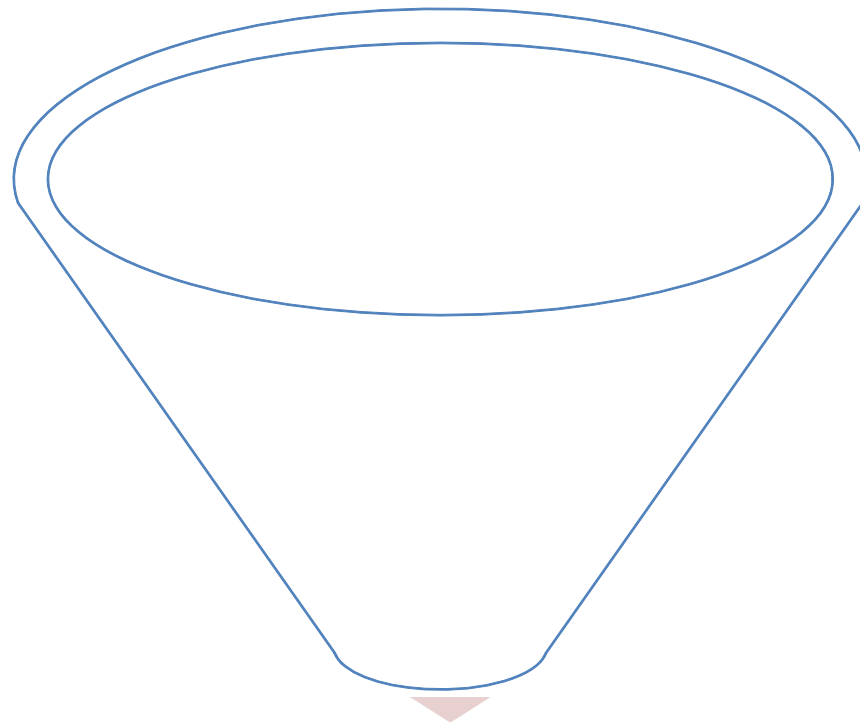
The lens is used to shape the instruction of the unit.

This is how learners receive instruction at a deeper level.

Focusing lenses add real life application.

Citizenship	Patterns
Balance	Diversity
Innovation	Perspective
Conflict	Interactions
Identity	Globalization
Relationships	Complexity
Beliefs	Design
Connections	Influence
Beauty	Leisure time

Designing learning with new lenses



Synergistic Thinking: Connected, deeper
understanding of new knowledge

In the future sidewalks will power streetlights, buildings will eat smog, nuclear plants will run on nuclear waste, and endangered animals will be socially networked.

<http://www.hemispheresmagazine.com/2012/04/01/plan-g/>

Environmental unit

Essential and Guiding Questions

What can we do to make the planet a better place for all?

- What are the problems?
- What are the results of these problems?
- What actions are happening on the planet?
- What are some possible new solutions?

Learning Scenario

- You have been invited to participate in an international youth summit on the environment in Geneva, Switzerland.
- You will have the opportunity to learn about current policies and actions and new ideas.
- You will be able to discuss, conduct polls and debate.
- At the end you will be able to share your ideas via a PSA video where you give details, analyze data and propose your solutions.

Environmental unit

Goals

What will the learner know and be able to do? (skills/functions)

- Ask and answer questions, discuss and read authentic documents, interpret visual documents, videos
- Interpret data and apply to a situation.
- State and support personal opinions.
- Propose ideas and solutions.
- Take action.

Environmental unit

What vocabulary, content, grammar and culture will the learner need to reach the learner targets?

Environmental unit

Performance Assessments

Interpretive

Checklists ,questions, drawings, charts, games.....

Interpersonal

Discussions, blog comments, debates,interviews. create polls.....

