Curriculum Planning

Introduction

The Nebraska K-12 Foreign Language Frameworks serves as a guideline for curricular decisions about what students need to know and be able to do. The curriculum-planning process described in this section provides a link between the Frameworks and the classroom and helps the foreign language teacher tie the goals, standards, and progress indicators into yearly curriculum plans, as well as unit plans.

The Curriculum Planners were originally designed by a small committee as an appendix to the Frameworks document. The planning process and sample units were used in a series of workshops that focused on implementing the Frameworks in the foreign language classroom and were delivered to foreign language educators throughout Nebraska. As the workshop presenters used the materials, additional ideas and revisions were generated that have been incorporated into this section, which replaces the original Frameworks Appendix A.

The first part of the section, *The Planning Process*, describes the curriculum-planning process in detail. This is followed by a section of templates and examples that illustrate the approach and may be adapted for use in the classroom. A group of sample units further illustrates how the process may be used for a variety of levels and incorporate multiple goals.

The *Sample Technology-Enhanced Units* at the end of this section were written by ten foreign language teachers who designed computer programs to assist student learning. Information about how to obtain the programs is provided in that section.

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Steps for Planning Frameworks-based Curriculum

The curriculum-planning method described in this section uses a "top-down" process for making curricular decisions. Instead of starting with the resources—i.e., the textbook—to decide what to teach, the foreign language teacher looks at the goals, standards, and progress indicators in the *Nebraska K-12 Foreign Language Frameworks.*

Decisions based on the Frameworks define what students should know and be able to do at the end of a language program, unit, and lesson. After these first decisions are made, the teacher decides how to implement them in the classroom, designs instructional strategies, and determines appropriate resources for teaching the knowledge and skills that are needed to attain the identified goals, standards, and progress indicators.

► 1. Begin with the end in mind

Effective curriculum planning focuses on the end results that are desired, whether they are for the entire program or for daily lesson plans. The planning begins by looking at the program as a whole. The first question asked is: What should my students know and be able to do...

- at the end of the **entire language program**?

  Several languages may be included in the program, but the focus is on the program as a whole.

This is followed by a series of questions. Each narrows the focus of the planning but continues to keep the end in mind. Each time the planner asks: What should my students know and be able to do...

- at the end of the **individual language program**?

  If each language program is planned separately, the question should be answered for each language program.

  Examples:
  Spanish, French, German, Japanese

- at the end of the **course**?

  Course structures may vary from district to district. Some go by increments of courses, some by levels, and others by semesters or years.

  Examples:
  Spanish 1 (one year), French 7-8 (one year), or German 2 (one semester).

- at the end of the **unit**?

  Several units may be offered within each course. The desired results should be defined for each unit.

  Examples:
  Going to the Market, *Functioning Socially*, or the *History of Germany*.

Step 1: Begin with the end in mind, cont.

- at the end of the **concept lessons** (lessons on essential skills/knowledge)?

  At this point the planner must determine the specific skills/knowledge (concepts) that are needed to achieve end results described in the standards, contexts/outcomes, and progress indicators that will be selected.

  Examples:

  Greetings; the ability to express preferences; or use of the verb, *gustar*.

- at the end of **daily lessons**?

  Here the planner decides which concepts (skills/knowledge) will be interwoven on a daily basis to achieve the standards, contexts/outcomes, and progress indicators.

  Examples:

  Students may role-play a market situation or discuss a video about food customs.

Figures A and B illustrate the concept of top-down or design-down planning.

Figure A: Top-down planning

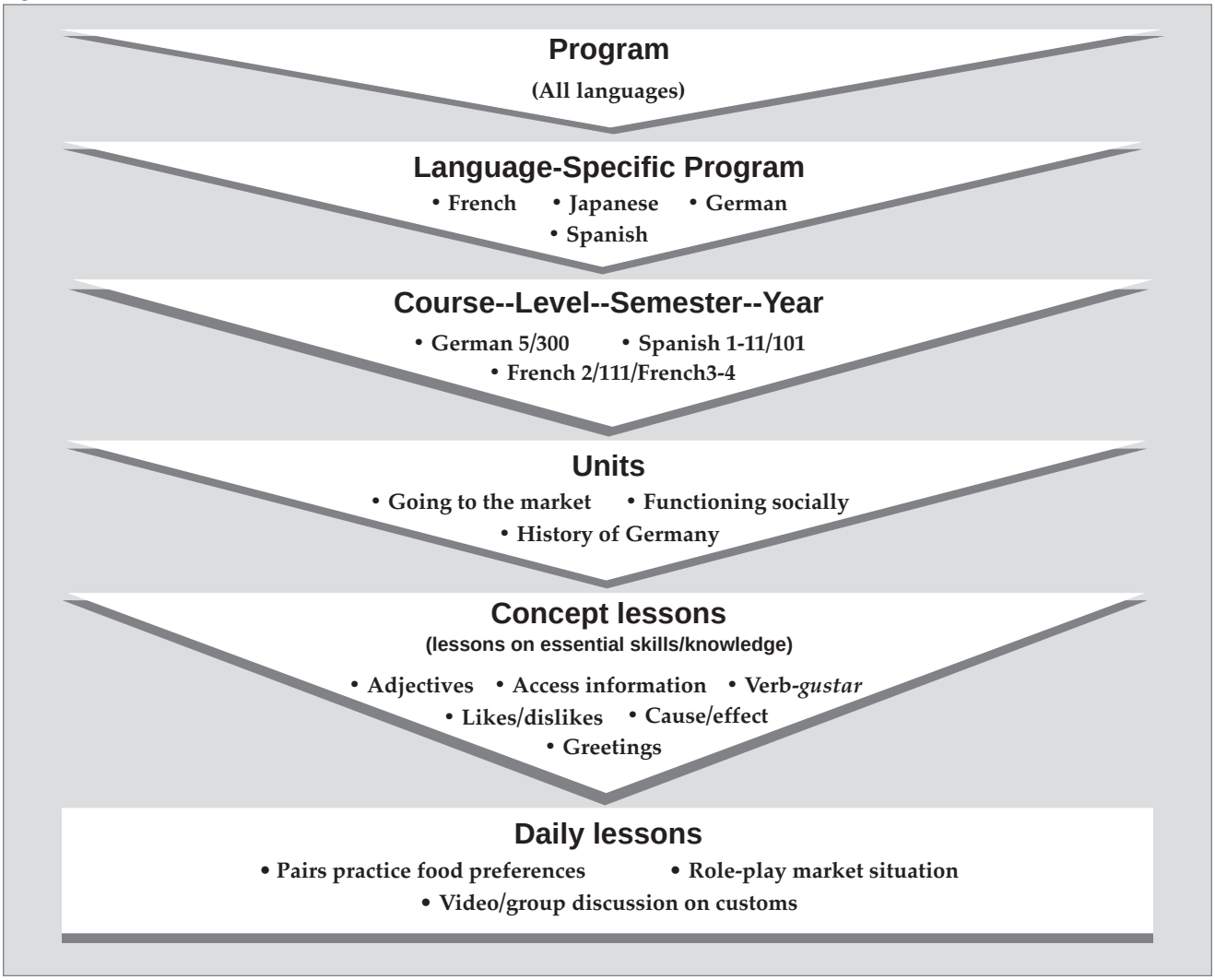

Figure B: Design-down planning

Curriculum Planning--Where Do You Begin?

Program

Are all languages offered in one program?

Examples: Exploratory+1st-5th year; 1st-2nd year; 4th-6th grade+1st-5th year

Language-Specific Program

Is each language program planned separately?

Examples: Spanish: 1st-4th year; German 1st-2nd year

Course/Level/Semester/Year

Does your district go by courses? Levels? Is the time period in semesters or years?

Examples: Spanish 1 (one year); French 7-8 (one year); German 2 (one semester)

Units

What units are offered within the course?

Examples: Shopping at the market; Functioning at social gatherings

Concept Lessons

What specific skills/knowledge are needed to achieve the progress indicators, context/outcomes, and standards?

Examples: Food customs and vocabulary and phrases, use of adjectives, expressing preferences

Daily Lessons

What concepts (skills/knowledge) are interwoven each day to achieve the standards and progress indicators?

Examples: Pairs practice expressing the food preferences; video/group discussions of the customs of shopping at market to buy food; review adjective use as it applies to describing food; practice a situation where students shop at a market

► 2: Select the goals

In order to decide what is important for students to know and be able to do, goals are selected from the five goals presented in the Frameworks: *Communication, Cultures, Connections, Comparisons*, and *Communities*.

Example:

In the model unit *Functioning at Social Gatherings* on page 218, the teacher decided to focus on Goal 1-- *Communicate in languages other than English*, and Goal 2-- *Gain knowledge and understanding of other cultures*.

► 3: Select the standards

Again, based on decisions made in Step 1 and Step 2, standards are chosen to match decisions that have been made about what students should know and be able to do.

Example:

In the model-unit plan, the teacher decided to concentrate on Standard 1.1--*Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions;* and Standard 2.1--*Students demonstrate an understanding of the relationship of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.*

► 4: Select the contexts on which to focus the program.

Contexts are a combination of the language of Frameworks standards or progress indicators and the situations and/or conditions in which they will be applied. These are sometimes called *outcomes*.

Example:

In the model unit, the teacher defined the context/outcomes for the program, unit, and lesson:

- Course contexts/outcomes: *Students communicate in the target language about daily life using appropriate cultural practices.*
- Unit contexts/outcomes: *Students engage in conversation with friends at social gatherings using appropriate cultural practices.*
- Concept lesson contexts/outcomes: *Students express basic needs, courtesies, likes and dislikes in a conversation at a school party using appropriate cultural practices* (progress indicators).

