Classroom Activity and Task Design
NECLTA Workshop, May 4th, 2019, STAR LEW

OBJECTIVES

• Expound on unit curriculum mapping (1-2)

• Group work on curriculum design on a unit of your choice (2-2:30)

• Group share (2:30-2:50)
PART ONE

• Expound on unit curriculum mapping

What are difficult?
What would you like to hear today?

“Is my job getting easier?”

• My class should be easy.
• Students should have fun.
• I should not need to spend as much time for teaching after so many years.
• The more activities we have the more effective our teaching is.

Short cut?

With limited amount of time, what should I prioritize?
How do you feel about curriculum design?

Curriculum design - what to consider?

Target Proficiency Level

Themes

21 Century Skills

Activities and assessment

My designing path...

Deciding on theme

Use one textbook to work with - but textbook is not curriculum.

Setting proficiency level and indicators

Novice, Intermediate and Advance indicators

Starting point of designing

N+I(): Essential questions

I(m+h)+A: Student guided questions

Setting assessment, activities

Interpretive, interpersonal and presentational, culture fluency

Finding resources

Authentic material: print, audiovisual, song, website
Curriculum Example - Dating

Deciding on theme
Finding my best match

Setting proficiency level and indicators
I(h)

Starting point of designing
What do you know how to say?
What do you want to know?
What do you wonder?

Setting assessment, activities
Think-pair-share

Finding resources
Think-pair-share

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Curriculum Example - Dating

Deciding on theme
- Describe yourself
  - personality, zodiac sign, etc.
  - hobbies and past time
  - academic background, major, etc.
  - family background such as ethnic group, celebrations
- What are you looking for in a partner
  - Must-haves, cannot stand, above content
- How to start dating
  - Express, initiate, agree
- Solve conflict
  - Apologize
- End result
  - Getting married, break up
### Interpretive: Reading and Listening

**INTERMEDIATE HIGH**

I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

**INTERMEDIATE HIGH**

I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

### Interpersonal

**INTERMEDIATE HIGH**

I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.

### Presentational (Speaking and Writing)

**INTERMEDIATE HIGH**

I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

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### Starting point of designing

Q: What do you know how to say?
A: 约，吃饭...

Q: What do you want to know?
A: kind, independent, organized, stubborn, to court, date, break-up, etc.

Q: What do you wonder?
A: How do Chinese people date, where do they go and what do they do? Do kids kiss in schools? Is there a dating App like Tinder?
Curriculum Example - Dating

Setting assessment, activities

Interpretive (Int. Hi.): Reading and Listening
- Articles and video clip about dating
- Soap opera

Interpersonal:
- Speed dating

Presentational: Writing and Speaking
- Dating profile
- Storywriting

Finding resources

Important culture to introduce (Product, Practice and Perspective):
- Dating in school
- Family involvement
- 11.11 and 七星
- Cultural difference regarding what people are looking for and why

Resources:
- Print
- Websites (NEO personality test)
- Song: 《童话》
- Videos
Five Weeks

Week 1: Self introduction-Personality
video: 微微一笑很倾城

Week 2: Hobbies and what am I looking for
电影：致青春

Week 3: Academics and family background
video: 何以笙箫默
公园相亲角

Week 4-5: Resolve conflict, speed dating
video: 致我们单纯的小美好
电影：致青春

Details

Assessment

Interpretive listening
《何以笙箫默》

Interpretive reading
《征婚广告》

Presentational Speaking:
我来了，你在哪儿

Presentational writing:
《追》

Interpersonal skit scenario
Other tips...

- Use the previous unit vocab for “Clock Buddy” system
- Consider how to incorporate the previous 1 - 2 units into the new theme
- We are equally tired, but students should always speak more than me
- Model making mistakes
- Hold students accountable
- Assume good intentions: Relationship before rational
锦上添花，而且容易准备的活动

01. Teaching Songs
02. Battleship, pair pictionery
03. Gimkit
04. Ask the students

PART TWO

- Group work on curriculum design on a unit of your choice
Please try...

- Deciding on theme
  Use one textbook to work with - but textbook is not curriculum.

- Setting proficiency level and indicators
  Novice, Intermediate and Advance indicators

- Starting point of designing
  N+I(l): Essential questions
  I(m+h)+A: Student guided questions

- Setting assessment, activities
  Interpretive, interpersonal and presentational, culture fluency

- Finding resources
  Authentic material: print, audiovisual, song, website

PART THREE

- Group share
谢谢大家