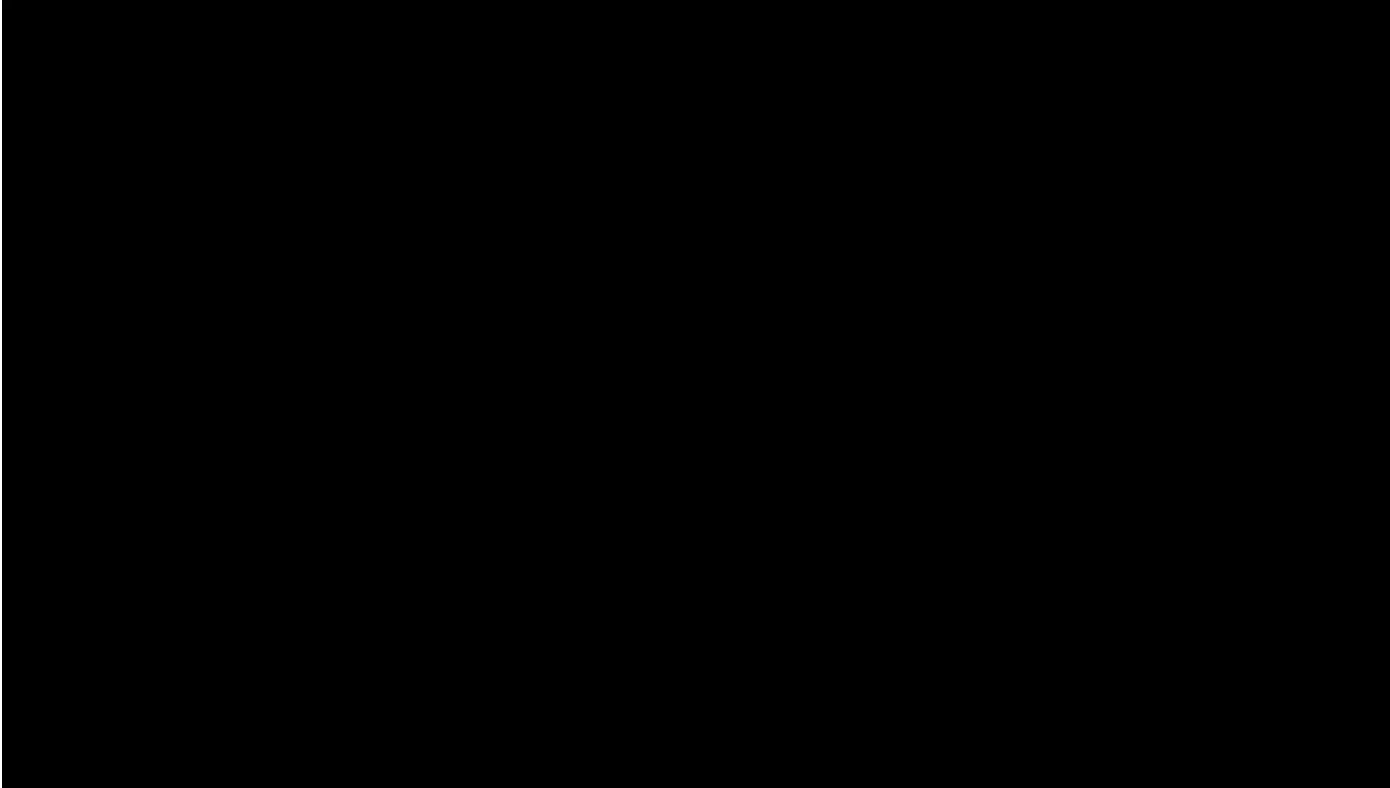
Presentational

Videos, podcasts, blog entries, comics....

Environmental unit

- **What learning activities, authentic sources and materials are appropriate for this thematic unit?**
- **How can the learner participate in researching the sources and the materials?**

Evian



<http://youtu.be/3y2UooAr4-o>

France-data



- What do you learn about nuclear energy in France from this infographic?
- How would your life be different if you lived in France?

<http://nucleaire-nonmerci.net/francenucleaire.html>

Les déchets de montagnes

http://www.fnh-tv.org/Dechets-de-montagne_v68.html

Déchets de montagne



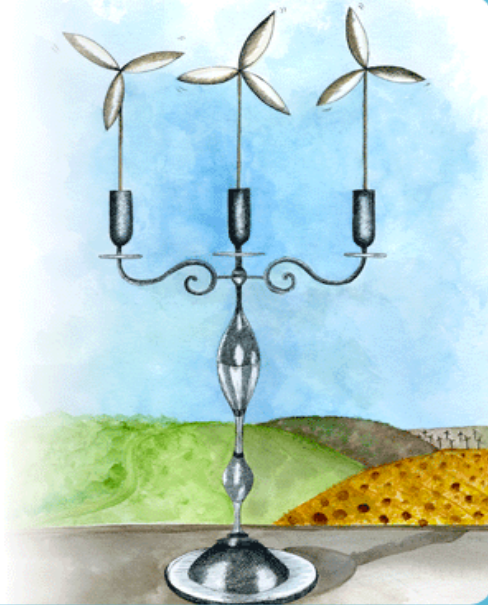
Durée : 1min 22sec | Postée : Il y a 8 mois | Chaîne : MOUNTAIN RIDERS



Wind energy

ENERGIE RENOUVELABLE : LES ÉOLIENNES

Utilisé depuis l'Antiquité par la navigation à voile et par les moulins, le vent est une source d'énergie inépuisable et non polluante.



© nucleaire-nonmerci.net

- Do you think wind energy is an appropriate alternative energy?
- What other energies would you suggest?

<http://nucleaire-nonmerci.net/energieeolienne.html>

Reading

COMMENT ÉVITER LE GASPILLAGE D'ÉNERGIE ?

Pour sortir du nucléaire, des solutions énergétiques existent : des énergies propres et renouvelables, comme l'éolien, le solaire, la géothermie, la mise en valeur des océans, la biomasse...

Mais avant tout, il faut un changement radical de notre mode de vie. Nous ne convertirons pas immédiatement notre énergie, mais nous pouvons faire en sorte, chacun, de moins consommer d'électricité produite à partir du nucléaire (à 78 %).

Pour cela, bien souvent, de simples gestes suffisent.



Eteindre la télévision et l'ordinateur : en effet, la plupart du temps, ces appareils restent en veille, parfois même sans que l'on s'en aperçoive. Une simple pression sur le bouton de la télévision et quelques clics de souris suffisent à éteindre ces outils. La consommation, en France, des appareils en veille, représente un réacteur nucléaire ! dommage alors qu'on ne les utilise pas.



Évitez les sacs plastiques jetables : dans la nature, ils polluent non seulement le paysage, sont mortels pour certains animaux, et ne se dégradent pas facilement, mais représentent en plus un incroyable gaspillage d'énergie au moment de leur fabrication. Préférez donc les

- Who is the audience for this text?
- What is the message of this text in your opinion?
- ??????

