

Challenge for a New Era



Nebraska K-12

**FOREIGN LANGUAGE
FRAMEWORKS**

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Nebraska Department of Education
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Lincoln, NE 68509-4987

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The Nebraska K-12 Foreign Language Frameworks was developed by the Nebraska Department of Education through funding provided by the U.S. Department of Education, Secretary's Fund for Innovation in Education, Innovation in Education Program CFDA Number: 84:215E, Grant #R215E40029.

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Frameworks Appendix

(Appendix A: deleted)

Appendix B: Issues Papers (abstracts) *renumbered B1*

Challenge for a New Era

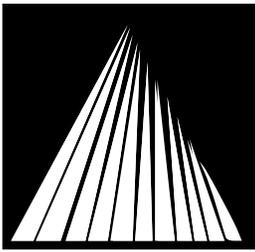
The *Nebraska K-12 Foreign Language Frameworks* includes the knowledge, experience, and energy of a wide variety of people in Nebraska: teachers, administrators, and parents from large and small school districts; higher education instructors; representatives from local and state government, school boards, the business community; and interested citizens from across the state. Their efforts involved reading, reflecting, discussing, writing, evaluating and revising.

This document gives Nebraska citizens a *challenge for a new era* in foreign language education. The Frameworks provides a guide for teachers to make curricular decisions about what students will be able to **do with the language and the information about other cultures**. The document also offers school boards and administrators a rationale and guidelines for planning a fully articulated foreign language education program from kindergarten through twelfth grade.

This is a “living” document which should continue to develop through the years. Please read the Frameworks document carefully and evaluate it honestly. We invite your comments. Together we can provide a curricular guideline which gives all Nebraska students the opportunity to communicate in a language other than English, to learn about other cultures, to connect with other disciplines, to compare their language and culture with others, and ultimately to use the language at home and around the world.

“Language is not an abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground.”

Walt Whitman



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Dear Colleagues:

The Nebraska Department of Education is committed to the principle of providing quality education for all students. Our commitment is expressed in the High Performance Learning Model, a model that offers guidance to local school districts as they plan and implement school improvement activities, including the redesign of their curriculum. The High Performance Learning Model identifies essential areas that school districts may consider in school improvement plans.

High Performance Learning requires quality curriculum, effective instructional programs, and implementation of best practice. Curriculum frameworks provide ways to develop quality in High Performance Learning.

The Department of Education suggests that local schools use curriculum frameworks to examine current curriculum, to determine important revisions and to consider the implementation of national standards, such as the Standards for Foreign Language Learning, written in collaboration with the American Council for the Teaching of Foreign Languages and the American Associations for the Teaching of Spanish and Portuguese, French, and German.

The Nebraska K-12 Foreign Language Frameworks identifies essential content knowledge and skills that students should know and be able to do to communicate and understand people and cultures from other countries. It does so in a manner that provides direction without being prescriptive. This model is a framework, not a curriculum, and serves as a guide for local decision-making.

The Foreign Language Frameworks is very flexible. No matter when a language program is started in individual school districts, the curriculum decision-makers can apply the goals, standards, and progress indicators of the Frameworks to their curriculum. The Frameworks advocates active student participation by encouraging students to practice using the language in a variety of contexts.

It is our hope that this K-12 Foreign Language Frameworks provides guidance and support to enhance learning for all students in the State of Nebraska and that it will be used as a resource for local curriculum planning.

Sincerely,

DOUGLAS D. CHRISTENSEN, Ph.D.
Commissioner of Education

About the Standards/ Frameworks Project

The Nebraska K-12 Foreign Language Standards/Frameworks Project is designed to provide direction, and coordination for best practices in foreign language instruction. The project is supported by a grant from the U.S. Department of Education, Secretary's Fund for Innovation in Education with the State of Nebraska, Department of Education.