► 5: Select the progress indicators on which to focus.

Each Frameworks standard has several progress indicators. One or more may be selected as the focus for the unit or lesson.

Example:

In the model unit plan, the teacher decided to use three of the progress indicators from Standard 1.1--A: Express

basic needs, B: Express likes and dislikes, and D: Express basic courtesies; and only one progress indicator (A) from Standard 2.1. However, the focus will be on two levels: Beginning--*Identify and react to cultural perspectives and practices*; and Developing--*Describe and analyze cultural characteristics and behaviors of everyday life.*

► 6: Decide essential skills and knowledge needed.

The context/outcomes will determine the essential skills and knowledge that are needed for students to *do* the standards, context/outcomes, and progress indicators. This is a three-step process:

a. The teacher decides **which skills and knowledge are necessary** so students can perform the standards, context/outcomes, progress indicators, and, ultimately, the goals.

b. The teacher decides **which skills and knowledge need to be reviewed** and to what extent.

c. The teacher decides **which skills and knowledge have yet to be presented** so students can complete the progress indicators.

Example:

In the model-unit plan, the teacher decided that students must:

- know the vocabulary and phrases for functioning at social gatherings.
- know forms of the verb, *gustar*.
- know and understand social customs at gatherings, types of gatherings, and friend relationships.

► 7: Decide the method(s) of assessment.

The assessment will determine to what degree students have learned and can perform the skills/knowledge presented. The teacher must decide how to measure that learning. Three questions help the teacher make those decisions:

a. "How will I know that the students have learned the skills/knowledge well enough to **do** the progress indicators?"

b. "What assessments will I use to determine that the students know the essential skills/knowledge and will apply them to the progress indicators?"

c. "What standards and criteria will I use to determine how well the students know and are able to **do** the progress indicators?"

The teacher can select a number of assessments. Paper/pencil tests and quizzes are one kind of assessment. However, the progress indicators focus on what students should be able to **do**. Therefore, students need to **perform** tasks so the

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teacher can assess **if** students actually can do the progress indicators and **how well** they perform. Rubrics and checklists are examples of evaluation tools for determining how well the students perform.
(See *Assessments,* pages 139-196.)

Example:

In the model unit, the teacher will use quizzes to assess knowledge of vocabulary and the verb, *gustar;* and an oral performance assessment about functioning at a social gathering (dialogue and cultural customs).

► 8: Select appropriate instructional strategies

After determining what to focus on and analyzing what students need to know and be able to do, the teacher must decide the best way to teach the lessons.

Example:

In the model unit, the teacher will use role plays of social gatherings; readings that describe social gatherings in the target culture; a video showing a social gathering; Internet searches on Hispanic customs at gatherings; interviews with native speakers; and practice exercises using the verb, *gustar*.

► 9: Select appropriate resources

The final question to ask when making curriculum decisions is: "What resources will enhance the students' learning?" The resources will help students learn the knowledge and practice the skills necessary to be able to perform the progress indicators in the specified contexts/outcomes.

Instead of resources being the driving force for the curricular decisions, they are at the end of the process. Many resources serve as possibilities. The textbook is only one resource. Other resources include authentic materials; such as, newspapers, magazines, television programs, realia, Internet (WWW), videos, dictionaries, native speakers, literature, slides, photos, and games.

Example:

In the model unit, the teacher chose a story describing social gatherings; use of the World Wide Web; a video; and a textbook lesson on the verb, *gustar.*

The Essential Focus

Through this process, the teacher can make curricular decisions that will increase student-learning by focusing on what students know and are able to do in order to function in today's multilingual communities. The goals, standards, and progress indicators provide a balanced approach to identifying real-world language and cultural skills and knowledge. The teacher can identify and eliminate the skills and knowledge previously taught and/or included in the textbook which will do little to improve the students' ability to function in the multilingual world. By doing so, the teacher can focus on what is essential.

About the Key Terms, Templates, and Examples

A list of key terms on the next pages defines how specific works are used in this section.

The templates in this section illustrate the top-down planning process that is designed around the Frameworks goals, standards, and progress indicators.

The **Year-Planner** template *(illustration 3)* and examples are abbreviated models of a year's curriculum. When planning for a whole year, the teacher would select many more progress indicators. To plan for a year, the templates should be expanded in size to facilitate the development of many progress indicators. Instructional strategies are not considered at the time of the year-long planning; however, they become essential when the teacher plans the unit.

The examples that follow the Year-Planner template show how the template would be used to plan for three different language levels *(illustrations 4-6)*. Again, many more progress indicators and standards actually would be addressed in a year.

Two versions of a Unit Planner are illustrated. One version is a vertical table *(Template A-illustration 7)*; the second is a list or narrative version *(Template B-illustration 9)*.

When planning a unit using these templates, the teacher first specifies the goals, standards, contexts/outcomes, progress indicators, essential skills/knowledge needed, assessments, and resources that were decided during the top-down planning process. Instructional strategies are added last in the unit-planning process.

Something to remember when using the unit planner in table form is that often a unit may focus on more than one standard and a combination of progress indicators. However, only one assessment may be needed to evaluate student performance. For instance, in a unit on shopping for clothing, an assessment activity could be a role-play of students buying clothing at a store in the

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target country while following the appropriate cultural customs. This role-play will assess the students' ability to perform the following progress indicators: *express likes and dislikes, express basic needs*, and *produce language and behaviors that are appropriate to the target culture.*

Finally, the **Comprehensive-Planner** template *(illustration 11)* was designed to help track the Frameworks goals, standards, and progress indicators as they are used in planning a program, course, unit, or products and projects for assessment. This planner may be used in a variety of ways--from planning articulation of goals and standards throughout a program, to an individual record that each student could use to track individual achievement of progress indicators.

About the Sample Units

Several samples of unit planners are provided. The first is another example of the use of Unit Planner-Template A (*Sample 1).* The rest of the samples use Unit Planner-Template B. Three samples illustrate a unit that has been adapted to three different age levels of students: elementary, middle school, and high school *(Samples 2-4)*. The progress indicator for each is the same; but the skills and knowledge needed, the assessments, the instructional strategies, and the resources vary according to the age of the students. The fifth sample in this section integrates all five of the Frameworks goals into the unit *(Sample 5)*. The next nine sample units (6 to 14) are units that are enhanced with technology components. *(See page 229.)*

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Key Terms

Assessments on-going evaluation tasks designed to determine how a learner is progressing; often used to make decisions about what instruction is needed by the learner

Contexts/Outcomes the language of the standard combined with the situations and/or conditions in which the standard will be applied; *context* and *outcomes* are often used interchangeably

Example:

Students reinforce and further knowledge of art and European history by studying cubism.

Essential Skills/Knowledge the concepts and abilities that students need to be able to perform the progress indicators, standards, and goals

Examples:

Culture: background in European history during the cubist period; the attributes of cubism; the cubist artists and their contributions

Vocabulary: words and phrases pertaining to art and, in particular, cubist art; adjectives

Structures: how to describe; how to use the past tense

Related skills: how to use the Internet; how to access information; how to identify the works of art

Goals general statements of purposes, aims, or ends for students to achieve as a result of foreign language education

Example:

Goal 3: Connect with other disciplines and acquire information

Instructional Strategies the varied student-centered approaches an educator may employ to facilitate successful learning

Examples:

- read and hear mini-lectures on the artists and history of cubism
- watch videos on cubism
- compare and contrast the different works via a Venn diagram
- show cubist works; analyze the characteristics of each artist
- cooperative groups--prepare their exhibit rooms
- reproduce cubist art using geometric figures and construction paper

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Key terms, continued

Progress indicators detailed statements that describe what students should be able to do to achieve a specific goal or standard

Example:

Progress Indicator 3.1.A Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.

Resources materials, people, or realia that help students acquire the skills and knowledge to perform the standards

Example:

- Internet
- books on cubism and European history
- visiting an art museum
- videos
- speakers
- textbook with lessons on art, adjectives, and past tense

Standards specific statements about what students should know and be able to do to reflect attainment of a particular goal

Example:

Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.

