

Professional Learning Series

Webinar Facilitation Guide

Understanding NYS World Language Themes and Topics

Access video-recorded webinar and accompanying resources at:

<http://www.nysed.gov/world-languages/understanding-nys-world-language-themes-and-topics>

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 understand the four themes and seventeen topics that accompany the NYS Learning Standards for World Languages as a source of context and content for thematic units.
2. I can recognize various starting points and processes to create a rich, meaningful, and relevant context for thematic units.
3. I can evaluate unit themes based on specific criteria.

Webinar Organization

1. Welcome, introduction, and overview
2. The NYS WL Standards and what they say about the themes and topics
3. Comparison of several thematic frameworks
4. Exploration of starting places for designing a thematic unit with exemplars
5. Exploration of various processes for design a unit with exemplars
6. In-depth look at unit-design criteria

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 identifying themes and topics for instructional units?
2. How do you currently determine themes and topics for your instructional units?
3. What are you wondering about the NYS World Language Themes and Topics and how to use them?

As You View the Webinar

As you view this webinar, here are some possible discussion questions and tasks that you may want to have participants to carry out to build capacity or assess progress on the stated 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 understand the four themes and seventeen topics that accompany the NYS Learning Standards for World Languages as a source of context and content for thematic units.

Minutes 05:40-20:43

Discussion Questions

- What is the updated guidance on NYS World Language themes and topics? How is it similar to and different from prior guidance?
- What are the roles of context and content in World Language unit planning? How do context and content relate to themes and topics?
- What are the roles and responsibilities of NYS World Language educators in standards-based and proficiency-oriented teaching? What are you already doing? What shifts might you make?

Tasks

- Compare and contrast former and current NYS guidance on themes and topics for instructional units.
- With others who teach the same course, identify which of the NYS World Language themes and topics are already present in your instructional units. Propose which additional or different themes and topics you might integrate with existing units or you might use to design new units.

Goal 2: I can recognize various starting points and processes to create a rich, meaningful, and relevant context for thematic units.

Minutes 20:43-33:20

Discussion Questions

- What is your starting point when planning an instructional unit? How does it compare to the starting points presented?
- Which of the presented starting points for thematic unit design do you plan to try out? How do you believe these will be useful to you?
- What is the process you use when planning an instructional unit? How does it compare to those presented?
- Which of the presented processes for thematic unit planning do you plan to try out? How do you believe these processes will be useful to you?

Tasks

- Identify and describe additional starting points and processes not mentioned in the webinar that you and others might use in planning thematic units.
- With others who teach the same course or proficiency Checkpoint, choose a starting place and a process and begin brainstorming a thematic unit you might plan together. As you do so, discuss how the selected starting place and process support your planning.
- If you use a textbook, come together with others who teach with the same textbook. Choose one chapter from the textbook to analyze. Identify elements of the textbook chapter that you would select to include in a thematic unit. Explain how these elements contribute purposefully to a thematic unit.

Goal 3: I can evaluate unit themes based on specific criteria.

Minutes 33:20-59:41

Discussion Questions

- Discuss the criteria that you use to design a thematic unit. How do these compare to the five criteria presented in the webinar in *Mindset for World Language Curriculum Design*?
- How do the three thematic unit exemplars illustrate the criteria for thematic unit design? What conclusions can you draw? What questions do you still have?

Tasks

- Using the five criteria for thematic unit design found in *Mindset for World Language Curriculum Design*, analyze a unit you teach. Which criteria are present? Where are there gaps? What next steps might you take based on this analysis?
- With others who teach the same course or proficiency Checkpoint, share examples of ways in which your current units of instruction address one or more of the criteria for thematic unit design.

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 regarding themes and topics in general and the NYS World Language Themes and Topics, which ones do you still have?
- How has your understanding of selecting and applying themes and topics changed, been affirmed, and/or expanded?
- What can you now envision yourself doing, that you are not already doing, as you begin to apply the NYS World Language Themes and Topics?

Task

- Using the [Themes and Topics Worksheet](#) found in the handouts folder for this webinar, evaluate a unit that you teach and consider next steps in applying guiding principles from this webinar.