Template 5 with Examples: Aligning Premise, Deliverables, and Language Goals

There are many goals you might like to support your students to achieve in this unit. You might not have goals for every cell, and some goals may fit multiple types, but consider the following types across the different moments of your unit. Below you will find two examples created by teachers we have worked with, the first example comes from a telenovela scratch unit and the second comes from a data science unit.

Other points of consideration:
- You'll likely consider standards documents when you put these together, but we encourage you to ALSO think about the language and content goals students need to participate in conversations in real life communities? (How do activists, hackers, journalists, craftspeople, business owners, tradespeople, artists, etc talk, create, collaborate, etc)
- Glossary of terms on the last page.

EXAMPLE # 1: Ms. C and Ms. G's Telenovelas and Scratch Unit

	Goals to meet in the PRODUCT that students are making	Goals to meet during the PROCESS of making	Goals to meet while SHARING the product
General language objectives		Compare and contrast the Scratch interface to a telenovela scene using any language Use any language to effectively collaborate with peers during pair programming	
Specific language objectives	Write bilingual dialogue for telenovela characters.	Incorporate Scratch specific words in English and Spanish into a compare-contrast writing assignments	

Specific language objectives		Pronounce the English words for the components of the Scratch interface	
Translanguaging goals		Use full repertoire to make connections between real-world instructions and codes/scripts in Scratch	
CS content, practices, perspectives goals	Remix the text, backdrop, and sounds of an existing telenovela dialogue	Use the telenovela analogy to identify parts of the Scratch interface	Describe what different Scratch codes in a script do Share bugs that came up during programming and how you resolved them.
Discipline-specific content goals (e.g. Science, Math, SS)	Employ conventions of a "telenovela" genre in their dialogue and story.		
Collaboration and SEL goals		Resolve conflicts that come up during pair programming.	Provide specific and constructive feedback about the story and code of a peer's Scratch project.
Making space for students' personal goals	Choose a new scenario to turn into a telenovela		

EXAMPLE #2: Ms. S's Data Science, Surveys, and Infographics Unit

	Goals to meet in the PRODUCT that students are making	Goals to meet during the PROCESS of making	Goals to meet while SHARING the product
General language objectives		*Develop* close-ended and open-ended questions that can be included in a survey, **using any language.** Justify why one question type was used over another **using any language.** *Discuss* and make inferences about survey results with peers **using any language.**	*Explain* the result of your survey to the broader community **using any language.** Share potential limitations of your survey **using any language.**
Specific language objectives	Use **topic-specific language and language your audience will understand** to describe the purpose of your survey Use **topic-specific language and language your audience will understand** to inquire about community members' opinions about your topic in a survey.	**Using English**, ask experts questions about how and why they create infographics	Share the results of your survey with an **English-speaking** audience.
Translanguaging goals	Determine which language you want to use in your surveys depending on your audience.	Use Google Translate and your own knowledge of language to translate the survey from Spanish to English.	Choose from among language resources to share survey results depending on the audience.

CS content, practices, perspectives goals	Using your survey data, create a graph that helps you share an important trend in the dataset.	Describe why it might be necessary to "clean up" your dataset. Share noticings about the CODAP software and what you can do with it.	Use graphs and charts to tell a story about a topic you care about.
Discipline-specific content goals (e.g. Science, Math, SS)	Create a survey with questions that ask for respondents' opinions, preferences, experiences and identities aligned to the purposes of the investigation. Justify why you included the categories you did as potential survey responses.	Critique a survey for the response categories and questions that might be missing Compare and contrast the strengths and weaknesses of different types of infographics	Share your interpretation of an infographic and the stories it tells with a particular audience
Collaboration and SEL goals	Implement the survey in pairs or groups - ensure that all group members collaborate during implementation.	Coming up with a consensus about the topic the survey is about.	Shared as a whole group with PiLaCS interns and other students.
Making space for students' personal goals	Students could choose which format they wanted to do their presentation in (PowerPoint or other modality).	Share and ask questions related to the topics that you would like to conduct a survey about	Students expressed preferences who they would like to share the results of the study with and why.

Translanguaging Pedagogy Glossary

Translanguaging: When bilingual students use their FULL linguistic repertoires to communicate and learn. It also refers to the pedagogy that leverages that fluid language use.

Parts of Translanguaging Pedagogy

design: The planning of the classroom space, the elements of instruction and assessment, and the strategies to be used with bilingual students.
shifts: Refers to the many moment-by-moment decisions that teachers have to make all the Time.
stance: Refers to the belief that bilingual students' different language practices need to be leveraged together and performed collaboratively with others.

Kinds of Objectives

- **CS/Disciplinary Content:** What students should be able to know and do in a particular content area (ie: debug a program in CS, measure angles in math, formulate a hypothesis to an experiment in science, compare and contrast causes of the Civil Rights movement and Black Lives Matter movement)
- **General Linguistic**: what kids should be able to do with language, generally, ie: infer, make predictions, explain their calculations, compare-contrast, use text based evidence to support a claim.
- **Language-specific:** the particular content-specific, conventional words and phrases they need to use in a particular language, ie: sequencing words in English, Spanish conditional tense, standard grammar, vocabulary, and usage.
- **Translanguaging:** Planned ways of leveraging bilingualism and ways of knowing so that students can better access both content and language practices valued in school.

From: García, O., Johnson, S. I., & Seltzer, K. (2016). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Philadelphia: Caslon Publishing.