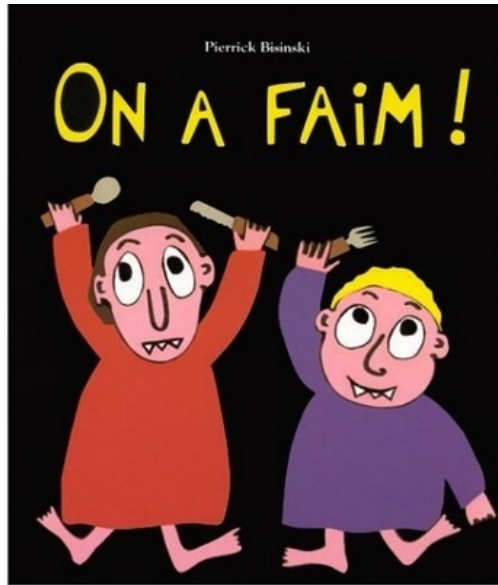
<http://nucleaire-nonmerci.net/halteaugaspillage.html>

Debate

POUR OU CONTRE LE NUCLÉAIRE ?

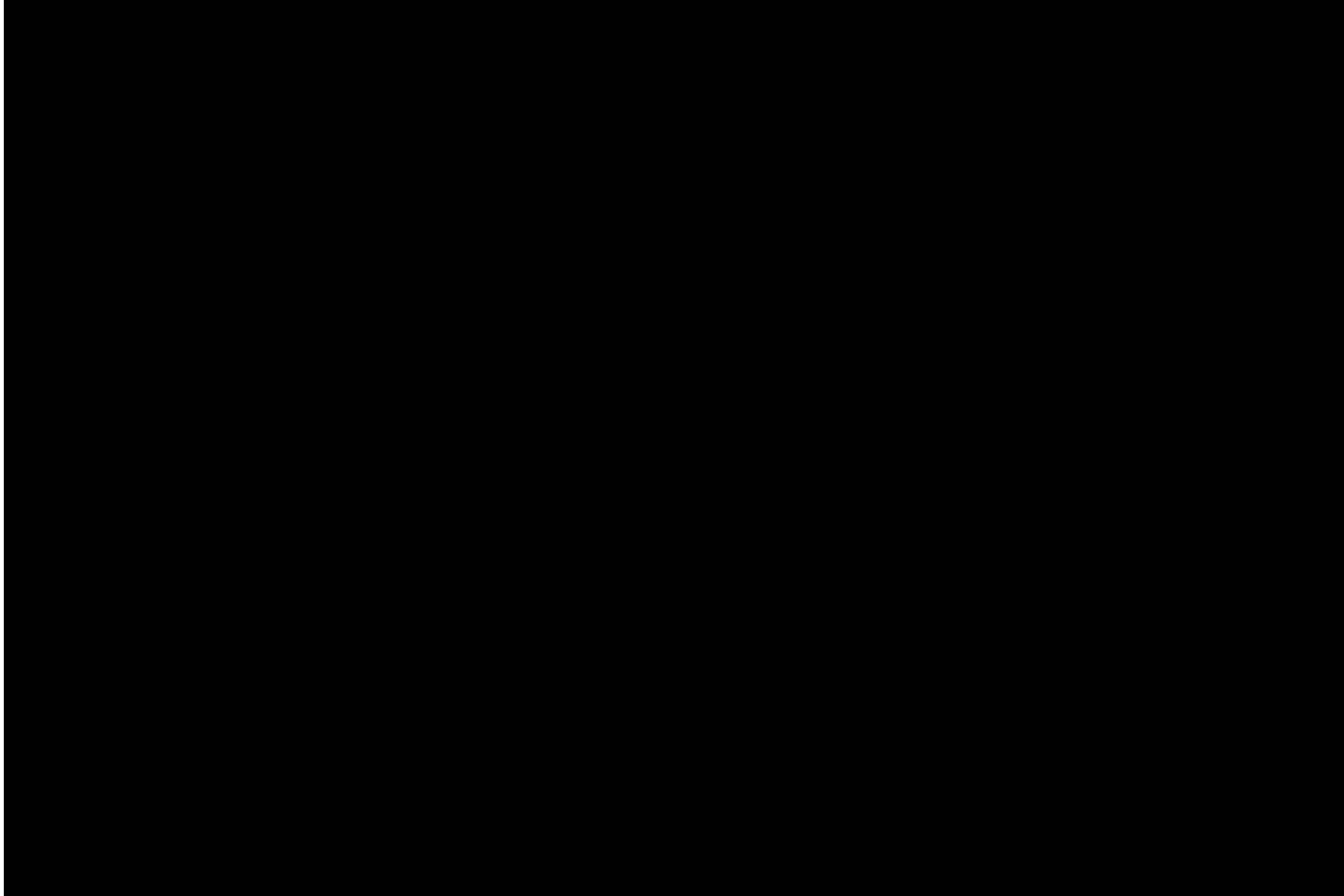


<http://nucleaire-nonmerci.net/pour-ou-contre-le-nucleaire.html>



How can a unit on food and hunger and a focus on interpersonal tasks be integrated to create a meaningful context for novice learners?

Hungry Planet



Hungry Planet

<http://youtu.be/osSpWbmEYF4>



oignons limonade
couscous pomme
carotte tagine
fruits viande
viande
fromage
sandwich aliments
bon pour la santé
poisson
farine
poulet **faim** haricots poutine
pomme de terre
frites aubergine olives
jambon gateau mauvais pour la santé grains eau huile aliment glace
les aliments légumes hamburger
steak frites
oeuf oranges saucisson pizza courgette
éclair riz tomates tarte pommes de terre pain bonbons
chocolat patate crêpe