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Illustration 1

The Curriculum-Planning Process

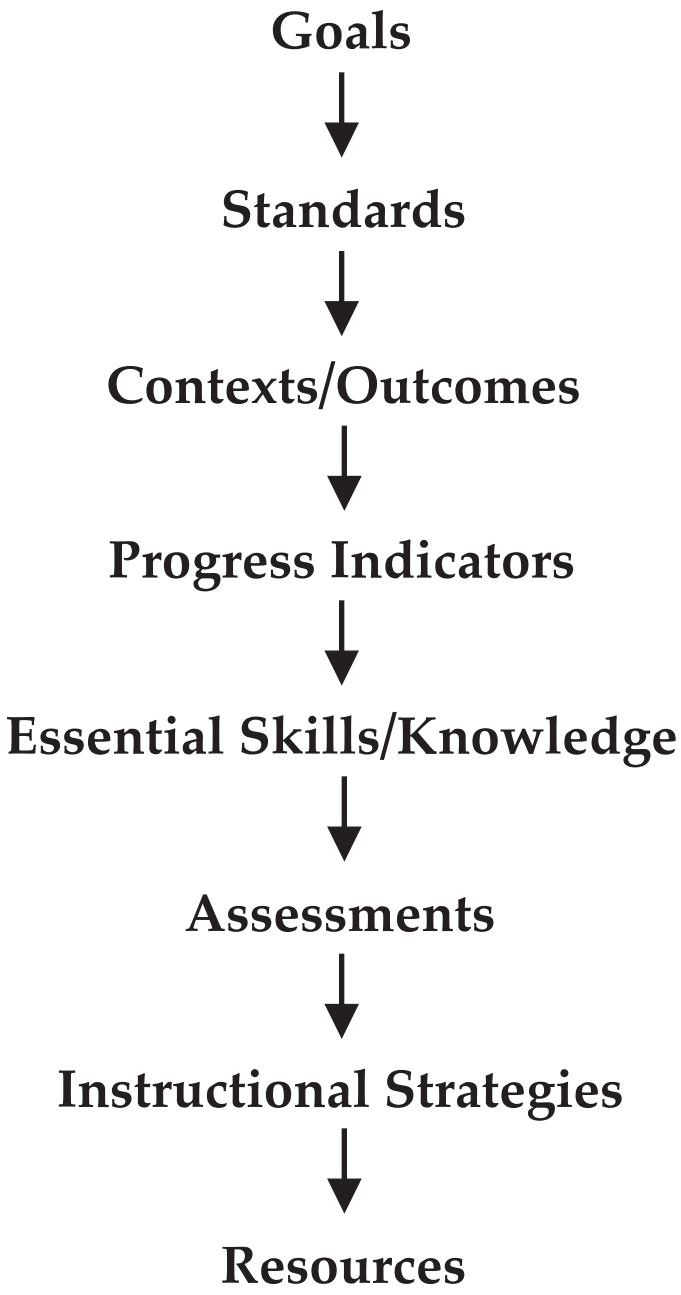

Illustration 2

The Relationship of Curriculum-Planning Elements

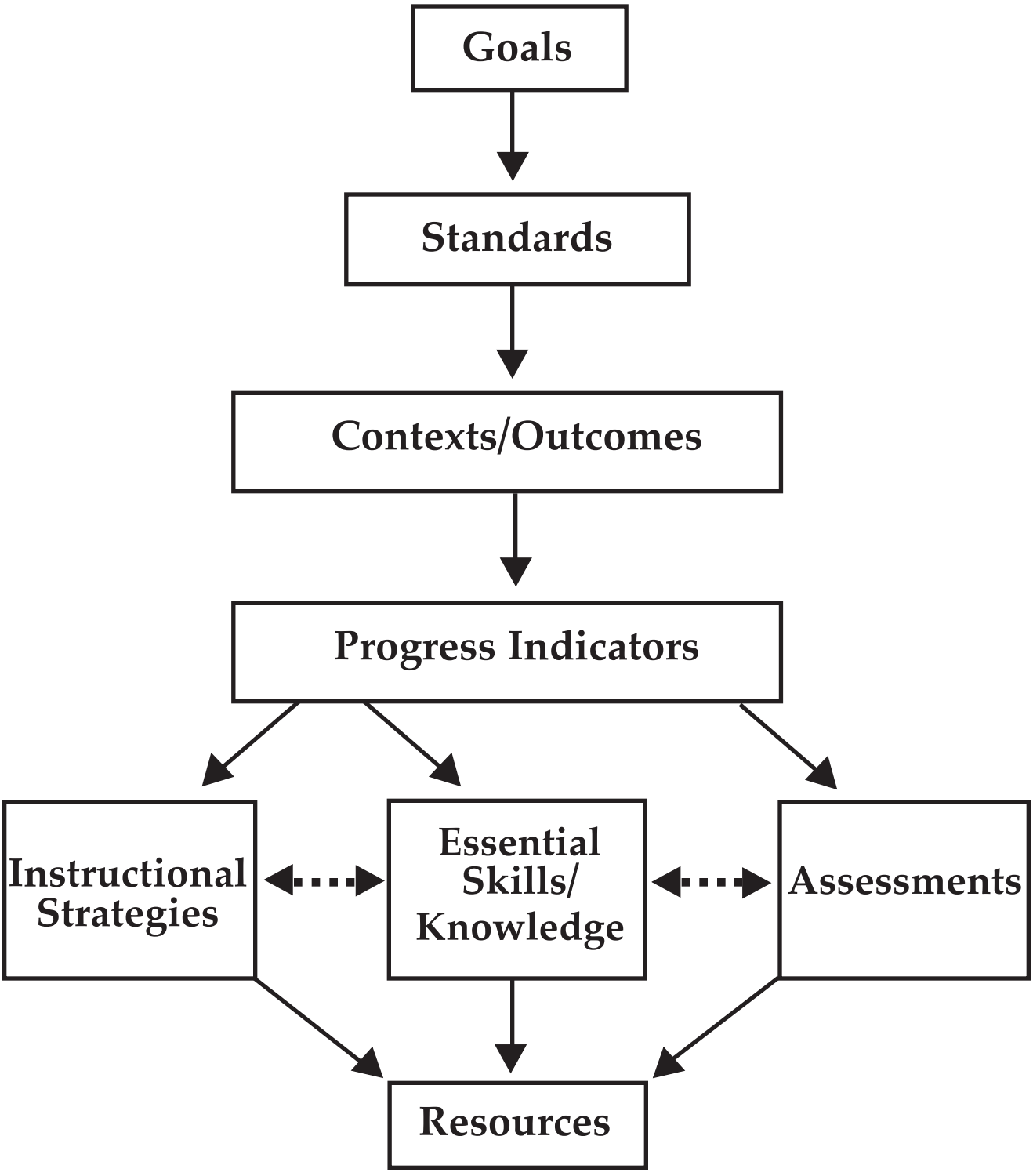

Illustration 3

Class: _

Year Planner--Template

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Standards					
Contexts/ Outcomes					
Progress Indicators					
Essential Skills/ Knowledge					
Assessments					
Resources					

Illustration 4

Class: Level 1 Language Class

Year Planner--Example A

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Standards	1.1 Students engage in conversations ...	2.1 Students ... perspectives and practices of cultures	3.1 Students reinforce ... their knowledge through other disciplines	4.1 Students ... use different patterns to communicate and apply to own language	5.1 Students apply language skills beyond school setting
Contexts/ Outcomes	Students engage in conversations about typical school situations.	Students demonstrate an understanding of the relationship between the perspectives and practices of greetings and leave-takings in Germany	Students reinforce and further knowledge of art by studying German artists	Students recognize that the German language uses different sound patterns from English	Students apply language skills beyond the school setting by using the Internet to converse in German with German teenagers.
Progress Indicators	1.1.A Express basic needs 1.1.B Express basic courtesies	2.1.A Identify and react to cultural perspectives and practices	3.1.B Identify information for use in other disciplines	4.1.A Identify sound patterns and compare to own language	5.1.A Identify the target language in daily lives
Essential Skills/ Knowledge	• Verbs—want, need • Vocabulary for school items, clothes, gift suggestions • Phrases for polite requests	• Descriptions of greetings • Leave-taking customs	• Accessing information from computer and library • Listing of resources for the information desired • Information on artists--their lives and times	• Vowel sounds • Consonant sounds	• How-to log-skills • Conversation skills • Writing skills
Assessments	• Situation cards—role-plays of losing school supplies and borrowing from friends • Quizzes • Letter to pen-pal on Internet	• Role-play greetings and leave-taking situations	• Student log/notes • Projects on various perspectives on relationships of art to society	• Listening identification • Pronunciation test	• Student logs of language use • Internet chat paper copies
Resources	• Chapter 2 • Chapter 9 • Video • Internet pen-pals	• Chapter 1 • Video	• Library • WWW	• Tapes • Videos	• Logbook • Computer-Internet account • Addresses for Internet

Class: Level II Language Class

Year Planner--Example B

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Standards	1.2 Students understand and interpret ...	2.1 Students ... perspectives and practices of cultures 2.2 Students...perspectives and products	3.2 Students ... acquire information and perspectives through authentic materials ...	4.2 Students ... use different patterns of interaction and apply them to own culture	5.1 Students use the language both within and beyond the school setting for a variety of purposes.
Contexts/ Outcomes	Students understand and interpret written and spoken language about daily activities.	Students demonstrate an understanding of the relationship between the perspectives and practices when writing messages in the Spanish culture.	Students demonstrate understanding of the relationship between the perspectives and products/contributions of monuments and souvenirs found in the major cities of Spain.	Students acquire information and perspectives from authentic materials; such as menus, magazines on daily life in Spain.	Students use common Spanish phrases at home at the dinner table.
Progress Indicators	1.2.F Comprehend and respond to simple personal written communications ...	2.1.B Produce language and behaviors that are appropriate to the target culture 2.1.D Identify objects, images, and symbols of the target culture	3.2.A Extract information from sources intended for native speakers of the language	4.2.B Identify similar and different behavioral patterns between the target culture and the student's own culture	5.1.A Share knowledge of target language with others.
Essential Skills/ Knowledge	• Ask/answer questions • Describe daily activities	• Knowledge and application of customs related to messages in target country • Vocabulary for monuments, objects, souvenirs, cultural contexts • Computer and information access skills	• Translation skills • Information access skills • Identification of the cultural context cues • Vocabulary for food, restaurant functions	• Greetings vocabulary • Cultural norms—terms	• Meal vocabulary • Customs at the dinner table
Assessments	• Quizzes—written • Messages written and responded to	• (Criteria established for following cultural customs) • Identification in written form of the cultural symbols based on a visual	• Creation of menu • Role plays of restaurant situations • Reading authentic menus and answering questions • Quizzes on food vocabulary	• Role plays	• CPR project (Action-Reflection-Connection) • Videotape the event; use rubric to assess
Resources	• Dictionary • Textbook • Video	• Sample messages from native speakers • Realia, WWW, videos, slides, photos • Dictionary, book	• Menus • Magazine advertisements • Videos • Internet searches	• Video • Other students • Native speakers • Readings	• Videos on dining • Dictionary • Native-speaker demonstrations

