

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 audd5. the drester

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

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