The Frameworks is a resource for schools to improve the quality of education for ALL students through systemic change. The Frameworks document is a statement of what students should **know and be able to do** to achieve the goals of foreign language education. It is NOT a mandate, a method of instruction, or a curriculum. The *Nebraska K-12 Foreign Language Frameworks* includes **goals, standards, progress indicators, classroom examples, sample learning scenarios, and sample assessments.**

The Nebraska K-12 Foreign Language Standards/Frameworks Project is a three-year, multi-faceted project. Phase I includes the drafting and review of the standards and their incorporation into a frameworks document. Phase II implements the standards in several ways. The standards serve as a basis for the development of teacher education guidelines and model methods courses. In addition, statewide workshops provide foreign language teachers with opportunities to see modeling of best practices, to give input, and to share ideas with colleagues. Activities in pilot schools and summer institutes and the work of the Learning Scenario Review Board contribute to the implementation of the standards and increase the involvement of foreign language educators. Phase III provides a cadre of master teachers to offer staff development opportunities statewide to broaden the implementation of the standards and promote best practices.

Many individuals contributed to this document. They include the Advisory Committee, Steering Committee, Review Board, Writing Teams, and Teacher Preparation Guidelines Committee. Members of these groups include foreign language educators, business and government leaders, community representatives, administrators, and parents who provided a wealth of ideas and perspectives for enhancing foreign language education in Nebraska.

The Frameworks is a resource for schools to improve the quality of education for ALL students through systemic change.

The Nebraska Foreign Language Standards/Frameworks Project alone cannot change foreign language education. Teachers must be committed to the implementation of the standards. They also need strong support from school districts to reach the goal of the project: to provide students in all Nebraska schools--large and small, rural and urban--with the opportunity to develop competency in a second language by high school graduation.

Acknowledgments

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In Addition: Acknowledgment is also given to the many persons across Nebraska who responded to this document by contributing their time, interest, and ideas—teachers; school administrators; parents; higher education instructors; and representatives of the business community, state and local government, school boards, and community organizations.

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Vision:

The Nebraska K-12 Foreign Language Frameworks provides a map for guiding Nebraska schools into the twenty-first century. It outlines important skills that students in our state will need to survive and prosper socially and economically.

The Frameworks presents a departure from the traditional grammar-based approach to instruction. It advocates that the opportunity for language learning be available to all with an emphasis on culture and communication. This reinforcement of cultural knowledge affirms the many cultures existing within the community and promotes awareness of the international connections that exist locally. It calls for students to be able to gain knowledge and understanding of other cultures, to develop insight into their own language and culture, to communicate in the language and to use authentic materials so that students can see the “real” connections to what they are learning in school and to their future career choices.

The implications of the concepts in the Frameworks are important since students will live most of their adult lives in a world that will be dramatically different from that of their parents and grandparents. They will live with the challenges and rewards of living in a technological society that presupposes immediate communication, diverse social settings and interactions, resolving conflict at the national and international level, ecological problem-solving, and competitive job markets. Effective communication based on a knowledge of language and cultures will be their key to surviving and prospering.

The Frameworks emphasizes that learning a foreign language is a skill that must be developed over time. “Come early, stay late” is the rallying cry--the challenge to provide a K-12 foreign language learning opportunity for all Nebraska students.

**“Come early, stay late”
is the rallying cry--the
challenge to provide a
K-12 foreign language
learning opportunity
for Nebraska students.**

Mission and Beliefs

Mission:

The Nebraska frameworks document provides direction and support for school communities in the development and assessment of an articulated foreign language curriculum.

We Believe:

- ◆ A K-12 articulated foreign language program should be available to all students.
- ◆ All students can learn and experience success in a foreign language.
- ◆ Second language acquisition provides the vision and skills necessary to be a global citizen.
- ◆ The primary goal of foreign language education should be real-life communication
- ◆ Foreign language is a part of the core curriculum
- ◆ Foreign language education develops critical-thinking skills
- ◆ Assessments must reflect proficiency and communication as expressed in state and national standards/frameworks.