L'équilibre alimentaire

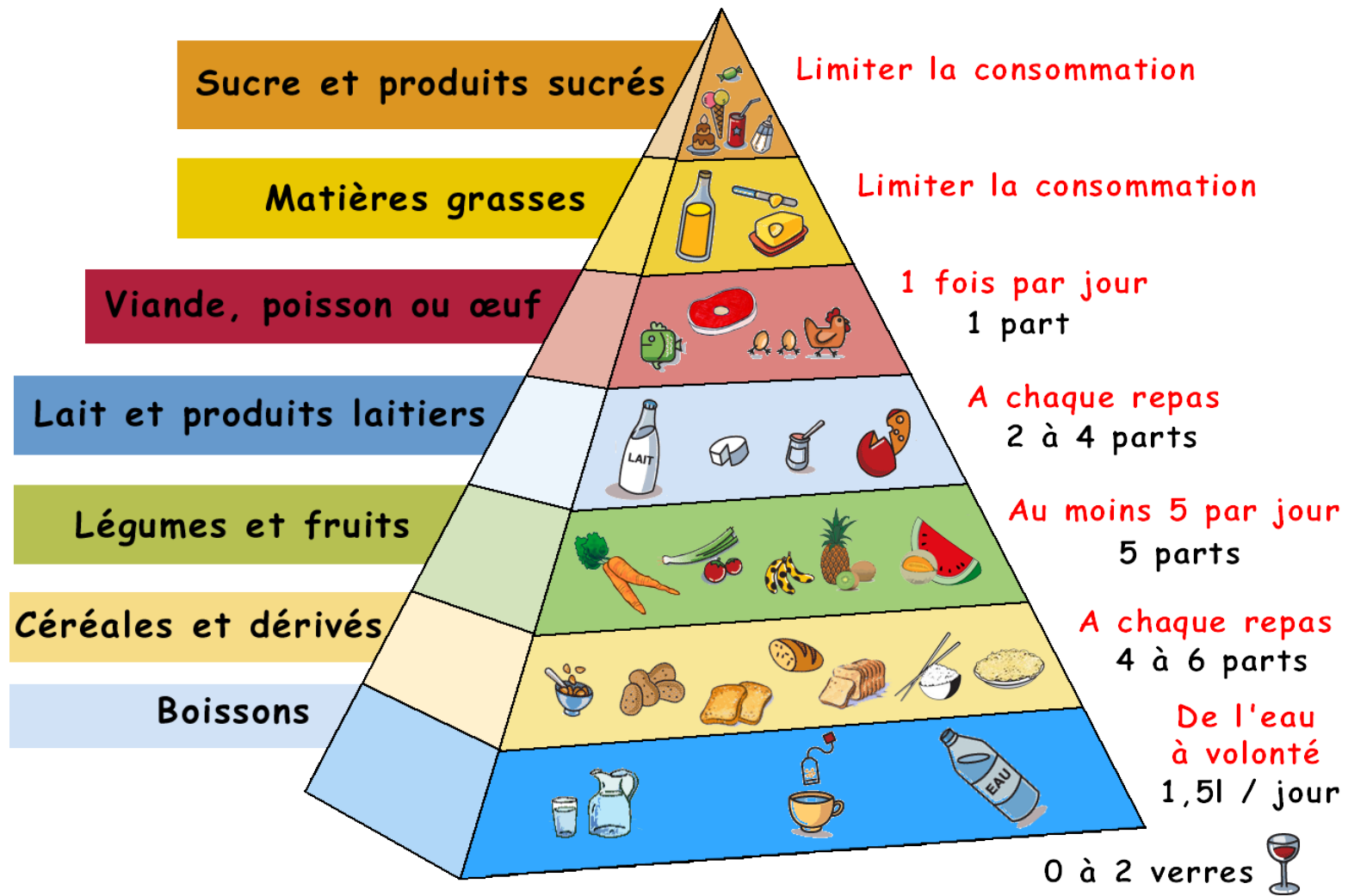
L'alimentation nous fournit l'énergie nécessaire au bon fonctionnement du corps humain.

- Fonctionnement du corps humain : pour la respiration, la digestion, la circulation, etc.
- Croissance et remplacement des cellules mortes.
- Activité physique et intellectuelle normale.

Cette énergie est mesurée en **calories**.

Entre 8 et 12 ans, un enfant doit consommer entre 2 200 et 2 600 calories par jour. En dessous de cette quantité, les enfants risquent la « **sous-nutrition** ».

Si l'alimentation apporte régulièrement plus de 2 600 calories par jour, sans activité physique, les enfants risquent l'obésité. C'est la « **surnutrition** ».



Tu aimes la ratatouille?



un repas français

- l'aubergine
- la courgette
- le poivron rouge, vert, jaune
- la tomate
- l'oignon
- l'ail

Tu aimes le gumbo?



un repas cajun

- le céleri
- le poivron vert
- l'oignon
- le poulet
- la saucisse
- les crevettes

Tu aimes la poutine?



les frites

la sauce

le fromage

un repas canadien

Tu aimes le tajine?



- le poisson
- les poivrons
- le citron
- les olives

un repas marocain

Tu aimes le mafé poulet?



- le poulet
- les arachides
- les tomates
- les patates
- le café
- les piments
- les oignons
- les carottes
- le riz

un repas africain

Tu aimes le plumpynut?



un repas multi-micronutrient

- L'avoine
- Les graines de tournesol
- Les amandes
- Le germe de blé
- Le miel
- Les fruits secs

Qu'est-ce que tu préfères? Pourquoi?



La faim dans le monde, quel paradoxe!



Je veux partager...

écrivez ton plat préféré

Besoin d'inspiration?



Partager maintenant



<https://www1.wefeedback.org/fr/calculator#>

Je veux partager...

cafe mocha

[Besoin d'inspiration?](#)

J'ai l'habitude de payer...

4.00

\$ (USD) ▾

Plus de portions nourriront plus d'enfants...

