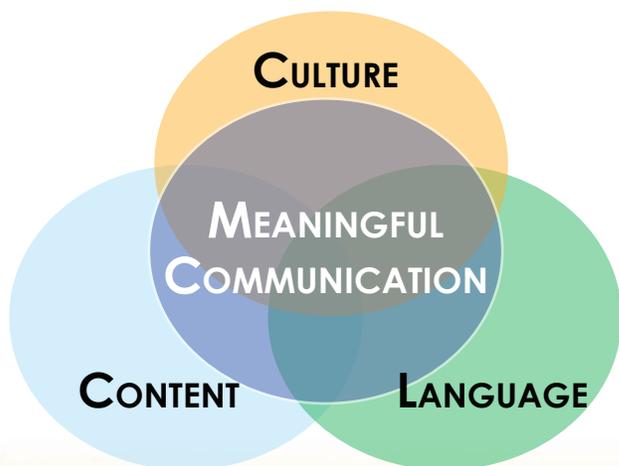


"Content-related instruction supports what we know about how the brain makes connections and how learning takes place. Students are actively engaged in constructing meaning and making sense of the interesting world presented to them through the vehicle of the target language."

— *Curtain & Dahlberg*

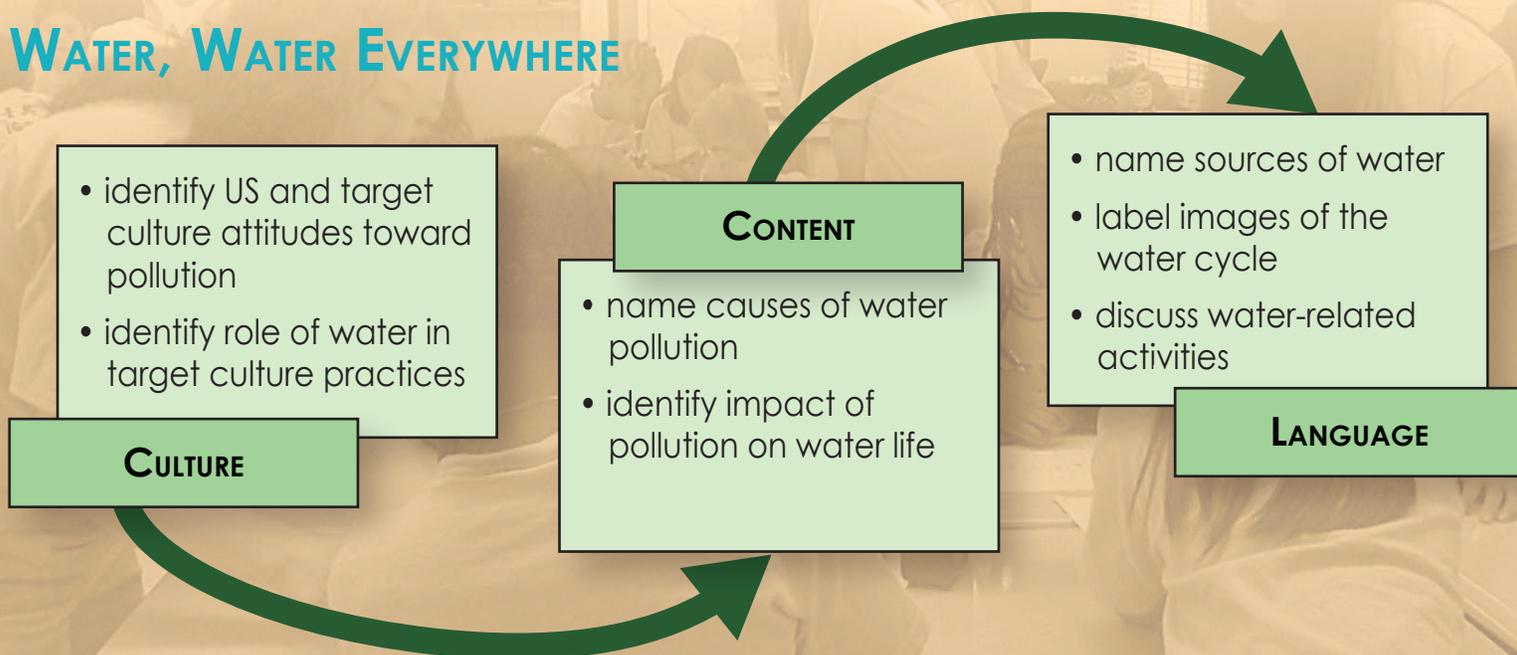
INTEGRATING CULTURE, CONTENT, AND LANGUAGE



MEANINGFUL COMMUNICATION: KNOWING HOW, WHEN, AND WHY TO SAY WHAT TO WHOM

CULTURE	CONTENT	LANGUAGE
Learners use language to identify, discuss, explain, compare, investigate, and reflect on the relationship among the products, practices, and perspectives of the cultures studied.	Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language.	Learners effectively use language in the three modes of communication to function in a variety of situations and for multiple purposes.

WATER, WATER EVERYWHERE





STARTALK-ENDORSED PRINCIPLES IN PRACTICE

The STARTALK-endorsed Principles describe characteristics of highly effective language teaching and learning. An ideal learning experience is framed by a standards-based and thematically organized curriculum that *integrates culture, content and language*. Learners work with authentic, age-appropriate texts in a learner-centered environment as they engage in real-world performance tasks that allow them to use the target language beyond the classroom.

SAMPLE LEARNING EXPERIENCES

Interpretive: Students will look for different authentic recipes on a culinary website that has visuals. They will read and recognize familiar ingredients as well as healthy and unhealthy food items. Students will match words to pictures. They choose one interesting and healthy recipe, and say why they want to cook that dish. Together, they will follow the directions for the preparation of the traditional and authentic dish. (NH/IL)

Interpersonal: Students will take the role of passengers on a train journey and engage in conversation. They will ask and answer simple questions about age, nationality, preferences, and interests. Students talk about places they recently visited sharing information about one city where they saw or participated in a cultural experience. (NH/IL)

Presentational: Working together, students will prepare a presentation on a city. They will share a few interesting facts about that city in addition to its unique cuisine and other cultural products. They will present the information to an audience of classmates, teachers, family, and other guests. (IL/IM)

Interpretive: Students gather information about a specific animal by reading, listening to, and viewing information about the animal's characteristics, habitat, and survival skills in the environment. They complete a graphic organizer to process this information. (NM/NH)

Interpersonal: One student is given a basic fact card about an animal and that student acts as a zookeeper. The other student plays the role of a visitor to the zoo. Each visitor interviews a zookeeper in order to find out facts about the animal. Students change roles and partners and repeat the process to learn more about other animals. They then share their findings in order to categorize animals according to similarities and differences. (NM/NH)

Presentational: Students begin by reviewing target culture campaigns to preserve endangered species. They decide to participate in one of the campaigns as a volunteer. They then choose one of the animals they consider important to save and create a multimedia presentation to call attention to the problem and to raise money for the cause. Each group shares their presentation on a blog or a wikispace site inviting comments from others. (NH/IL)

For more information on STARTALK-endorsed Principles see the following:

STELLA Planning Module:
How does my planning of learning experiences prepare for student learning?

STARTALK-endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons:
<https://startalk.umd.edu/principles/>