Goals and Rationale

Goal One: **Communicate in Languages Other than English**

Rationale: As the world moves toward a more globalized economy, it becomes even more important that foreign language study results in a proficiency level that enables students to read authentic materials, and to understand, speak, write, and respond in a language other than their own.

Goal Two: **Gain Knowledge and Understanding of Other Cultures**

Rationale: As students gain from the sharing and learning of customs, it is important that they understand the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and cultures that the language includes.

Goal Three: **Connect with Other Disciplines and Acquire Information**

Rationale: As students increase their proficiency in another language, they acquire new ideas, information, and depth of knowledge and insight into other subjects.

Goal Four: **Develop Insight Into the Nature of Language and Culture**

Rationale: As students become aware of the similarities and differences between their first and second languages, they also learn to look at their own language and culture from a new perspective.

Goal Five: **Participate in Multilingual Communities at Home and Around the World**

Rationale: It is important to identify the effects that learning a foreign language has on students within their communities. Foreign language learning is a skill that has life-long implications for the enhancement of career options as well as the enrichment of one's perspectives in everyday life.

Context and Concerns

Note: As Nebraska foreign language educators undertook the task of developing a frameworks document for the State of Nebraska, it was important to them that this document would incorporate the work and expertise of those who were developing the Standards for Foreign Language Learning at the national level. Thus, it became a conscious decision to design the Nebraska document to reflect and provide connections to the national document so that they would support each other.

Why is the study of foreign language necessary?

Nebraska hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research—an economy that demands contact and interaction with the global marketplace. Therefore, we must have the knowledge and the skills to communicate effectively in other languages, to connect to other disciplines, and to compare our cultures to others in order to better understand the communities of the world.

This is the challenge of today's foreign language education. Students must learn to interact and communicate in the target language. In doing so, they gain a much greater understanding and respect for other cultures, as well as a more objective view of the verbal and nonverbal aspects of their own language.

The insights and knowledge gained through the study of foreign language are many, and they affect the learner in many ways.

- ◆ Studying a foreign language may give students an intellectual boost. Scores in math and science on the ACT and SAT tests are significantly higher for students who are studying foreign language, socioeconomic backgrounds notwithstanding.
- ◆ Studying a foreign language provides connections throughout a student's entire curriculum. Foreign language study is especially good for making connections with other disciplines because it includes music, art, social studies, mathematics, science, history, and the student's own language. These connections allow the learning differences and styles of every learner to be developed to the fullest.
- ◆ Studying a foreign language opens the world of literature to every age level. It not only encompasses the culture of the language being studied, it also creates an acute awareness of the cultural allusions contained in one's own literature.

Nebraska hosts a growing economy...that demands contact and interaction with the global marketplace.

- ◆ Learning a foreign language provides a competitive edge in career choices in today's and tomorrow's world. The foreign language experience enhances cultural sensitivity and provides linguistic insights necessary for citizens in a worldwide community.

Why are standards necessary?

Foreign language standards allow a sense of movement and direction toward broadly conceived purposes for language study. They define, support, and set parameters for the key ideas, concepts and practices of curriculum and instructional design, development, and implementation. They provide support to teachers and others who are involved in developing courses and programs, and they provide guidelines to determine what students should know and be able to do.

How will the standards affect what happens in the foreign language classroom?

The standards can serve as a model of what can happen optimally in a foreign language classroom. They are NOT a mandate. However, the standards will provide an opportunity to explore issues such as:

- ◆ teaching for communication
- ◆ heightening students' linguistic and cultural awareness of their community and their world
- ◆ encouraging interdisciplinary connections
- ◆ involving the business community as speakers, mentors, and models
- ◆ preparing student for using language in whatever career choices they make.

Why identify the stages of language development as beginning, developing, and expanding in this document?

