



Professional Learning Series

Webinar Facilitation Guide

From Facts to Functions: The Culture Standards

Access video-recorded webinar and accompanying resources at:

<http://www.nysed.gov/world-languages/facts-functions-cultures-standards>

Introduction to the Facilitation Guide

Facilitation Guide Use. This facilitation guide is designed for use by a facilitator and/or participants engaged in professional learning designed around this webinar and its focus topic(s). Facilitators and/or participants may use the facilitation guide in whole or in part, all at once or spaced out over time. They may additionally customize the facilitation guide to best suit their needs by modifying, adding to, or eliminating suggested discussion questions and/or tasks.

Facilitation Guide Design. The facilitation guide begins with an overview of the webinar goals and its organization. It follows with suggestions of structured discussion questions and tasks that are organized for use before, during, and after webinar viewing and aligned to the stated webinar goals.

Webinar Goals

1. I can identify reasons for the Culture Standards' shift from "facts to functions."
2. I can interpret the wording of Culture Standards 4 and 5.
3. I can explain the relationship between Communication and Culture Standards.
4. I can identify ways to meaningfully apply Culture Standards 4 and 5.

Webinar Organization

1. Welcome, introduction, and overview
2. Rationale for the Culture Standards' shift from "facts to functions"
3. Deep dive into Standard 4, including cultural practices, products, and perspectives
4. Examples of Standard 4 tasks at three proficiency checkpoints
5. Deep dive into Standard 5, including cultural products, practices, and cultural knowledge
6. Examples of Standard 5 tasks at three proficiency checkpoints

Before You View the Webinar

Before you view this webinar, you might discuss the following questions as a means of reflecting on prior knowledge and introducing the webinar’s subject matter. These questions may be discussed in small or large groups.

1. What do you already know about the cultural products, practices, and perspectives paradigm?
What do you already know about cultural comparisons?
2. What are some of the ways in which you currently promote your students’ culture learning?
3. What are you wondering about promoting students’ culture learning?

As You View the Webinar

As you view this webinar, here are some possible discussion questions and tasks that you may want participants to carry out to build capacity or assess progress on the four goals. It would be most helpful to address these discussion questions and tasks at the end of their respective sections of the webinar. You may also choose to pause and address any of the questions asked by the presenter in order to assess prior knowledge and current understandings.

Goal 1: I can identify reasons for the Culture Standards’ shift from “facts to functions.”

Minutes 6:57-10:05

Discussion Questions

- How do the revised Culture Standards say about the use of the target language?
- Discuss how the revised Culture Standards might impact your classroom practices.
- How might you use authentic resources to incorporate the Culture Standards into your daily lessons?

Tasks

- Set long-term goals for integrating the target language and culture in your teaching.
- Reflect on the different ways of promoting culture learning that were discussed in this segment.

Goal 2: I can interpret the wording of Culture Standards 4 and 5.

Minutes 10:05-23:44 (Culture Standard 4)

Discussion Questions

- How might you expand or diversify cultural products and practices used in your lessons?
- What does it look like for you to be a co-learner and facilitator of cultural inquiry?

Tasks

- In small groups of educators who teach the same target language, identify cultural products and/or practices you use in your teaching. Share strategies you use or could use to support students’ inquiry of cultural perspectives.

- Identify benefits and potential challenges of using the target language to engage students in culture learning. Consider ways to address any challenges you identify.

Minutes 30:16-44:50 (Culture Standard 5)

Discussion Questions

- What is the relationship between the two Culture Standards?
- Consider the identities that you bring to your classroom as well as those that your students bring. How might you incorporate your own and your students' identities into cultural comparisons?

Tasks

- In small groups of educators who teach the same target language, identify cultural products and/or practices you use in your teaching. Share strategies you use or could use to have students carry out cultural comparisons of these practices and/or products and the perspectives they suggest.

Goal 3: I can explain the relationship between Communication and Culture Standards.

Minutes 10:55-14:35

Discussion Questions

- What else do you need to know about the Communication Standards in order to be confident in having your students use the target language as they carry out the Culture Standards?
- What are potential outcomes of teaching communication and culture in an integrated manner?

Tasks

- Summarize the relationship between the Communication and Culture Standards.

Goal 4: I can identify ways to meaningfully apply Culture Standards 4 and 5.

Minutes 23:44-30:16 (Culture Standard 4)

Discussion Questions

- How do the use of authentic resources support implementation of Culture Standard 4?
- How do the example learning tasks illustrate Culture Standard 4 in action?

Tasks

- Identify an authentic resource that you have used recently. Which products, practices, and perspectives are evident in this resource? How might you use this resource in your classroom to enact Culture Standard 4? (If you are new to authentic resources, select one from the NYS World Language Standards Initiative Authentic Resources [Wakelet](#).)

Minutes 44:50-49:03 (Culture Standard 5)

Discussion Questions

- How do the use of authentic resources support implementation of Culture Standard 5?
- How do the example learning tasks illustrate Culture Standard 5 in action?

- Which approaches might you use to encourage students to compare target cultures to their own identities? How might you build students' comfort level to be able to share their identities?

Tasks

- In small groups of educators who teach at the same proficiency checkpoint, brainstorm possible tasks through which students can make cultural comparisons.
- Identify an authentic resource that you have used recently. How might you use this authentic resource to enact Culture Standard 5? (If you are new to authentic resources, select one from the NYS World Language Standards Initiative Authentic Resources [Wakelet](#).)

After You View the Webinar

After viewing this webinar, plan to discuss one or more of the following questions designed to facilitate connections, reflections, and goal setting. Discussions may take place in whole or small groups. It may be useful to organize small groups by proficiency checkpoint, course, language, school or other configuration that is useful to participants.

Discussion Questions

- Of your preliminary questions, which ones do you still have?
- How has your understanding of Culture Standards 4 and 5 expanded?
- What can you now envision yourself doing to promote students' culture learning that you aren't already doing or hadn't previously considered?
- Discuss how your teaching practices have been affirmed and how they might be adapted to address Culture Standards 4 and 5.