Illustration 5

Class: Level III or IV Language Class

Year Planner--Example C

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Standards	1.1 Students engage in conversations ...	2.1 Students ... perspectives and practices of cultures	3.1 Students reinforce ... knowledge through other disciplines	4.1 Students ... use different patterns to communicate and apply own language	5.1 Students apply language/skills beyond school setting
Contexts/ Outcomes	Students engage in conversations about daily life.	Students demonstrate an understanding of the relationship between perspectives and practices of dining in France.	Students reinforce and further knowledge of mathematics by determining equivalents of the metric system.	Students recognize that commands in French use different patterns and apply this knowledge to English.	Students apply language/skills beyond the school setting by using technology to establish pen pals.
Progress Indicators	1.1.A Express basic needs. 1.1.B Incorporate appropriate gestures into conversations.	2.1.B Recognize and interpret language and behaviors that are appropriate to the target culture. 2.1.B Produce language and behaviors appropriate to the target culture.	3.1.A Identify and apply information and skills common to the foreign language classroom and other disciplines. 3.1.A Transfer and apply information and skills common to the language classroom.	4.1.B Identify structural patterns of target language and compare to own language. 4.1.B Apply the structural patterns of the target language.	5.1.B Establish connections with the target culture through the use of technology, media, and authentic sources
Essential Skills/ Knowledge	• Vocabulary to express basic needs and gestures	• Vocabulary of basic foods • Basic courtesies • Basic ordering	• Vocabulary • Measurements of metric system, basic metric conversions	• Patterns and commands of possession in target language • Recognition of gender use with possessive	• Vocabulary and basic expressions of name, age, birthdate, location of home, and likes/dislikes
Assessments	• Pairwork • Role plays • Write a dialog	• Oral assessments • Role-play situation in a cafe	• On paper determine metric equivalent of height, weight, temperature	• TPR assessment	• Produce a pen-pal letter of introduction in target language (must be authentic and mailable)
Resources	Text • Vocabulary list • Flash-cards • Transparencies • Visuals • Videotape	• Video • Authentic menus • Props	• Metric chart • Calculator	• Props representing number and gender visuals • Rubric for assessment (checksheet)	• Scholastic magazine pen-pal letters (models) • Airmail stationery • Photo of self

Illustration 7

Unit: _

Unit Planner--Template A

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Standards					
Contexts/ Outcomes					
Progress Indicators					
Essential Skills/ Knowledge					
Assessments					
Instructional Strategies					
Resources					

Unit: Solar System

Unit Planner--Example A

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Standards	1.1 Students engage in conversation... 1.2 Students understand and interpret...		3.1 Students reinforce and further knowledge...		5.1 Students apply language skills and knowledge...
Contexts/ Outcomes	Same for all goals: Students engage in conversations and understand and interpret language about the solar system.				
Progress Indicators	1.1.G Ask/answer questions 1.1.F Respond to one-on-one interactions 1.1.H Make/respond to requests... 1.2.A Respond to directions... 1.2.B Make an identification 1.2.C Read and respond.. 1.2.E Identify cues..		3.1.A Identify & apply information & skills		5.1.A Identify target language... 5.1.B Locate connections...
Essential Skills/ Knowledge	Same for all progress indicators:	• Solar system vocabulary--planets, meteors, sun, etc. • Ordinal numbers • Distance vocabulary--far, near, etc. • Descriptive vocabulary--big, small, biggest, smallest, colors, etc.			
Assessments	Same for all progress indicators:	• Given a children's book in the target language about the solar system, students will summarize the main ideas. • Students use pocket chart to arrange planets and use ordinal numbers. • Students create models of our solar system which reflect accurate size and distance. • Students use this model to orally describe the planets and their relationship to each other and sun and/or earth.			
Instructional Strategies	Same for all progress indicators:	• TPR with planets, ordinal numbers • Listening comprehension tasks • Pairwork • Bingo			
Resources	Same for all progress indicators:	• Books in target language about the solar system • Ordinal numbers in the target language • Planets and their names in the target language • Sentence strips about planets and solar system (can be taken from the book)			

Illustration 9

Unit Planner--Template B

Unit: _

Goals:

Standards:

Contexts/Outcomes:

Progress Indicators:

Essential Skills/Knowledge:

Assessments:

Instructional Strategies:

Resources:

Illustration 10

Unit Planner--Template B--Model Unit Example

Unit: Functioning at Social Gatherings

Goals: Goal 1: Communicate in Languages other than English
Goal 2: Gain Knowledge and Understanding of Other Cultures

Standards:

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

2.1 Students demonstrate an understanding of the relationship of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Contexts/Outcomes:

- Course Context/Outcome**--**Students communicate in the target language about daily life using appropriate cultural practices.
- Unit Context/Outcome**--**Students engage in conversations with friends at social gatherings using appropriate cultural practices.
- Lesson Context/Outcome**--**(Progress indicators) Students express basic needs, courtesies, likes and dislikes in a conversation at a school party using appropriate cultural practices.

Progress Indicators: *Students are able to...*

1.1.A Express basic needs.
1.1.B Express likes and dislikes.
1.1.D Express basic courtesies.
2.1.A Identify and react to cultural perspectives and practices.
Describe and analyze cultural characteristics and behaviors of everyday life.

Essential Skills/Knowledge:

- Vocabulary--words and phrases for functioning at social gatherings
- Structures--verb *gustar*
- Culture--social customs at gatherings, types of gatherings, friend relationships

Assessments:

- Vocabulary quiz
- Verb *gustar* quiz
- Oral performance assessment (dialogue and cultural customs) on functioning at a social gathering

  Performance task: Students will participate in a simulated party in the target culture. Students will greet each other using appropriate cultural behaviors, describe three things they like and do not like, and say good-bye.

Instructional Strategies:

- Role plays of social gatherings
- Readings of descriptions of gatherings in the target culture
- Video on the social gatherings
- World Wide Web searches on Hispanic customs at gatherings
- Interviews with native speakers
- Practice exercises of the verb *gustar*

Resources:

- World Wide Web
- Videos
- Story describing social gatherings
- Textbook lesson on verb, *gustar*

Comprehensive Planner for Frameworks Goals, Standards & Progress Indicators--Template

Illustration 11

Class: _____

Name: _____

Program Outcomes, Course Outcomes, Units, or Products & Projects for Assessment:	1.	2.	3.	4.	5.	6.	7.	8.	9.	Totals
Goal 1: COMMUNICATION	Levels: b = beginning d = developing e = expanding									
Standard 1.1 Progress Indicators:	b d e	b d e	b d e	b d e	b d e	b d e	b d e	b d e	b d e	b d e
A										
B										
C										
D										
E										
F										
G										
H										
Standard 1.2 Progress Indicators:										
A										
B										
C										
D										
E										
F										
G										
Standard 1.3 Progress Indicators:										
A										
B										
C										
D										
E										

	1.			2.			3.			4.			5.			6.			7.			8.			9.			Totals		
Goal 2: CULTURES																														
Standard 2.1 **Progress Indicators:**																														
A																														
B																														
C																														
D																														
E																														
Standard 2.2 **Progress Indicators:**																														
A																														
B																														
C																														
D																														
E																														
F																														
Goal 3: CONNECTIONS																														
Standard 3.1 **Progress Indicators:**																														
A																														
B																														
Standard 3.2 **Progress Indicators:**																														
A																														
B																														
Goal 4: COMPARISONS																														
Standard 4.1 **Progress Indicators:**																														
A																														
B																														
C																														
D																														
Standard 4.2 **Progress Indicators:**																														
A																														
B																														
C																														
D																														
Goal 5: COMMUNITIES																														
Standard 5.1 **Progress Indicators:**																														
A																														
B																														
C																														

Unit: Sports

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMU-NITIES
Standards	1.1 Students engage in conversations... 1.3 Students convey information. .	2.1 Students demonstrate an understanding of the relationship between perspectives and practices...	3.2 Students acquire information and perspectives through authentic materials...	4.2 Students recognize that cultures use different patterns of interaction...	
Contexts/ Outcomes	Students convey information about sports events of the target culture and compare it to information about sports events in the United States.				
Progress Indicators	1.1.D Express likes/dislkes 1.3.B Describe orally... 1.3.D Summarize main idea ... 1.3.F Present prepared material...	2.1.A identify and react to cultural perspectives... 2.1.D Identify some commonly-held generalizations	3.2.A Extract information from sources... 3.2.A Analyze and apply information...	4.2.A Identify the similiarities and differences...from authentic sources.	
Essential Skills/ Knowledge	• Sports vocabulary • Hobbies vocabulary • Preferences • Conjunctions • Rejoinders • Formats of broadcasts • Interview vocabulary	• Make inferences • Identify attributes • Understand generalizations	• Common verbal sports phrases-- won, lost, tie, finals, • Reading strategies—skim, scan, contextual guessing • Listening strategies—familiar words, main ideas • Schema—using visual aids		
Assessments	• A/B info exchange • Student charts to express • Oral/written summaries • Listening comprehension (LC) with sports news video • Students create and perform broadcast	• produce a visual and oral presentation to convey similarities and differences in sports between C and C2	• Reading assessment: Sports articles—oral/ written summaries	See Goal 2	
Instructional Strategies	• TPR • pairwork • Q/A activites • reading strategies • group work • role plays • charades • brainstorming • LC activities\ • information process practice	• Pairwork • Guided practice in LC • Information processing activities	• Practice reading strategies • Pairwork • TPR • Modeling—guided practice	See Goal 2	
Resources	• Vocabulary picture cards • sports realia • picture boards • language ladder • videos • A/B charts • LC activities • rubric for broadcast • props	• Sports video • Sample LC activities	• Sports articles • Score pages • Comprehension questions • Sample graphics without information	See Goal 2	

Sample 2

Unit: Likes and Dislikes

A multi-level unit

--Elementary School Level--

Goal: Communicate in Languages other than English

Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Context/Outcome:

Students engage in conversations and exchange opinions about food and classes.