The Nebraska Foreign Language Frameworks uses the concept of *beginning*, *developing*, and *expanding* as stages of language development rather than segmenting them into specific grade levels such as 4, 8, and 12 as used in other frameworks.

The use of *beginning*, *developing*, and *expanding* stages underscores the firm belief that acquisition of a second language is a long-term process that should be a part of a student's educational experience from kindergarten through grade 12. Just as no one expects that a student learn all there is to know about English, math, science, and social studies in two years, neither should it be expected that students learn foreign language without the time necessary to develop real proficiency. It must be noted that what a student will be able to accomplish depends on many factors, one of which is contact time with the language and the culture.

How much language a student acquires is a direct result of an ongoing, articulated effort. The terms *beginning*, *developing*, and *expanding* emphasize the fact that language is a complex system and that skills are developed over a long period of time. A student at a *beginning* level is learning basic skills regardless of the student's grade level. A student at the *developing* level will be able to use short phrases, and simple sentences, but still will not be considered proficient or fluent in any of the five goals using the target language. However, a student benefiting from a K-12 language experience will be at the *expanding* level and able to participate in the target language in analytical and higher-level tasks similar to those in his/her other core and elective subjects.

What is the relationship of state standards with local districts?

The standards are intended to serve as a gauge of excellence as schools carry out their responsibilities for developing a foreign language curriculum. The standards provide definition for the curriculum and possibilities within the language study sequence. Looking at the full spectrum of foreign language standards provides a complete picture of their possible impact on learning. More specifically, **national standards** provide the general goals, standards, and sample progress indicators. The **state frameworks** deal with goals for instruction, content, and sample units, as well as recommended assessment procedures. The **district curriculum**, in turn, determines the local goals for instruction, content, unit specifics, suggested units and sequence, methods, and resources with specific assessment techniques. The **teacher** uses these to design the lesson or unit plan insofar as objectives for learning are set with content and lesson specifics, unit topics and lessons, procedures to implement the activities, teaching/learning activities, and resources for unit plans followed by specific objectives and assessments. [Figure 1]