1

\$4.00

Si vous
partagerez, vous
nourrirez

16
enfants

Partager maintenant



Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Rigor and Relevance Framework

- The Rigor/Relevance Framework is a tool developed International Center for Leadership in Education to examine curriculum, instruction and assessment.

<http://www.leadered.com/rrr.html>

When is a task rigorous?

Students...

- think deeply about a problem
- analyze new situations
- interpret and synthesize knowledge
- bring ideas together in a new or creative way
- develop and justify their own criteria for evaluation
- are intellectually challenged

What is relevance?



Knowledge is less connected to realistic situations and has less apparent value beyond school

Knowledge is clearly connected to realistic situations and has value beyond school

Knowledge
in one
discipline

Apply in
one
discipline

Apply
across
disciplines

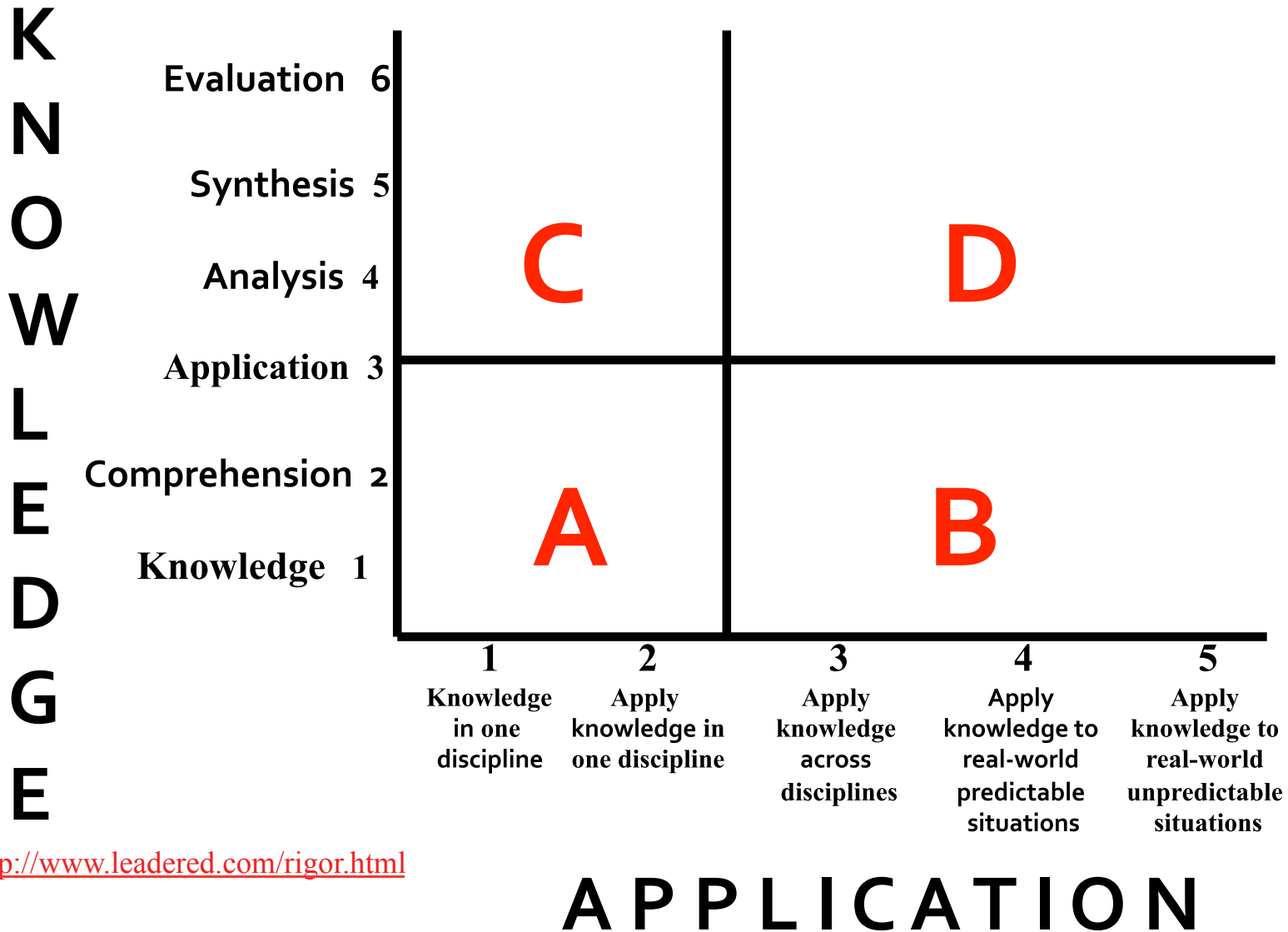
Apply to real-
world predictable
situations

Apply to real-world
unpredictable
situations

When is a task relevant?

