



# PiLa-CS

# Professional Learning Community

Design Workshop 4: Developing Learning Goals

Welcome! / Bom dia / ¡Bienvenidxs! / 欢迎 /  
어서 오십시오 / السلام عليكم / מה שלומך / स्वगात है!





# Welcome!!! As you join us today...

What are the things children do with language on the first day of school? Think broadly. [Jot ideas here.](#)

| <b>On the first day, a student will need to use language to...</b> | <b>Some language they might need to express / receive:</b>  | <b>Language awareness they might need</b>  |
|--|---|--|
| greet and establish contact with new people                        | Greeting words (Hello, Good morning, hola, ¿Qué lo qué?)<br><br>Turn taking conventions<br><br>Gestures, facial expressions | Different people can be greeted in different ways depending on intention, context, etc |





# Goals

## Track 1 - Session Goals:

- Learn a translinguaging approach to thinking about unit goals

## Track 2 - Weekly Design Goals

- Consider the language, content, CS, translinguaging and other goals you have for students at different points in your unit (**Template 5**)
- Make space for students' emergent goals and language practices in your unit.





# Activity 1 - Teaching with language objectives



# Share out

Who has taught with language objectives before?

Let's break out and learn from those experts!

- What are language objectives?
- Why teach with them?
- What's hard / easy / rewarding about teaching with language objectives?





# How do we think about language goals?

- Language goals are NOT
  - Policing language
  - Turning students into language robots
  - Focusing on forms over functions
- Language goals ARE
  - To encourage students to use language for meaning-making
  - To support students to expand and build on their language repertoires
  - To promote critical thinking about language





# Activity 2 - Unpacking all of the goals in a translanguaging unit



# This week's invitation ([Template 5](#))

Consider the goals you have for your unit:

- Goals for PRODUCT, PROCESS, and SHARING
- Goals for CS/Disciplinary CONTENT and LANGUAGE
- Specific, general, transanguaging goals
- Students own goals







# Types of Objectives in Translanguaging Pedagogy

|  |  |   |  |
|--|--|---|--|
|  | <b>Goals to meet in the PRODUCT that students are making</b> | <b>Goals to meet during the PROCESS of making</b> | <b>Goals to meet while SHARING the product</b> |
|--|--|---|--|





# Types of objectives in translinguaging pedagogy

|                                    | Goals to meet in the <b>PRODUCT</b> that students are making | Goals to meet during the <b>PROCESS</b> of making | Goals to meet while <b>SHARING</b> the product |
|------------------------------------|--|---|--|
| <b>General language objectives</b> |  |   |  |

**What kids should be able to do with language, generally, (no matter which language)**

ie: infer, make predictions, explain their calculations, compare-contrast, use text based evidence to support a claim.





# Types of objectives in translinguaging pedagogy

|                                    | Goals to meet in the <b>PRODUCT</b> that students are making | Goals to meet during the <b>PROCESS</b> of making   | Goals to meet while <b>SHARING</b> the product   |
|------------------------------------|--|---|--|
| <b>General language objectives</b> |  | <p>Develop close-ended and open-ended questions that can be included in a survey, <b>using any language</b>.</p> <p>Justify why one question type was used over another <b>using any language</b>.</p> <p><i>Discuss</i> and make inferences about survey results with peers <b>using any language</b>.</p> | <p><i>Explain</i> the result of your survey to the broader community <b>using any language</b>.</p> <p>Share potential limitations of your survey <b>using any language</b>.</p> |





# Types of objectives in translinguaging pedagogy

|                                     | Goals to meet in the <b>PRODUCT</b> that students are making | Goals to meet during the <b>PROCESS</b> of making | Goals to meet while <b>SHARING</b> the product |
|-------------------------------------|--|---|--|
| <b>Specific language objectives</b> |  |   |  |

The particular content-specific, conventional words and phrases they need to use **in a particular language**, ie: sequencing words in English, a CS-specific term, Spanish conditional tense, standard grammar, vocabulary, and usage.





# Types of objectives in translinguaging pedagogy

|                                     | Goals to meet in the <b>PRODUCT</b> that students are making  | Goals to meet during the <b>PROCESS</b> of making   | Goals to meet while <b>SHARING</b> the product                             |
|-------------------------------------|---|---|--|
| <b>Specific language objectives</b> | <p>Use <b>topic-specific language and language your audience will understand</b> to describe the purpose of your survey</p> <p>Use <b>topic-specific language and language your audience will understand</b> to inquire about community members' opinions about your topic in a survey.</p> | <p><b>Using English</b>, ask experts questions about how and why they create infographics</p> | Share the results of your survey with an <b>English-speaking</b> audience. |





# Types of objectives in translanguaging pedagogy

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|--|--|---|--|
| <b>CS content, practices, perspectives goals</b> |  |   |  |

**What students should be able to know and do in a particular content area** (ie: 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)





# Types of objectives in translanguaging pedagogy

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|--|--|--|--|
| <b>CS content, practices, perspectives goals</b> | <p>Using your survey data, create a graph that helps you share an important trend in the dataset.</p> <p>Students will share trends they notice between and among groups of respondents constructs like “Yo veo que.../ I see that...” and graphs and charts</p> | <p>Describe why it might be necessary to “clean up” your dataset.</p> <p>Share noticings about the CODAP software and what you can do with it.</p> | <p>Use graphs and charts to tell a story about a topic you care about.</p> |





# Types of objectives in translinguaging pedagogy

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|-----------------------|--|---|--|
| Translinguaging goals |  |   |  |

Planned ways of **leveraging bilingualism and ways of knowing** so that students can better access both content and language practices valued in school.







# Types of objectives in translinguaging pedagogy

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|------------------------------|---|--|---|
| <b>Translinguaging goals</b> | Determine which language you want to use on your survey depending on your audience. | Use Google Translate and your own knowledge of language to translate the survey into language your audience will understand. | Choose from among language resources to share survey results depending on the audience. |

**Hint:** these are all about helping students develop awareness of how they use language as they learn





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|--|--|---|--|
| <b>Making space for students' personal goals</b> | 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 for who they would like to share the results of the study with and why. |





# Resources for planning with language goals

- More resources on [Translanguaging and research](#)
- Our [example of Template 5](#), filled out
- [Language forms and functions](#) from elpa21.org

## Resources for teaching with language goals and supporting bi/multilinguals

- [PiLa-CS website](#) - grab bag of scaffolds, remixable projects etc
- Activity for [supporting language development during pair programming](#)
- Notice the language and other scaffolds in this [Elementary CS Ed Scratch curriculum](#) from University of California, Irvine





# Activity 3 - Unconference-Style Breakouts



# What do you need this week?

- We will create groups and breakouts so folks can convene