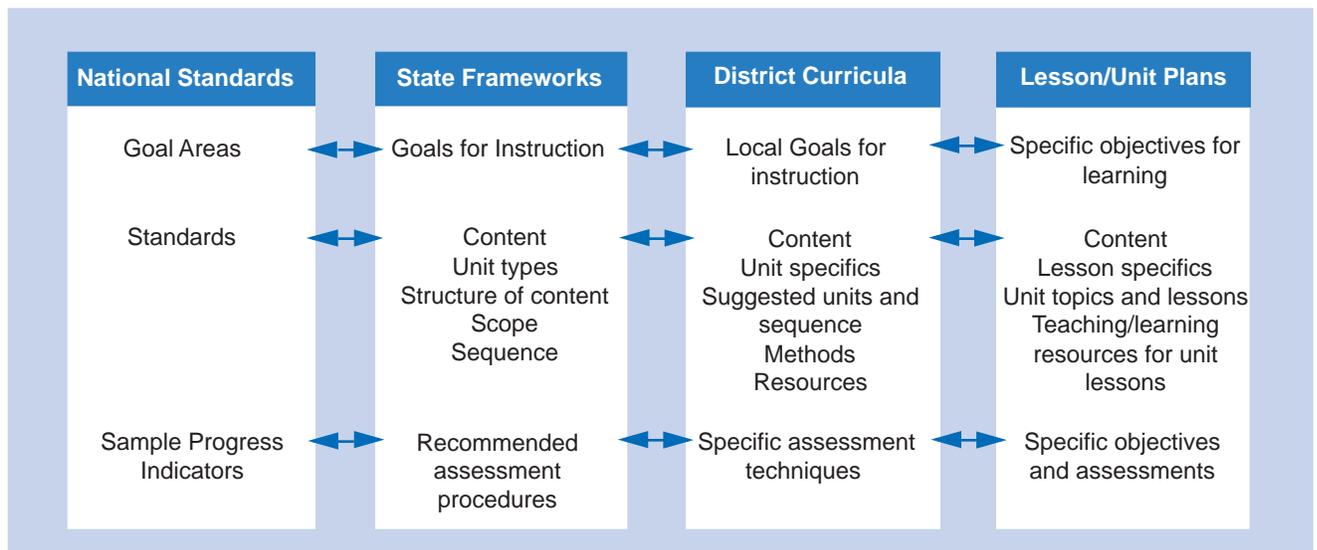


Figure 1: Adapted with permission from the Visual Arts Education Reform Handbook, National Art Education Association, 1995

What is the relationship of standards to the ACTFL proficiency guidelines?

Teachers will recognize the strong influence of the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines on these standards. The Nebraska standards incorporate proficiency-oriented or communicatively-based instruction as well as a broad vision of the teaching of target cultures to encompass lifestyle and civilization.

The standards are not separated into skill areas of listening, speaking, reading, and writing. Instead, the Nebraska standards address communication through social interactions, information processing, and personal enjoyment—all of which are contexts in which the skill areas and culture are combined and integrated in multiple ways. The standards venture into new areas that will now be possible to achieve because of the concept of earlier starts for foreign language learning and longer sequences for learners.

How will the standards affect me as a teacher?

National and state standards are voluntary, each developed by a process involving hundreds of teachers. At the state level, teachers representing every level of instruction from kindergarten to post secondary have been involved. It is important that the classroom teacher become a part of the implementation of the standards since it is he/she who is at the heart of educational reform. From the start, teachers have been an integral part of shaping the state standards because they are truly the agents of change, the implementors of standards for students, and the catalysts for the success or failure of the standards.

The standards will challenge students, but they will likewise challenge teachers to continue to learn and to grow. Within the standards, teachers will find encouragement to continue to improve their own proficiency in language and extend their experiences with target cultures. They will find themselves charged with building strong repertoires of instructional strategies based on ever-evolving research that will encourage good instructional decisions for students.

Teachers will be motivated to forge strong connections across the disciplines and within the organizational structure of the total school curriculum. So, “How will the standards affect me as a teacher?” The answer is another question: “How can they not?”

The standards will challenge teachers to continue to learn and to grow.

How do the standards apply when teaching to diverse levels in the classroom?

Incorporated in this standards/frameworks document is the belief that all children can learn and experience success in a foreign language given the time and opportunity. Inherent in this belief is the realization that all children will reach different levels of accomplishment based on what they bring to the learning process. The following components for successful learning are found in the Frameworks:

- ◆ A priority on teaching for communication
- ◆ An emphasis on understanding and acceptance of other cultures
- ◆ Students learning in a variety of ways and settings; such as, cooperative learning, computerized instruction, and partner work
- ◆ Students acquiring language proficiency at varied rates
- ◆ Instruction adapted to meet the needs of the learner
- ◆ Expectations adjusted as the learner demonstrates his/her ability to do a task
- ◆ Assessment reflecting classroom instruction

What about the classical languages and the standards?

Classical languages maintain a viable position in foreign language programs at the middle school and high school levels throughout the country and certainly in Nebraska. Therefore, it is important that they be reflected in the state frameworks document.

Individual schools and school districts will see many areas for integration with the national standards. There are challenges that classical languages face in aligning themselves with the standards. These include the emphasis on functional language in Goal One and the various forms, pronunciations, and cultural contributions of ancient Rome and Greece. However, it is important that classicists and others with a vested interest in maintaining the position of classical languages in foreign language programs continue to seek a correlation between learning a modern language and learning an ancient one.

Classical languages are viable bases for cultural and language development as much in the global marketplace of the twenty-first century as during any other period of history.

What about the less commonly taught languages and the standards?