Progress Indicator:

1.1.G Students are able to ask and answer simple questions.

Essential Skills/Knowledge:

- Verbs of preference (like, dislike, love, hate)
- Vocabulary of popular children's foods and elementary classes

Assessments:

- Students demonstrate vocabulary acquisition by playing card game.
- Students use surveys with picture prompts to ask other students about their preferences.
- Students participate in teacher-student/student-teacher interviews.
- Native speakers are guests and participate in interviews that are video-taped.

Instructional Strategies:

- TPR
- Pair activities
- Cooperative learning
- Guest speakers

Resources:

- Picture cards with classes, foods, and verbs
- Picture cards (for card game) with picture on one side and vocabulary on the other side

Sample 3

Unit, continued:

Likes and Dislikes

--Middle School Level--

Goal: Communicate in Languages other than English

Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinion.

Context/Outome:

Students engage in conversations and exchange opinions about classes, TV programming, and movies.

Progress Indicator:

1.1.G Students are able to ask and answer simple questions.

Essential Skills/Knowledge:

- Verbs of preference (like/dislike, love/hate, want/don't want)
- Adjectives (positive--good, favorite, fun, interesting, etc.; negative--bad, boring, etc.)
- Question words
- Vocabulary of middle school classes, TV show types, movie types

Assessments:

- Students use survey to interview each other.
- Students use conversation-prompting cards to interview each other--videotaped.
- Students participate in teacher-student/student-teacher interviews.
- Native speakers are guests and participate in interviews--videotaped.
- Higher-level language students visit class and participate in interviews.

Instructional Strategies:

- TPR
- Role plays
- Pair activities
- Cooperative learning
- Guest speakers
- Higher-level language visitors

Resources:

- Language ladders: verbs of preference, adjectives, question words
- Vocabulary-picture cards: classes, TV show types, movie types
- Conversation-prompting cards
- Survey

Sample 4

Unit, continued:

Likes and Dislikes

--High School Level--

Goal: Communicate in Languages other than English

Standard:

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinion.

Context/Outcome:

Students engage in conversations, provide information, express feelings and exchange opinions about daily activities.

Progress Indicator: 1.1.G Students are able to ask and answer simple questions.

Essential Skills/Knowledge:

- Verbs of preference (like, dislike, love, hate, want/don't want, prefer, think, would, idiomatic expressions--cool, awesome, etc.)
- Adjectives (positive--good, favorite, fun, interesting, etc.; negative--bad, boring, etc.)
- Question words
- Vocabulary of TV show types, movie types, political platforms, music types

Assessments:

- Students generate questions and interview each other about a given topic.
- Students create a survey and interview upper-level language students.
- Students perform impromptu conversations with situation cards.
- Students participate in mini-debates as a venue to discuss political platforms.
- Students participate in teacher-student/student-teacher interviews.
- Native speakers are guests and participate in interviews--videotaped.

Instructional Strategies:

- TPR
- Role plays
- Pair Activities
- Cooperative learning
- Guest speakers
- Higher-level language visitors
- Debate
- Impromptu conversations

Resources:

- Language ladders: verbs of preference, adjectives, question words, idiomatic expressions
- Vocabulary-picture cards: classes, TV show types, movie types, political platforms, music types
- Authentic video about political platforms as they connect to our country or target culture
- Situation cards
- Survey template
- Debate format

Sample 5

Unit: Shopping at the Market

A unit integrating the five Frameworks goals

Goals:

Goal 1: Communicate in Languages other than English
Goal 2: Gain Knowledge and Understanding of Other Cultures
Goal 3: Connect with Other Disciplines and Acquire Information
Goal 4: Develop Insight into the Nature of language and Culture
Goal 5: Participate in Multilingual Communities at Home and Around the World

Standards: Students...

1.1 Engage in conversations...exchange opinions.
1.2 Understand...written and spoken language...
1.3 Convey information...
2.1 Demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
3.2 Acquire information and perspectives through authentic materials...within the cultures.
4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.
5.1 Apply language skills and cultural knowledge within and beyond the school setting.

Contexts/Outcomes:

Students engage in conversation and convey information in a market using correct cultural practices.

Progress Indicators: *Students are able to...*

1.1.A Express basic needs.
1.1.C Create simple descriptions.
1.1.D Express likes and dislikes.
1.1.F Respond to one-on-one interactions.
1.1.G Ask and answer simple questions.
1.2.A Respond appropriately to directions....
1.2.E Identify aural, visual and context clues.
1.3.A Give directions....
1.3.B Give a description orally....

2.1.A Identify and react to cultural perspectives and practices in the culture studied.
2.1.B Recognize and interpret language and behaviors that are appropriate to the target culture.

3.2.A Extract information from sources intended for native speakers....
3.2.B Use authentic sources to identify the perspectives of the target culture.

4.2.A Identify similarities/differences between the target culture and the student's own culture using evidence from authentic sources.
4.2.B Identify similar and different behavioral patterns between the target culture and the student's own culture.

5.1.B Locate connections with the target culture through the use of technology, media, and authentic sources.

Shopping at the Market, continued

Essential Skills/Knowledge:

- Vocabulary for foods and daily needs
- Common phrases for shopping
- Use of the verb *gustar*
- Question formation
- Simple commands
- Adjectives
- Cultural information for do's and don'ts of shopping at Mexican markets
- Use of the World Wide Web

Assessments:

- Quizzes on the vocabulary and simple commands
- Review quiz on *gusta*r and adjective agreement
- Listening check from video
- Role play of shopping at the market (culminating assessment*)

Instructional Strategies:

- TPR for foods
- Video practice of market situations in Mexico
- Role-play situations
- Description of pictures of markets
- Interviews with native speakers
- Practice with commands

Resources:

- WWW search for Mexican markets
- Hyperstudio lesson on markets in Cuernavaca
- Photos of Mexican markets
- Textbook

* Performance task:

Students will role-play a shopping experience in a Mexican market using appropriate cultural behavior. The student will go to the market stall owner (the teacher) and, with a list of three itemsto purchase, will select the three items from the ones displayed and bargain for the best price for each.

Rubric

	4 Exeeds expectations	3 Excellent	2 Good	1 Not yet
Expresses likes/dislikes	no errors	almost all correctly expressed	some errors, majority correctly stated	few or none correctly stated
Is comprehensible (pronunciation, structures, vocabulary usage) (x 2)	near-native pronunciation, use of structures beyond expected proficiency	easily understood, infrequent errors	comprehensible with noticeable errors in pronunciation, structures and/or vocabulary usage	nearly or completely incomprehensible
Asks and answers questions accurately	no errors	almost all correctly stated	some errors, majority correctly stated	few or none correctly stated
Demonstrates appropriate cultural practices	near-native use of practices	almost all demonstrated and appropriate	some demonstrated and appropriate	inappropriate or none demonstrated
Follows instructions	bought more items than required	followed instruction completely	mostly followed instructions	little evidence of following instructions

Sample Technology-Enhanced Units

About the Sample Technology-Enhanced Units:

Ten Nebraska foreign language teachers, who have experience using technology, wrote sample units integrating technology to enhance student learning. The writers incorporated HyperStudio stacks, Storybook Weaver, the Internet, and ClarisWorks slide shows to add a multimedia dimension to the units.

The products created for the sample technology-enhanced units in this section can be downloaded from the Nebraska Department of Education web site:

http://nde4.nde.state.ne.us/TECHCEN/ForeignLang.html

Contact Information:

Questions about the NDE web site should be directed to the Nebraska Department of Education:

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Sample 6

Unit: Besuch Berlin

Author: Lynette Krieger

Goals:

Goal1: Communications
Goal 2: Culture
Goal 4: Comparisons
Goal 5: Communities

Standards:

1.1 Students engage in conversation ... exchange opinions ...
1.2 Students understand ... written and spoken language ...
1.3 Students convey information ...
2.2 Students demonstrate an understanding of the relationship between the perspectives and contributions of the cultures studied.
4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.
5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Contexts/Outcomes:

Students will engage in and convey information highlighting the history, culture, and weather of Berlin.

Progress Indicators: Students are able to ...

1.1.C Express state of being.
1.1.G Ask and answer simple questions.
1.1.F Respond to one-on-one interactions.
1.2.A Respond appropriately to directions ...
1.2.G Identify main ideas and key words in oral and written material.
1.3.A Give directions ...
1.3.B Give a description orally ...
1.3.E Present prepared material to an audience ...
2.1.A Recognize and interpret language ...
2.1.E Identify common words, phrases and idioms that reflect the culture.
2.2.D Identify objects, images and symbols of the target culture.
4.2.A Identify similarities/differences between the target culture and the student's own culture using evidence from authentic sources.
5.1.A Locate connections with the target culture through the useof technology, media, and authentic sources.

