

# Writing Standards and Mapping Curriculum: Best Practices

- Developed for the NRCAL Professional Development Seminar (July 20-24, 2015) by James Hussar, Associate Professor of Spanish and Portuguese, CSUF



# Session Objectives

Participants will be able to:

**List** and **explain** the features of well-written learning objectives and write their own.

**Identify and write** appropriate year-to-year goals for their language programs in order to map curriculum.



# Learning objectives: ingredients

- **Observable** changes in *knowledge, skills, and /or values* by lesson's end.
- **Student-centered**, rather than teacher-centered.
- **Specific/contextualized** (indicate grammar/vocabulary unit, prior knowledge, etc.).
- **Relate to *authentic*** use of grammar/vocabulary in the target culture.



# Learning objectives: recipe

- Ask yourself 1) what students should know, 2) what students should be able to do (“SWBAT’s”), 3) what inclinations, values, or attitudes should students exhibit or recognize, 4) how student learning can be demonstrated.
- Use action verbs: analyze, apply, challenge, create, compare, defend, define, estimate, exchange, explain, illustrate, list, operate, propose, solve, value, etc.



# Examples

- Using the verb *saber* in the present tense, students will be able to talk about facts they know and activities they can do.
- Students will be able to spell out words using the Spanish alphabet as well as correctly identify words of fewer than 10 letters.
- Students will be able to ask and answer questions about school supplies they have and those they need using the verbs *tener* and *necesitar* in the present tense.
- Students will be able to explain and compare different concepts of “personal space” in the United States and Hispanic countries.

# Can we fix it?

- The students will be able to pronounce and correctly spell the new vocabulary words.
- The students will be able to answer questions about the story.
- Students will be able to demonstrate knowledge of the numbers one through twenty.
- Students will be able to modify adjectives to correspond with the correct gender.
- Identify and summarize the key points and significant details.



# Can we fix it?

- Formulate questions/answers to clarify to peers.
- Students will be able to answer questions using the correct grammar and usage of the vocabulary.
- Students will be able to listen and practice the alphabet and the seasons.
- Acquire new vocabulary, memorize the days of the week; develop listening, writing, and speaking skills.



# Mapping Curriculum

- Working in small groups by target language, use the [NCSSFL-ACTFL Global Can-Do Benchmarks](#) to chart reasonable student progress by the end of each year of instruction in each of the five categories on the far left. You may also include original objectives!
- Students will not necessarily achieve the same level of proficiency in each category by the end of each year of instruction—in fact, progress across categories will be uneven.
- Most students are unlikely to surpass Advanced Low proficiency in any category by the conclusion of high school instruction.
- Proficiency expectations for heritage and non-heritage students will be different—develop two maps!



# Discussion

- Share your curriculum map(s) with the group. Are the expectations reasonable? How do they compare/contrast with maps produced by other groups?