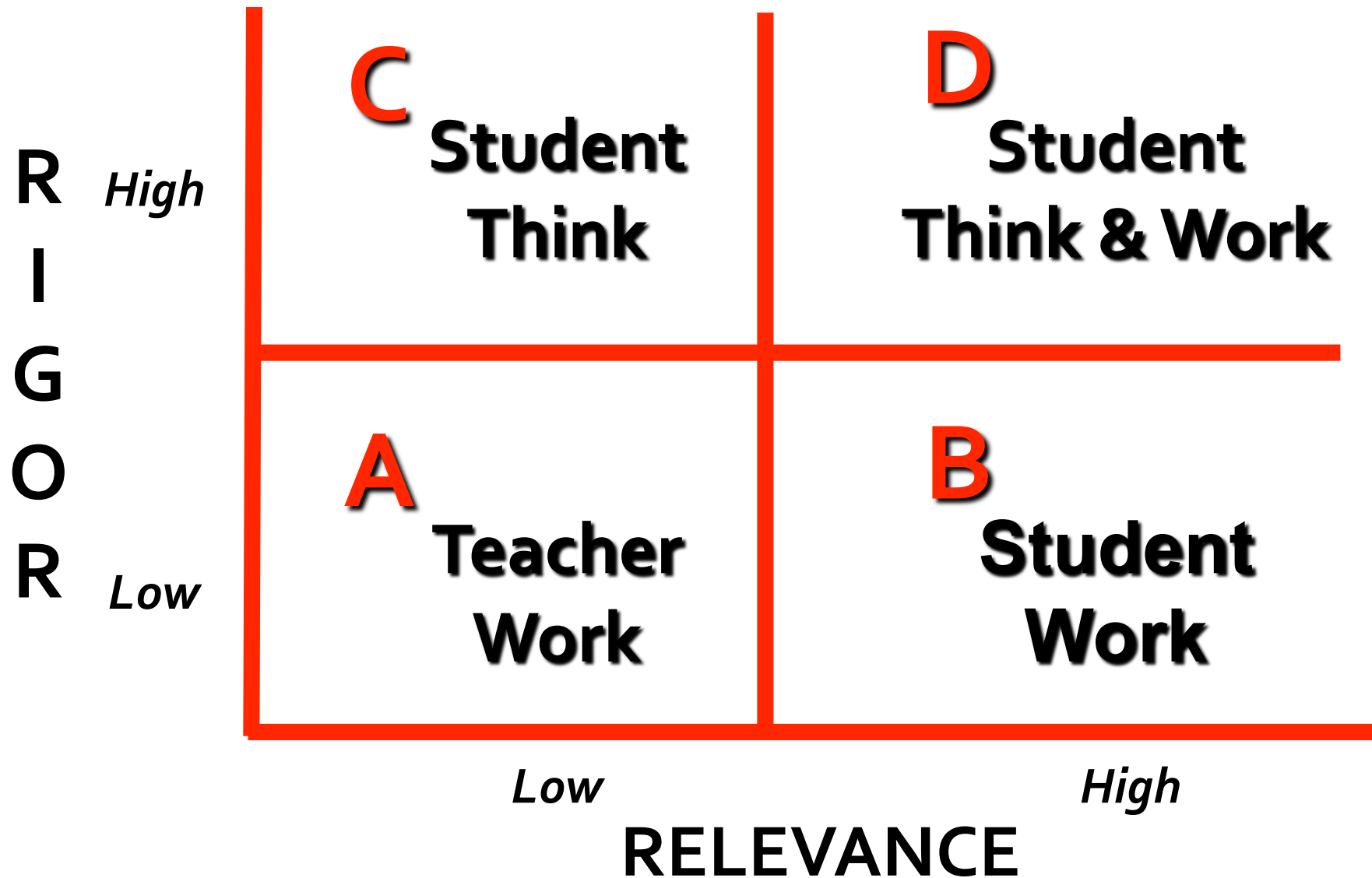
- Value beyond school
- Addresses an actual problem of contemporary significance
- Builds on students' real-life experiences
- Has students communicate knowledge beyond the classroom
- Students recognize the connection between classroom knowledge and situations outside the classroom