Essential Skills/Knowledge:

- Vocabulary for buildings, directions
- Phrases for conversation
- Use of World Wide Web and HyperStudio

Assessments:

- Quizzes on history of Berlin
- Quiz on the famous buildings
- Taping of skit about tour of Berlin
- Quiz on directions

Instructional Strategies:

- Role-playing situations using directions
- Computer lesson and library searches on buildings, history, and culture of Berlin
- Video practice of group presentation
- Weather search on Internet

Resources:

- WWW for weather of Berlin
- HyperStudio lesson on historical buildings of Berlin, history and culture
- Photos of Berlin
- Textbook and library resources

△ △ △

Sample 7

Unit: El Mercado

Author: Jan Coone

Goals:

Goal 1: Communication
Goal 2: Cultures
Goal 3: Connections
Goal 4: Comparisons
Goal 5: Communities

Standards:

1.1 Students engage in conversation, provide and obtain information ... and exchange opinions.
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students convey information ...
2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.
3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.
4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.
5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Contexts/Outcomes:

Students will engage in conversation and convey information in a market using correct cultural practices.

Progress Indicators: *Students are able to ...*

1.1.B Express basic courtesies.
1.1.D Express likes and dislikes.
1.1.F Respond to one-on-one interactions.
1.1.G Ask and answer simple questions.
1.2.G Identify main ideas and key words in oral and written material.
2.1.A Identify and react to cultural perspectives and practices.
2.1.E Identify common words, phrases, and idioms.
2.2.D Identify objects, images, and symbols of target culture.
2.2.F Identify products of target culture.
3.2.A Extract information from sources intended for native speakers ...
4.2.A Identify similarities and differences between target culture and own culture using evidence from authentic sources.
4.2.B Identify similar and different behavioral patterns between target culture and student's own culture [using authentic sources].
$5.1.B_1$ Locate connections with the target culture through the use of technology, media, and authentic sources.
$5.1.B_2$ Share knowledge with others.

Essential Skills/Knowledge:

- Basic question words
- Numbers 1 -100
- Mexican currency and how to exchange currencies
- Basic computer skills (point, click, type)
- Use of Netscape to access specified sites

Assessments:

- Listening check on market slide show and demonstration of objects (worksheet)
- Printed responses to computer simulation of market
- Objects made for market
- Role play of shopping at the market
- Instructional Strategies:
- TPR for market items
- Group practice of questions and descriptions
- Computer slide show of market
- Computer market simulation
- Role play of market

Resources:

- WWW sites
- "Mexico," Corel Professional Photos CD-ROM, 1993.
- "Mexico City," Corel Professional Photos CD-ROM, 1993.
- Computer simulation of the market
  - Market photographs taken by Marie Trayer
  - Guadalajara photos by Jan Coone
  - Market video by Jan Coone

El Mercado Lesson Guide:

- **Materials needed:** photos of market, computer slide show of market, Mexican currency, objects purchased at market, instructions on how to make crafts, computer simulation of market
- **Student knowledge:** use of gustar, numbers to 100, descriptive and interrogative vocabulary
- **Steps for Implementation:**
  1. Study Mexican currency, exchange rates. (Can use WWW to find current rates or teacher has printout of information from WWW). Worksheet practice using exchange rates.
  2. Show video of markets in Guadalajara; show computer slide-show of market photos; show and describe actual objects. Students complete worksheet checking comprehension.
  3. Student groups practice asking questions and describing with objects.
  4. Students learn shopping phrases, and basics of bargaining.
  5. Using classroom objects, students practice bargaining and purchasing objects.
  6. Students complete computer simulation of market shopping.
  7. Students make objects appropriate for *artesania* market (handmade crafts) using instructions from teacher or creating own objects.
  8. Market simulation is set up during Foreign Language Week or other open-house event so that other students and parents can participate.
  9. Students use WWW to find examples of *artesania* sold through the Internet. △ △ △

Sample 8

Unit: Explore Paris via HyperStudio

Authors: Cecilia Ruley and Barbara Weiner

Goals:
Goal 2: Cultures
Goal 5: Communities

Standards:
2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.
5.I Students apply language skills and cultural knowlege beyond the school setting.

Contexts/Outcomes:

Students will convey information on the products/contributions found in Paris.

Progress Indicators: *Students are able to . . .*

2.2.A Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc.
2.2.C Identify the expressive forms of the target culture.
2.2.E Recognize the contributions of the target culture.
5.1.B Locate connections with the target culture through the use of technology, media, and authentic sources.

Essential Skills/Knowledge:

- Basic Internet skills
- Geographical knowledge, map skills, descriptive words, and city vocabulary in target language to describe sites
- Names of representative artists and titles of works found in museums to be visited
- General cultural information, symbols, historical/cultural contributions

Assessments:

- Projects selected from list on assignment page of the HyperStudio program
- Presentations of the projects

Instructional Strategies:

- Surf the Internet and use the supplied Internet addresses to find information about Paris
- Use of HyperStudio
- Research and presentations
- Individual/pair work

Resources:

- HyperStudio [computer software]
- Internet
- Dynex [computer software]
- Guide books
- Library references (print or media)

△ △ △

Sample 9

Title: Exploring the World of Art--Salvador Dali

Author: David Crews

Goals:
Goal 1: Communication
Goal 2: Cultures
Goal 3: Connections

Standards:
1.1 Students engage in conversation . . . and exchange opinions.
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students convey information . . .
2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
3.1 Students reinforce and further knowledge of other disciplines through foreign languages.

Contexts/Outcomes:

- Students will acquire information about Salvador Dali in a variety of ways.
- Students will engage in conversation and convey information, both orally and in written form.

Progress Indicators: *Students are able to. . .*

Developing level:	Expanding level:
1.1.E_1 Support opinions.	1.1.B Converse using language and behaviors that are appropriate to the setting.
1.1.E_3 Make suggestions.	1.1.C Create detailed oral descriptions within a context.
1.1.D Qualify likes and dislikes.	1.1.D Exchange personal feelings and ideas for the purpose of persuading others.
1.2.G_2 Identify the main idea with supporting details in written material.	1.2.G_2 Interpret and analyze main idea and significant details from authentic materials and literary samples. 1.2.G_3 Research and synthesize information from a variety of sources.
1.3.B Give a description orally and in writing using complex sentences. 1.3.E Speak or write spontaneously.	1.3.B Give a description orally and in writing using complex, detailed paragraphs.
2.2.D Explain objects, images, and symbols of the target culture.	2.2.D Analyze the cultural significance of objects, images, and symbols of the target culture.
3.1.A Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	3.1.A Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.

▷▷▷

Exploring the World of Art--Salvador Dali, continued

Essential Skills/Knowledge:

- Vocabulary to deal with art, common items, body parts.
- Linguistic capability to give commands, make conjecture, and to work in the conditional.

Assessments:

- Quiz over material presented in the text
- Reading aloud in class
- Discussion of the points of discussion in the class
- Written answers to the questions in the text
- Creative Effort:
  - Conversation with classmates
  - Acquiring images and ideas from others
  - Discussing the placement of images.
- Oral analysis according to the rubric *(Figure 1)*
- Essay discussing project as a whole

Instructional Strategies:

- Web search
- Group work
- Oral and written reports
- Student discussion

Resources:

- *Galeria*, Glencoe/McGraw-Hill, 1996.
- WWW access for Salvador Dali
- Video camera
- Magazines and catalogs for images, scissors, glue
- Bulletin board or butcher paper.

Steps for Implementation:

1. Students will acquire general information from the text (Glencoe, Galeria 1996 ed.). This text is all Spanish. The students will discuss the surrealist period of Salvador Dali that is found there.
2. Students will go to the Internet “Docent’s Tour” and select one or two works that they want to react to in writing. They will then write (in Spanish) their personal observations about the picture(s) they have chosen. The assignment can be as involved as the teacher feels the students are capable of handling.
3. Students will work as a group to make a mural in the style of Dali. They will cut images from magazines and catalogs arranging them on bulletin board paper in such a way that they combine to show the students’ understanding of his surrealist period. The process will be done entirely in Spanish.
4. Students will give individual oral reports to the class, without notes, about two of the images they have created. Duplication of analysis should be rare, but not necessarily prohibited inasmuch as the students have created some of the images in deliberate (or unintentional) cooperation with others. The discussion should last a minimum of two minutes and should be designed to demonstrate the student’s highest level of linguistic capability.

5. The entire process is video taped. Using the rubric *(Figure 1)*, the students will evaluate each other. When all is done, the teacher can then go over his/her evaluations of the students' oral presentations and compare with them with the student evaluations.
6. The assessment rubric and the material on the Internet are the only parts done in English. The rubric is in English to facilitate the use of this project type for any language/ artist. When the project is completed, the students should write a brief discussion of what they learned from this activity. In an effort to capture the students' ability to respond spontaneously, this assignment should be given as an in-class, fifteen-or-twenty minute exercise.

Figure 1--Rubric for Oral analysis

Directions for Rubric: Assign points for each criteria area based on the presenter's most frequent level. Circle the two most significant Indicators in each criteria area.

Criteria Area	Indicators of Level of Success			
	Developing (Progress Indicators)		Expanding (Progress Indicators)	
	1 - 6	7 - 12	12 - 18	18 - 25
Complexity	present tense, simple sentences	compound tenses, complex sentence structures	abstract reasoning and the use of structures to accomplish it	correct use of subjunctive and use of speculation
Fluidity	halting, long pauses; frequent loss of the thought	choppy, brief pauses; occasional loss of the thought	smooth but slow delivery; few or no losses of thought	rapid, concise flow of the thoughts
Accuracy	frequent errors of agreement and other basic skills	some errors in agreement in complex structures; some confusion of verb forms; some loss of words	few errors of agreement or verb form in long, complex constructions	minor errors, often self-corrected
Content	short, shallow interpretations of both images	one image is explained in depth, but the other is merely skimmed	both images are discussed in some depth; symbols/ meanings conveyed	relate the complete poster to Dali; both images are related to each other

△ △ △

Sample 10

Unit: Francophone Countries

(used with level-four French class)

Author: Jody Krupski

Goals:

Goal 1: Communicate in languages other than English
Goal 2: Gain knowledge and understanding of other cultures
Goal 3: Connect with other disciplines and acquire information
Goal 5: Participate in multilingual communities at home and around the world

Standards:

1.2 Students understand and interpret written and spoken languages on a variety of topics.
1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.
3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.
5.1 Students use the language both within and beyond the school setting for a variety of purposes.

