STARTALK

Implementing a Standards-Based and Thematically Organized Curriculum

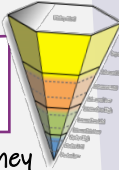## BACKWARD DESIGN

1 Identify Desired Results

What will learners be able to do with what they know by the end of the unit?

2 Determine Acceptable Evidence

How will learners demonstrate what they can do with what they know?

3 Design Learning Experiences

What learning experiences will allow students to acquire the skills needed to meet the unit goals?

THEMATIC UNIT DESIGN

Does the theme provide a clear focus for what learners will be able to do **?**

Does the theme allow for the integration of the World-Readiness Standards **?**

Will the theme allow learners to communicate in purposeful ways **?**

Will the theme allow for the integration of culture, content, and language **?**

Is the theme appropriate for the age and proficiency level of the learners **?**

Will the theme be of interest to learners **?**

> " To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction. **– Stephen Covey**

THE LESSON CYCLE

Is the content of the lesson relevant, interesting, and cognitively engaging for the learner?

Create a **learning target** that clearly identifies the language function and context.

Create an activity that **checks for learning**.

Determine **language chunks** (words, questions, answer frames) needed to meet the lesson can-do statement.

Plan a sequence of **learning experiences** moving from *I do* to *You do alone*.

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