Rigor/Relevance Framework

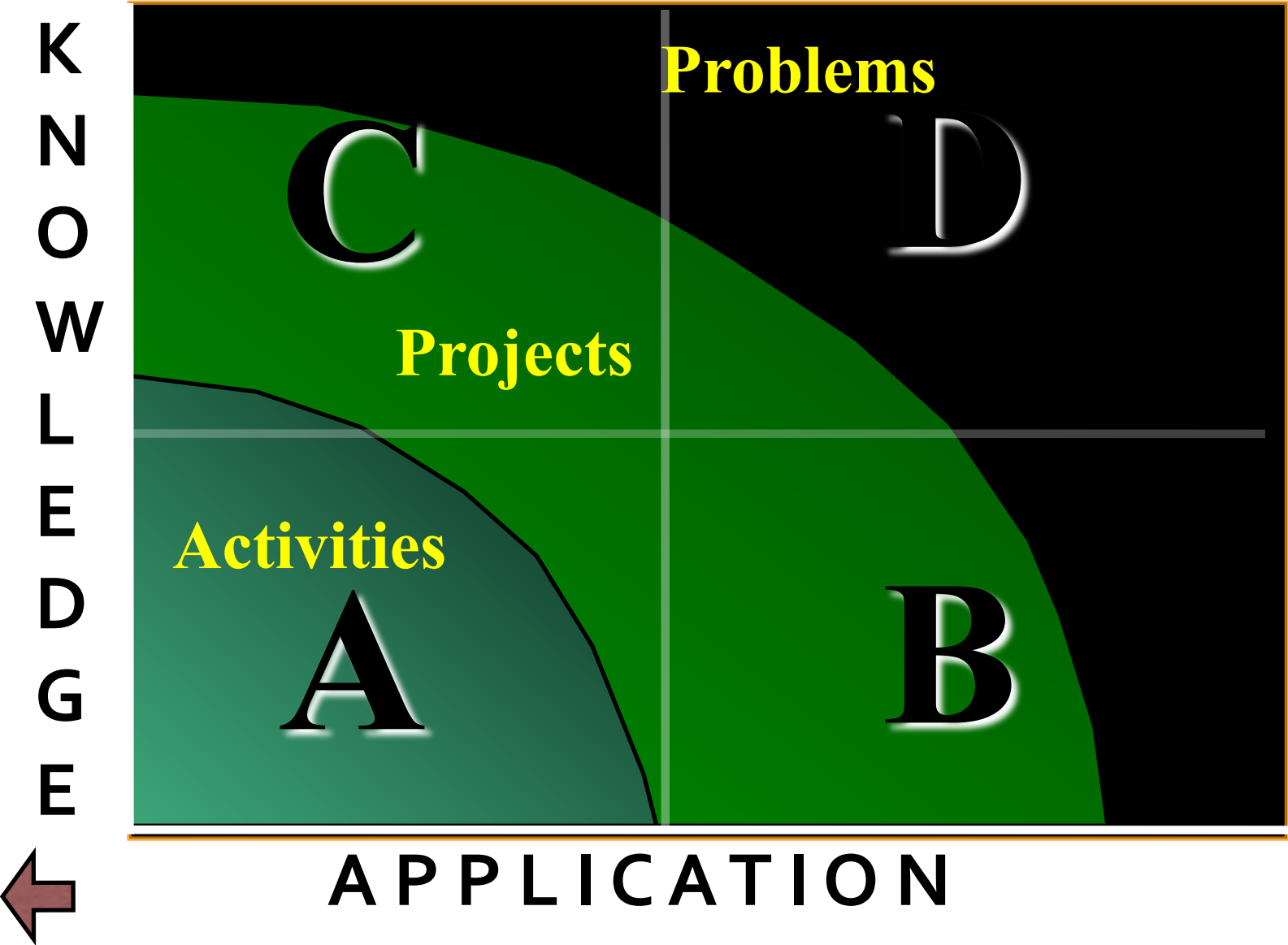


Rigor/Relevance Framework

Teacher/Student Roles



Rigor/Relevance Framework



Quadrant A

- Read a tourist brochure and plot the 10 most popular cities in France to visit according to the brochure.

**(Low Rigor, Low Relevance
Teacher Work)**

Quadrant B

- Choose six cities from the list that interest you and plan a two week trip. Include details of important places to visit, cultural information, food specialties, hotels and restaurants. Plot your trip on a map to share with others.

**(Low Rigor/High Relevance
Student Work)**

Quadrant C

- Do research on those cities of France according to types of activities and cultural events to want to attend. Create a short multimedia presentation to share.

**(High Rigor/Low Relevance
Student Think)**

Quadrant D

- There is a group of 15 people of various ages and preferences who want to travel to France. After reviewing a survey you designed for them, plan the best two-week trip for this group considering and negotiating their preferences. Create a marketing brochure and a proposal to inform and persuade them.

**(High Rigor/High Relevance
School Work and Think)**

Quadrant A

- Make a list of all the words in the article that relate to healthy eating.

**(Low Rigor, Low Relevance
Teacher Work)**

Quadrant B

- Using the authentic resource article and the information and vocabulary, describe your own eating habits and compare them to healthy eating habits of this country mentioned in the article.

**(Low Rigor/High Relevance
Student Work)**

Quadrant C

- Research foods from different Spanish speaking countries in order to find out what is healthy eating.
- Compare/contrast healthy eating among different countries.