Contexts/Outcomes:

Students understand, interpret, and convey information about francophone countries.

Progress Indicators: *Students are able to . . .*

1.2.B Respond appropriately to complex oral and/or written descriptors.
1.2.C Derive meaning from selected authentic materials.
1.2.E Use aural, visual, and context clues to derive meaning.
1.3.D Interpret information from authentic material to an audience.
1.3.E Present prepared material to an audience.
2.1.A Describe and analyze cultural characteristics and behaviors of everyday life.
2.1.C Identify some commonly-held generalizations about the culture studied.
2.2.C. Identify the expressive forms of the target culture.
2.2.D Identify . . . . Explain objects, images, and symbols of the target culture.
2.2.F Identify the products of the target country/countries.
3.2.A Extract information from sources intended for native speakers of the language.
5.1.B Locate connections with the target culture through the use of technology, media, and authentic sources.

Essential Skills/Knowledge:

- Definition of the “Francophone World”
- Research skills
- Use of the HyperStudio
- Ability to write a well-constructed paper in French.
- Use of the subjunctive, comparative, superlative, and compound sentences

Assessments:

- Three-page paper assessed for grammatical accuracy, appropriate sentence structure, and clear organization
- HyperStudio presentation

Instructional Strategies:

- Independent student research using the Internet and traditional sources
- Training on the basics of the HyperStudio
- Written report
- Oral presentation.

Resources:

- HyperStudio [computer software]
- Textbook *On y va!*
- Internet

Steps for Implementation:

- Teach the concept of the "Francophone World" and grammar from Unit 3, chapters 7,8, and 9 of the text, *On y va!*
- Students research one francophone country through traditional methods and the Internet using authentic information/materials when possible.
- Students finish the textbook unit by writing a three-page paper about their country of choice using grammar covered in the unit—comparisons, subjunctive of emotions, compound sentences using a relative clause, and the superlative. The essay forms the basis for their presentation. (See writing assignment, *Le Monde Francophone*.)
- Students use the essay as a basis for creating a presentation in HyperStudio to teach other students about one francophone country.
- Students will present this material to their classmates using a computer, a projector and screen.

Writing Assignment: *Le Monde Francophone*

- **Goal:** Student will be able to define and show examples of what is meant by the term "francophone." Students will choose one francophone region to research. The information will be presented in writing and in the form of a HyperStudio presentation.

- **Instructions to students:**
  - **Content requirements:** Define the expression "francophone" and show how your definition relates to the region you are researching. Describe the location and special geographic features of this region. Present an appealing picture of this region—what would you do and see if you were to take a trip to this area? —Are there famous landmarks or monuments in the area? Are there famous people from the area? Include any other information that you find especially interesting.
  - **Grammar requirements:** The grammar elements from Unit Three of your text will be highlighted. You must make use of the subjunctive, the comparative, the superlative, and relative pronouns. Accurate grammar, spelling, punctuation, structure and organization are also essential.
  - **Other:**
    - Length--three pages hand-written or two pages typed
    - Due date--the day of the semester exam

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Francophone Countries, continued

HyperStudio Presentation:

- **Goal:** Students will use the information they gathered from the writing assignment to create a visual and oral presentation of the area they chose to research.
- **Instructions to students** (see assessment rubrics--*Figures 2, 3 and 4*):
  - **Content:** The content requirements are the same as for the essay. You must decide which information you will write on the screen, which information you will present orally, and which information you will omit.
  - **Graphics:** You may use graphics from the Internet to make your presentation more attractive. Be certain that any graphic used has a valid reason to be included. The graphic should be identified in writing and should also be explained in writing or orally.
  - **Organization:** Make sure your presentation flows logically
  - **Presentation:** Prepare for your presentation carefully. Practice the pronunciation of difficult words, names, and numbers. The oral presentation must flow as smoothly as the visual presentation. Note cards may be used for other information that is not on the HyperStudio stack. Do not attempt to read your entire paper to the class! Be prepared to answer questions from your classmates.

Presentation Grading Criteria:

Figure 2: Rubric--Content Requirements:

- Why is this region part of the francophone world?
- Location, geographic features
- Landmarks, monuments, famous people, famous events, interesting facts--make this appealing to the listener

/10

	5	3	1	0
Content	all areas included	most areas included	some areas included	few requirements included

Figure 3: Rubric--Presentation: Le Monde Francophone /20

	5	3	1	0
Fluency & Intonation	smooth delivery; natural inflections; obviously well practiced; not read	fairly smooth; attempts to use voice inflections; obviously practiced; not read	unnatural pauses; no inflection; not enough practice; read all information	halting, hesitant, long gaps; monosyllables; no evidence of practice; read all information
Pronunciation	utterances are accurate and clear; easily understood	most utterances clear and accurate; understandable with a few errors	many utterances are inaccurate, difficult to understand	very anglicized; most incomprehensible
Organization	clearly organized; ideas flow smoothly	somewhat organized; flows well	halting; does not flow smoothly	difficult to follow; gaps
Graphics	creative use of graphics; all graphics are appropriate and well explained	adequate use of graphics; most are appropriate, most are explained	limited, somewhat appropriate use of graphics, many are not clearly explained	little or no use of appropriate graphics; those used are not clearly explained

Figure 4: Rubric--Conventions--accurate use of grammar, spelling, punctuation, sentence structure /5

	5	3	1	0
Conventions	few, if any, errors; inclusion of all required elements; goes beyond the minimum	few errors; inclusion of most of required elements	many errors that interfere with comprehension; many required elements missing	too many errors; difficult to follow; few required elements included

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Sample 11

Unit: L'Impressionnisme

(used with a level-three French class)

Author: Jody Krupski

Goals:
Goal 1: Communicate in languages other than English.
Goal 2: Gain knowledge and understanding of other cultures.
Goal 3: Connect with other disciplines and acquire information
Goal 5: Participate in multilingual communities at home and around the world.

Standards:
1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.
3.1 Students reinforce and further knowledge of other disciplines through foreign language.
5.1 Students use the language both within and beyond the school setting for a variety of purposes.

Contexts/Outcomes:

Students convey information and concepts on the history of France and impressionism.

Progress Indicators: Students are able to . . .

1.3.B Give a description orally and in writing using simple/complex phrases/sentences.
1.3.D Summarize main idea of selected authentic and/or contextualized material.
1.3.E Present prepared material to an audience.
2.2.A Identify/analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc.
2.2.C Identify/analyze the expressive forms of the target culture . . .
2.2.E Recognize and analyze the contributions of the target culture.
3.1.B Identify, through foreign language resources, information for use in other disciplines.
5.1.B Locate connections with the target culture through the use of technology, media, and authentic sources.

Essential Skills/Knowledge:

- The elements and development of impressionism
- Ability to identify the major impressionist painters and identify/describe their unique style.
- Use of the passé simple
- Use descriptive language

Assessments:

- Written exam
- Identification of paintings
- Brochure on a specific French impressionist

Instructional Strategies:

- Teacher-created Hyperstudio presentation
- Video: "A Day in the Country"
- Introductions to artists and their techniques using posters and pictures
- Field trip to Joslyn Art Museum
- Creation of a brochure about one of the impressionist artists

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L'Impressionnisme, continued

Resources:

- HyperStudio [computer software]
- "A Day in the Country" video
- The Internet
- Joslyn Art Museum

Brochure: *L'Impressionisme*

- **Goal:** Students will each prepare a brochure that gives information about an impressionist artist, his/her style and subject matter, and descriptions of specific works. Students will use the Internet or library to research the artist, citing a minimum of two sources on the back of the brochure.
- **Brochure requirements:** The brochure format will be a tri-fold of 8 1/2" x 14" paper and will have the following elements and contents:
  - *Cover:* title, name of artist, a color graphic
  - *Interior:*
    - Creative layout
    - Identification of artist and the artist's contribution to Impressionism
    - Discussion of the artist's favorite subject matter
    - Discussion of the artist's painting techniques
    - Reproduction of one of the artist's paintings—use crayons or markers; no computer or Xerox copies.
    - Identification of the painting and explanation of why it was chosen
    - All writing must be in French
    - Use the passé simple when discussing the artist's background
  - *Back:*
    - Your name
    - A logo for your "company"
    - A color graphic
    - Sources

Brochure Assessment:

- **Standards** (level of performance):
  5 = excellent, exceeds expectations
  4 = very good
  3 = satisfactory, meets minimum
  2 = needs improvement
  1 = unsatisfactory, little evidence of effort, much improvement needed
  0 = not evident

- **Criteria**—*each criterion receives a separate grade using the above standards:*
  __x 2__ **Content:** All required information is included: the artist, the artist's background, favorite subject matter, painting technique, and contribution to Impressionism
  __x 2__ **Reproduction of a painting:** done by hand, accurate use of colors, accurate dimensions; neat, carefully done
  _____ **Accuracy:** correct use of language, accurate spelling, correct use of the passé simple, correct use of all other verb tenses, comprehensible
  _____ **Creativity:** originality, personal touches on the front and back cover
  _____ **Overall Presentation:** legible, neat, use of color and design, obvious effort, attractive layout
  _____ **Vocabulary:** appropriate vocabulary, wide variety of vocabulary, creative and varied descriptions

Total points x 2 = _____/80 _____ Grade △ △ △

Sample 12

Title: Maya Project

Author: Lola Thomas

Goals:
Goal 1-Communication
Goal 2-Cultures
Goal 3-Connections
Goal 4-Comparisons

Standards:
1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.
3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.
4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Contexts/Outcomes:

Students demonstrate an understanding of the relationship between the perspectives and contributions of the Mayan civilization.

