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| **Strand 1: Planning for the Integration of Language, Content and Culture** |
| **1A: Language and content integration in curriculum planning** |

* The teacher integrates language-focused (feature/function/genre) and content-focused instruction in curricular planning.
* The teacher plans for a wide range of language-focused activities (such as noticing, awareness, and practice activities) contextualized within content instruction.

**Examples:**

*1. In planning a curriculum unit, the teacher identifies state and national standards and writes unit-level goals that focus on content as well as language use and development.*

*2. A sixth grade teacher (Spanish DLI program) plans an instructional sequence based on the CAPA model (Tedick & Lyster, 2020) to teach students how to formulate if/then clauses with the conditional mood in a unit on quadrilaterals that requires them to form and test conjectures. She begins with a text having many if/then clauses that summarize key concepts about quadrilaterals (e.g., If a quadrilateral has 4 identical sides, then it would be a square.). Students read the text first with a focus on meaning (contextualization phase). Then for the awareness phase, the teacher shows the same text with conditional verbs highlighted, and students are asked to identify patterns and explore what rules might govern the formation of if/then clauses and the conditional. For the practice phase, students engage in a “Guess Who?” game – each pair has an envelope with quadrilaterals with their names/characteristics. One student selects a quadrilateral and the other asks yes/no questions then forms a statement using the conditional form (e.g., “It could be (podría ser) a rectangle.”). They take turns and have many opportunities to produce the form while reviewing their knowledge of quadrilaterals. Finally, for the autonomy phase, students create individual posters of a quadrilateral (given four points that they need to graph) and orally present sentences about what type of quadrilateral it could be and what type best describes it (being sure to use if/then clauses and the conditional).*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:** |
| **Resources:** |

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| **Strand 1: Planning for the Integration of Language, Content and Culture** |
| **1B: Language objectives – discourse level/type + function + feature + vocabulary** |

* The teacher writes language objectives that are developmentally and contextually appropriate for the students.
* Language objectives align with content objectives, are written clearly; can be assessed; include discourse level (e.g., phrase, sentence, paragraph) or type (e.g., dialogue, report), function (e.g., describe, explain, ask, justify), feature (grammatical feature like verb tenses, measure words, or grammatical gender), and vocabulary (words and/or phrases that are linked to feature); and reflect both content-obligatory and content-compatible language.
* The teacher differentiates objectives for a range of proficiency levels and learner characteristics.

**Examples:**

1. *In a Grade 3 lesson on animal classification, the teacher writes content-obligatory language objectives that relate directly to the lesson content. (In complete sentences and connected sentences students will use “for + ing” or “to + infinitive” to identify the function of body parts with the present tense of “use”, “have”, or “need” – They use lungs for breathing. or They have lungs to breathe.) The teacher also writes content-compatible language objectives reflecting language students will need to complete the lesson tasks. (Students will use sentence stems like “In my opinion…” to formulate personal opinions to topic-related questions.)*

2. *For a lesson on where animals live in the world, the teacher differentiates the content-obligatory language objective to challenge more proficient students. (Students will create complete sentences [discourse level] to ask and answer questions [function] about where animals live in the world (the geographic locations and climates) using question words (what, where) and*

* *Less proficient students: present tense verbs [grammatical feature] like “to live” [vocabulary]: The giraffe lives in a desert climate.*
* *More proficient students: passive voice [grammatical feature] (to be found) [vocabulary]: Giraffes are found in Africa.*

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| **Strand 1: Planning for the Integration of Language, Content and Culture** |
| **1C: Classroom assessment** |

* The teacher differentiates formative and summative assessments in both languages for different learner groups.
* The teacher uses a variety of ways to assess student content understandings and language development.
* The teacher uses assessment data to inform target structures/functions and content for future instruction and to identify areas in which academic language development is needed.
* The teacher implements multiple performance assessments to assess both content learning and language development.

**Examples:**

1. *As part of a summative assessment for an integrated science/language arts unit on sustainability, students write persuasive letters to local political figures. They are assessed on the information they include as well as the structure (genre) of the letter and their use of specific grammatical features and vocabulary needed for persuading.*

2. *In a two-way context, the teacher differentiates the evaluation rubric for a summative oral presentation task to reflect higher expectations for Spanish home language speakers with respect to sophistication of vocabulary, grammatical accuracy, and sentence complexity (syntax).*

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| **What I’d like to know more about /questions:** |
| **Resources:** |

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| **Strand 1: Planning for the Integration of Language, Content and Culture** |
| **1D: Culture integration throughout the curriculum** |

* The teacher plans objectives and activities that promote identity development, cross-cultural awareness, and multicultural appreciation. These activities are woven throughout the content curriculum.
* The teacher plans for the use of authentic resources (songs, literature) that are appropriate for students’ cognitive and linguistic levels to promote content teaching and identity development/cross-cultural competence/multicultural appreciation.
* The teacher includes family and community knowledge and assets in instructional planning.

**Examples:**

1. *In a geography unit, the teacher includes a lesson that draws on students’ knowledge of biomes to examine how distinct regions of a country and climatic conditions influence daily life and cultural practices.*

2. *While learning about money and the exchange of goods and services, students interview an elder in their community about how economic exchange takes place in their culture and what objects traditionally hold value.*

3. *In a Hmong/English two-way program the teacher arranges for students to visit a Hmong family’s vegetable garden/farm during a unit on growth and plants. The family shares their knowledge about planting, caring for, and harvesting vegetables.*

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| **What I’d like to know more about /questions:** |
| **Resources:** |