

# Curriculum Planning Tool

TIE Module 4  
Language and Technology

Use this Curriculum Planning Tool to assist you in planning the best use of an Online Academy module in your courses. The Planning Tool contains four pages. Page one (below) shows the module Table of Contents. Page two provides an overview of the module's contents, including the (1) goals of the module, (2) discussion questions relevant to the module, (3) the topic title of each lesson in the module, and (4) a list of the glossary words used in the module. Page three is a course integration plan form that allows you to record where the module could fit into the courses you teach. Page four contains a breakdown of all the student tasks included in the module. There is also space on page four for you to plan where each task may fit into your course plan.

## Module 4 Language and Technology

### Table of Contents:

#### orientation

[Introduction](#) | [Critical Questions](#) | [Content Map](#) | [Structure](#) | [Help](#)

#### support

[Syllabus](#) | [Readings](#) | [Research](#) | [Directed Questions](#) | [Glossary](#) | [Assessment](#)

#### lessons

##### **Lesson 1** : Interactive Technology and Second Language Learning

[Outline](#) | [Notes](#) | [Glossary](#) | [Readings](#) | [Preview](#) | [Presentation](#) | [Activities](#) | [Directed Questions](#) | [Assessment](#)

##### **Lesson 2** : Communicative and Second Language Learning

[Outline](#) | [Notes](#) | [Glossary](#) | [Readings](#) | [Preview](#) | [Presentation](#) | [Activities](#) | [Directed Questions](#) | [Assessment](#)

##### **Lesson 3** : Augmentative and Alternative Communication

[Outline](#) | [Notes](#) | [Glossary](#) | [Readings](#) | [Preview](#) | [Presentation](#) | [Activities](#) | [Directed Questions](#) | [Assessment](#)

#### practice

[Practice 1](#)

# Content Overview

---

## TIE Module 4: Language and Technology

This module contains important information that is needed to understand the remaining PBS modules and is highly recommended if the instructor has not presented functional assessment within the course outline. The content contained within this module is appropriate for teachers who work with students of all ages and is not specific to students with disabilities.

### Goals:

1. Promote universal access to learning and communication through technology.
2. Explore research on technology alternatives that address students' communication needs across all subject matter areas and all K-12 levels.
3. Illuminate the importance of the interaction as the group's "classroom culture" commingles with individuals' learning characteristics in language, culture, and disabilities.
4. Differentiate "interactive technology" (learner-to-content) from "communicative technology" (learner-to-another person).
5. Support "assistive technology" in both interactive and communicative settings.
6. Enable learners who have "language differences" and "language disabilities" to benefit from advances in communications technology.
7. Provide a selective research review that assists teachers as they reach out to all their culturally and linguistically diverse students, some of whom have disabilities.

### Discussion Questions:

1. How can computer technology be useful in communication and language development?
2. How can technology address the individual needs of specific students?
3. How do you distinguish among the different kinds of technology used in the classroom?
4. Does utilizing Internet forums or communities for language learning benefit classroom instruction?
5. How can the Internet detract from individual language learning?
6. How do you support communication and in what ways does it extend beyond spoken and written language in the classroom?
7. What types of technology are available to aid students with communication disorders?

### Lesson Topics:

1. Value Driven Assessment
2. Methods and Outcomes
3. Indirect Assessment Methods

### Glossary:

AAC system	ESL	RESNA
Action plan	Expectant waiting	SETT
Action research	Expressive communication disorder	Shareware
Aid	Freeware	"SimpleText"
Aided AAC systems.	"Hot Potatoes"	Sociocognitive approach
Augmentative and alternative communication (AAC)	IEP	TESOL
Authorable software	Interpersonal communication	TOEFL
CALL	Intranet	"TrackStar"
CBI	L1	"Type to Learn"
Cloze exercises	L2.	Ultimate Word Attack
Directed Questions	LEP	"Where is the World is Carmen Sandiego?"
Drill and practice	NIDRR	"Wida Authoring Suite"
ELLIS curriculum	National Public Radio	Word processing
	Network-based language teaching (NBLT)	Worldware

---

# Course Integration Plan

<b>Course Integration:</b> Courses in which this module would be applicable:	
---	--

<b>Lessons</b>	<b>Courses in which the lessons would be applicable:</b>
Lesson 1 Value Driven Assessment	
Lesson 2 Methods and Outcomes	
Lesson 3 Indirect Assessment Methods	

**Notes:**

# Students' Tasks

The following is a comprehensive list of every task that students are asked to complete in this module. Use this task breakdown sheet to designate where each task best fits into your course(s).

Support Level Assessment	
Support Level Directed Questions	
Lesson 1 Assessment	
Lesson 1 Activity	
Lesson 1 Directed Questions	
Lesson 2 Assessment	
Lesson 2 Activity	
Lesson 2 Directed Questions	
Lesson 3 Assessment	
Lesson 3 Activity	
Lesson 3 Directed Questions	
Practice 1	

A Curriculum Planning Tool is available for each of the 22 modules produced by the Online Academy. The modules cover three content areas: Positive Behavioral Supports, Reading, and Technology in Education. All the Curriculum Planning Tools are available online at [onlineacademy.org](http://onlineacademy.org). Instructors are free to access the tools and print multiple copies.