STARTALK
Principles for Effective Teaching & Learning

Implementing a Standards-Based & Thematically Organized Curriculum

Teachers use units that incorporate the World-Readiness Standards for Learning Languages, providing a meaningful and purposeful context that is cognitively engaging and relevant to learners. Units follow the backward-design process by stating what learners will be able to do for each mode of communication, aligning performance assessment tasks and learning experiences. Lessons support the goals of the unit by developing clearly stated lesson can-do statements that indicate what learners will know and be able to do in order to prepare them for the performance assessment tasks.

Learner Experiences & Teacher Responsibilities

The identified learner experiences are possible because of the work done by the teacher. The corresponding teacher responsibilities provide guidance for the teacher by indicating key criteria from the Teacher Effectiveness for Language Learning (TELL) Framework.

- **Learners engage in activities that are appropriate for their age and proficiency level.**
  The teacher uses units that are appropriate for the age and proficiency level of the students. *TELL Planning: PL1.a*

- **Learners engage in activities that are interesting, relevant, and cognitively engaging.**
  The teacher plans lessons that include learning experiences that are interesting and relevant to students. *TELL Planning: PL3.d*

- **Learners engage in meaningful and purposeful communication in a context that increases their ability to use language for real-world purposes.**
  The teacher uses units that have clearly identified performance objectives in the three communicative modes. *TELL Planning: PL1.b*

- **Learners engage in activities that prepare them to work with vocabulary and structures needed to accomplish the performance tasks.**
  The teacher determines the vocabulary and structures needed to meet the performance objectives. *TELL Planning: PL1.c*

- **Learners engage in activities that prepare them to meet program and lesson can-do statements.**
  The teacher plans lessons that allow students to acquire the knowledge and skills needed to meet the performance objectives. *TELL Planning: PL4*

Explore the STARTALK Principles in action:
startalk.umd.edu/public/principles