**(High Rigor/Low Relevance
Student Think)**

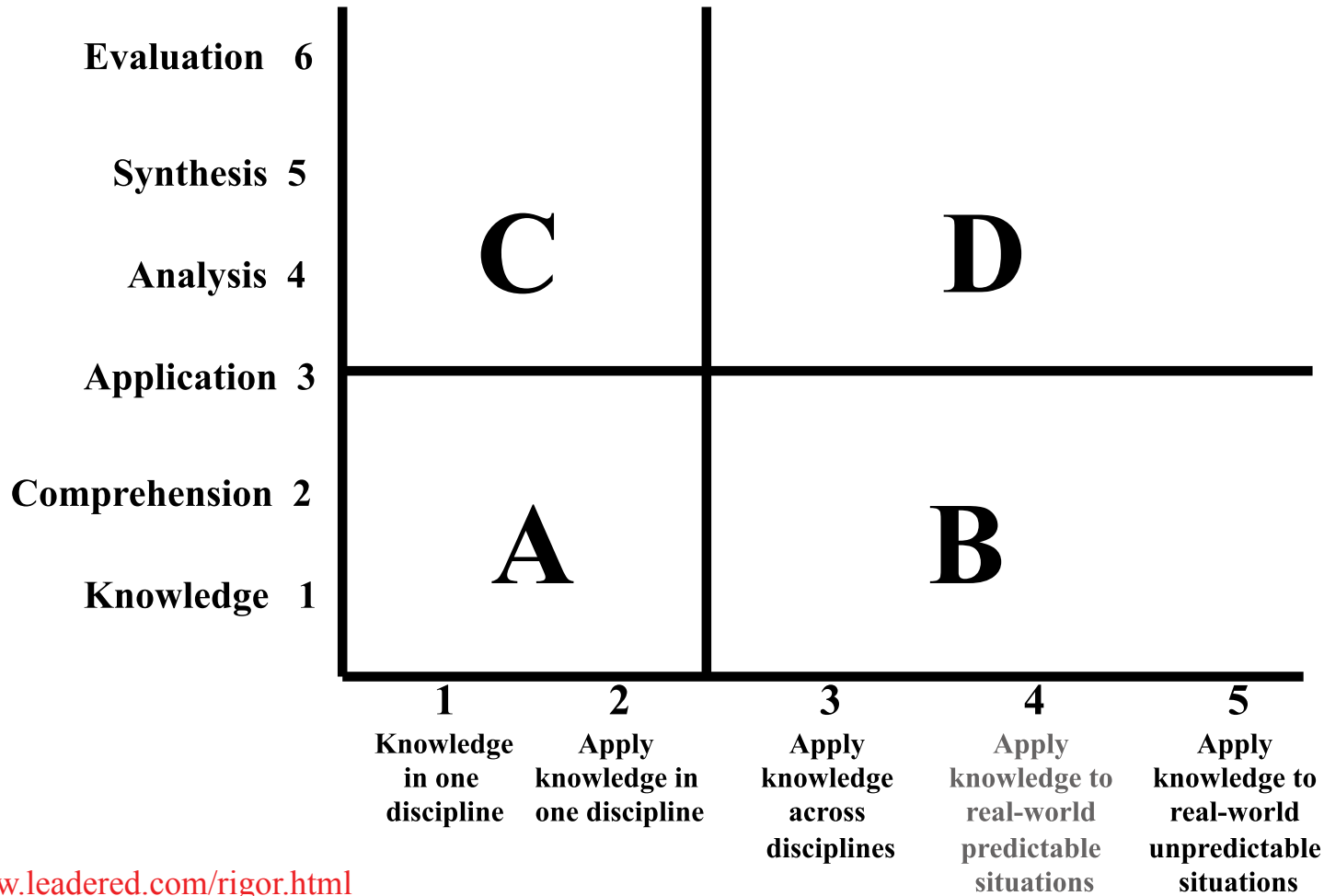
Quadrant D

????????????

**(High Rigor/High Relevance
School Work and Think)**

Rigor/Relevance Framework

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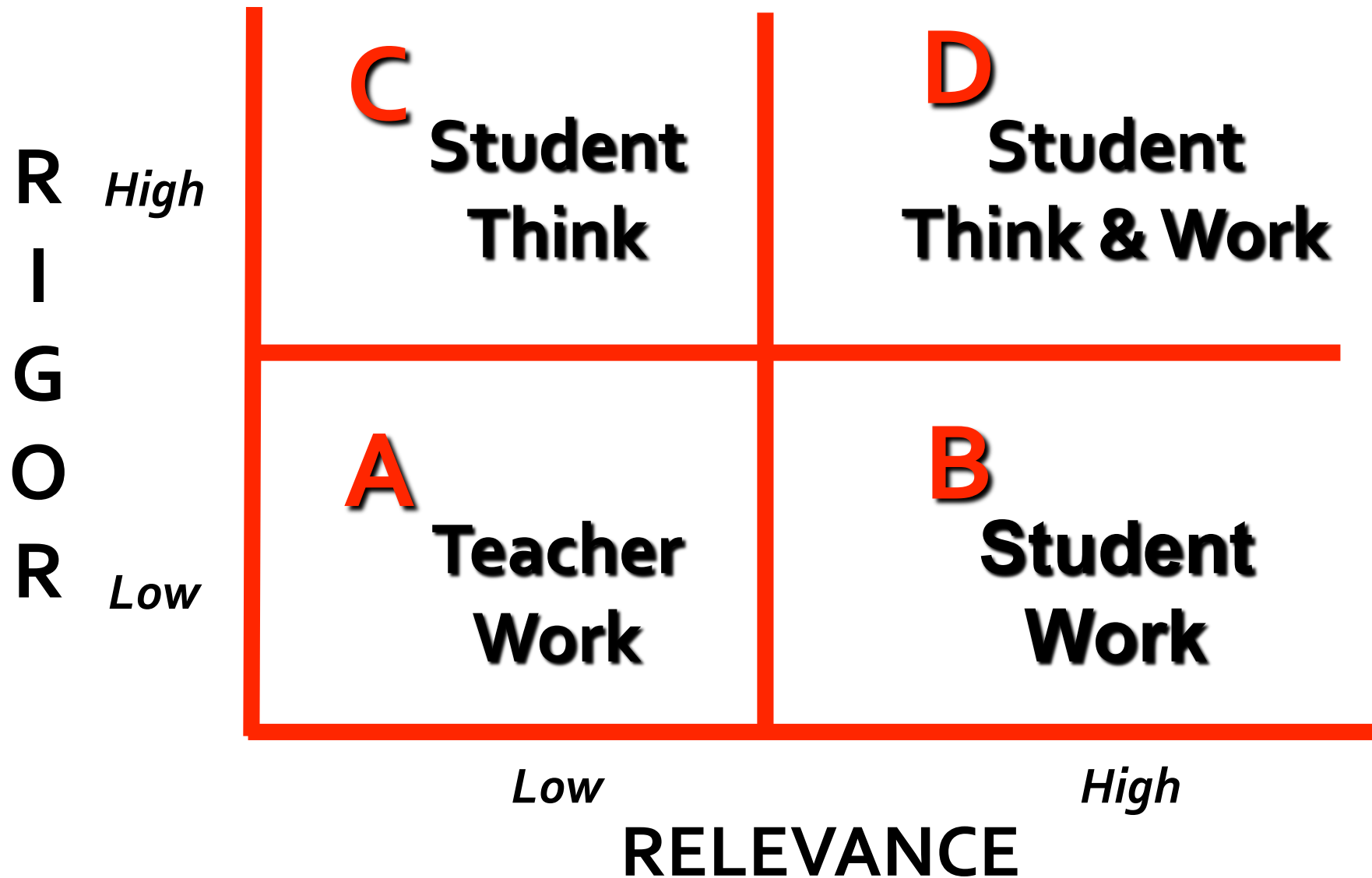


<http://www.leadered.com/rigor.html>

APPLICATION

Rigor/Relevance Framework

Teacher/Student Roles



How can we use different thematic lenses to guide our thinking when designing rigorous and relevant instruction that encourages language use as well as expand the worldview of a learner?



**KEEP
CALM
AND
LEARN
LANGUAGES**

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