Progress Indicators: *Students are able to . . .*

1.3.B Give a description orally and in writing . . .
2.1.A Identify . . . cultural perspectives and practices . . .
2.1.C Identify some commonly-held generalizations about the culture studied.
2.1.D Identify social and geographic factors that affect cultural practices.
2.2.E Recognize the contributions . . .
2.2.F Identify the products . . .
3.1.A Identify and apply . . . information . . . common to the foreign language classroom and other disciplines.
3.2.A Use authentic sources to identify the perspectives of the target culture.
4.2.D Identify expressive and utilitarian forms of the target culture.

Essential Skills/Knowledge:

- Basic information about the Maya civilization
- Ability to access information about the Maya
- Use of HyperStudio
- General research procedures
- Use of the WWW and Internet

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Maya Project, continued

Assessments:

- Quiz on the basic information presented
- Cooperative research project: oral, visual, and written forms
- Evaluation of own and other students' projects

Instructional Strategies:

- Cooperative learning grouping
- Paired activity
- Listing of resources for the information

Resources:

- National Geographic video, "Lost Kingdoms of the Maya"
- Text, magazines, newspapers, books about the Maya
- MayaQuest game MECC, 1995
- Troll "Legends of the Americas" CD 1996
- Internet addresses
- HyperStudio lesson [teacher-created computer program]
- Encarta 1996 CD
- Music from MayaQuest and Pachamama Vol. V. "Runa Pacha"

Steps for implementation:

1. Identify the historical time and the geographic area of the Maya civilization.
2. Recognize many of the advanced skills and/or systems of the Maya.
3. Explore the mystery of the Maya civilization and its decline.
4. Present a visual and written project on some aspect of the Maya civilization.

Project: *Maya Civilization*

- **Goal:** Students will present a written and oral presentation with visuals on some aspect of the Maya civilzation for student, class, and teacher evaluation.
- **Project requirements:**
  - Written text
  - Bibiography
  - A visual aid to help explain the topic
  - Introduction in Spanish in writing and orally as presentation to class
  - Minimum time of four minutes (as partners); maximum time of fifteen minutes (unless the class requests to see/hear more on the topic)
  - Also consider: creativity, originality, organization, interesting, within the time limit, on time, clearly explained
  - For the introduction in Spanish consider: pronunciation, clearness, good expression
- **Dates for presentation:** _____
  - Sign up--no more than two presentations per day

Project Assessment: *(Done by classmates, self and teacher)*

- **Standards** (level of performance)
  5 = outstanding
  4 = very good
  3 = acceptable
  2 = little effort
  1 = not acceptable

- **Criteria** Level Comments

Spanish Introduction:

-- pronunciation _____ _____

-- clarity _____ _____

-- expression _____ _____

On time: _____ _____

Time 4-15 minutes: _____ _____

Content:

-- interesting _____ _____

-- creative/original _____ _____

-- organized _____ _____

-- beginning/ending _____ _____

-- bibliography _____ _____

Strong point(s): _____

_____

Weak point(s): _____

_____

Evaluator's Name: _____

△ △ △

Sample 13

Title: ¿Qué tiempo hace?

Author: Ann McGee

Goals:
Goal 1: Communication
Goal 2: Cultures
Goal 3: Connections
Goal 4: Comparisons
Goal 5: Communities

Standards:
1.1 Students . . . provide and obtain information . . .
1.3 Students convey information . . .
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of cultures studied and use this knowledge to interact effectively in cultural contexts.
3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
3.2 Students acquire information and prespectives through authentic materials in the foreign languages and within the cultures.
4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.
5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Contexts/Outcomes:

Students understand, interpret, and convey information on weather conditions in the Spanish-speaking world.

Progress Indicators: *Students are able to . . .*

1.1.F Respond to one-on-one interaction.
1.1.G Ask and answer simple questions.
1.2.C Read . . . developmentally appropriate materials.
1.2.E Identify visual clues.
1.3.B Give a description orally . . .
1.3.E Present prepared material to an audience.
2.1.A React to cultural . . . practices in the culture studied.
2.1.C Identify . . . generalizations.
2.1.D Identify . . . geographic factors that affect cultural practices.
3.1.A . . . apply information from other disciplines.
4.2.A Identify similarities and differences between target culture and the student's own culture using evidence from authentic sources.
5.1.A Share knowledge of target language with others.
5.1.B Locate connections with the target culture through the use of technology, media, and authentic sources.

Essential Skills/Knowledge:

- Vocabulary for weather
- Cultural information for weather in various Spanish-speaking countries
- Use of WWW
- Using Farenheit and Centigrade

Assessments:

- HyperStudio weather quiz
- Pair group using video
- Quiz over vocabulary
- Presentation of weather forecasting skit or packing for a trip

Instructional Strategies:

- Slide show presentation of weather vocabulary. (Use Clarisworks 4.0 [computer software]. Go into View and click on slide show. Students can manually move the slides forward by clicking the mouse.)
- Video work for comprehension and oral practice
- Flash cards for learning vocabulary
- Correspondence with students in Spanish-speaking countries about their weather
- Pair drills
- Vocabulary review slide show. (Use Clarisworks 4.0. Go into View and click on slide show. The review is set for 3 sec. between slides. Students can adjust the time if needed.)
- Cooperative groups for skit presentation

Resources:

- Slide show and HyperStudio lessons for vocabulary presentation and testing (need Clarisworks 4.0 and HyperStudio player @ www.hyperstudio)
- Video with weather terms (e.g., Spanish for Mastery I video)
- TPR weather cards
- WWW site for world weather forecasts:
- http://www.elpais.es
- http://www.iminet.com/mexico/wthrdf.html - Mexico
- http://www.iminet.com/mexico/wthrcun.html - Cancun
- http://www.usatoday.com/weather/basemaps/nw855740.htm - Chile
- http://www.usatoday.com/weather/basemaps/wsatl.htm - C.Amer., S.Amer.
- WWW site for e-mail pals in Spanish-speaking countries
- Textbook
- Video camera to tape presentations
- World weather forecasts from the Weather Channel

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Sample 14

Unit: The Seasons

Author: Rosa Zimmerman

Goals: Goal 1: Communications
Goal 3: Connections

Standards:
1.1 Students . . . provide and obtain information . . . .
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
3.1 Students reinforce and further knowledge of other disciplines through foreign language.
3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Contexts/Outcomes:

Students will convey information about seasons using authentic materials.

Progress. Indicators: *Students are able to . . .*

1.1.G Ask and answer simple questions
1.2.A Respond appropriately to directions . . .
1.3.B Give descriptions . . . using simple phrases
3.1.A Identify and apply . . . information and skills . . . common to other disciplines
3.2.A Extract information from sources intended for native speakers
3.2.B Use authentic sources

Essential Skills/Knowledge:

- Vocabulary for seasons and weather-related items
- Common weather expressions
- Use of computers
- Use of Storybook Weaver

Assessments:

- Quiz on vocabulary
- Oral response to vocabulary words
- Comprehension check on authentic material read
- Creation and illustration of book—Students will create a story book about the different aspects of each season in a specific town or city using Storybook Weaver.

Instructional Strategies:

- Description of weather pictures
- Practice with weather expression
- TPR for weather vocabulary
- Immediate feedback to comprehension questions on authentic material

Resources:

- Weather pictures
- Bingo game on weather and weather expressions
- Flashcards for vocabulary
- Computer equipped with CD-ROM
- Storybook Weaver [computer software]
- Authentic books that describe the weather in different areas

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Unit: Vallée de la Loire

Author: Daryl Bayer

Goals:
Goal 1: Communication
Goal 2: Cultures
Goal 3: Connections
Goal 5: Communities

Standards:
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.
3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.
5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Contexts/Outcomes:

Students demonstrate an understanding of French history of the Middle Ages and acquire information through the Internet and HyperStudio software.

Progress Indicators: *Students are able to . . .*

1.2.C Derive meaning from selected authentic materials.
1.2.G_2 Identify the main idea with supporting details in written material.
1.3.D Interpret information from authentic material to an audience.
2.2.E Analyze the contributions of the target culture.
3.1.A Analyze and apply . . . information and skills . . . common to other disciplines
3.2.A Analyze and apply . . . information from sources intended for native speakers. . .
3.2.B Use authentic sources . . .
5.1.B Establish connections with target culture through the use of technology . . .

Essential Skills/Knowledge:

- Specialized vocabulary: architecture and history
- Recognition of architectural styles and feudal practices
- Use of Internet, World Wide Web, and related software
- Practical application of the above technology

Assessments:

- Written and listening quizzes in the target language
- Reading and comprehension of authentic materials; quizzes on content
- Oral presentation using available technology

Instructional Strategies:

- Teaching of specialized vocabulary and of French history in the Middle Ages and Renaissance
- Introduction to Internet usage and specific software; for example, HyperStudio
- Pair work to develop presentation on the châteaux and the art of winemaking
- Oral presentation of project to class

Resources:

- Internet and World Wide Web research
- HyperStudio [computer software] and scanner
- Books on history of Middle Ages and Renaissance in target language (depending on level of student
- List of Internet and WWW addresses
- Computer access to Internet
- Workshop from teacher or media specialist on use of Internet and HyperStudio

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