The standards/frameworks document is designed to provide direction, focus, and coordination for the best practices in foreign language instruction. It should provide a resource for all language instruction since the emphasis is on what students should know and be able to do. While it may take longer to arrive to certain proficiency levels, the ultimate goals of communication--gaining knowledge and understanding of the culture(s), connecting with other disciplines and acquiring information, developing insight into one's own language and culture, and participating in multilingual communities at home and around the world--will remain the same.

How will the standards in this document affect my child in his/her learning of a foreign language?

The Frameworks encourages children to “come early and stay longer” in foreign language study. Students who are a part of this concept will develop a much fuller and richer level of language proficiency that will serve them as a life skill.

Students following the five goals of the standards/frameworks document will find their lives enriched by the study of language. They will reinforce and further their knowledge of other subjects through foreign language. They will also have a better insight into their own language, a strong appreciation of the culture(s) they are studying, a deeper understanding of cultural differences, and a better preparation to enter the multilingual world that awaits them. For those students, language study will be a continuous, articulated, core component of their curriculum and a significant addition to their individual academic and personal development.

How can the study of a foreign language benefit students in their career choices?

The language of business is the language of the country where the business is being conducted. The study of a foreign language opens students to the implications of language and culture in the economic and business world while developing an insight into the skills and educational background they need for success.

How will the standards affect higher education?

Although the Frameworks is written for the K-12 educational experience, it will almost certainly affect higher education. It is important that higher education be cognizant of the standards/frameworks document for several reasons:

- ◆ Students who have attained a high level of proficiency in a K-12 foreign language program will be able to continue toward a greater proficiency in their target language and a deeper knowledge of the target culture in their post-secondary coursework.

- ◆ Teachers receiving such students may find them ready for in-depth study of culture and civilization and able to use authentic documents for research in other fields of study.
- ◆ Students who have enjoyed language learning in the K-12 grades may find themselves ready to add another language and thus increase their multi-lingual abilities.
- ◆ Post-secondary educators have the responsibility to incorporate the standards in teacher preparation so that teachers entering the field are ready to use the concepts in their own teaching practices.

Just as the earlier starts and longer sequences of the K-12 Frameworks allow students the possibility to venture into new areas, so also the post-secondary curriculum should provide the opportunity to continue the momentum of language learning.

How will the standards affect the students, staff, and community that my school/district serves?

The standards should provide positive opportunities for appreciation and growth on the part of students, staff, and community.

- ◆ **Students** will gain from the fullness and depth of the language experience reflected by the five goals. They will be challenged by the expectations of high levels of achievement even while allowing for multiple entry points. They will have the opportunity to develop a greater facility with language while simultaneously reinforcing many of the goals and standards in other disciplines.
- ◆ **Teachers/staff** will gain additional knowledge, expertise, confidence and facility when utilizing the standards in their planning. They also will benefit from the interaction with colleagues through opportunities for professional development and in-service that will be offered as the standards are accepted and implemented.
- ◆ **The community** will gain from other languages being studied and spoken. It will also find a deeper understanding of the cultures within the community as well as a better appreciation for cultural differences. Business and industry look favorably upon environments where there is a celebration of languages and cultures.

...the earlier starts and longer sequences of the K-12 Frameworks allow students the possibility to venture into new areas...

How will standards affect administrators and policy makers?

Administrators and policy makers who wish to incorporate foreign language standards into their curriculum face some unique challenges because there is no nationally accepted curriculum sequence with clearly defined stages of articulation for foreign language study.

Today's foreign language programs vary dramatically. There are two-to-four-year high school programs. There are some programs that begin in the eighth grade and others that begin in the seventh. There are foreign language exploratory programs that can begin anywhere in elementary or in middle school. Programs use a wide range of instructional approaches—some offer immersion programs, others are partial immersion, some offer content-related foreign language, others meet for a few minutes to a few hours per week of instruction—however, all of them enhance the entire curriculum when successfully integrated.

To make relevant curricular decisions, the administrator or policy maker may need to ask, “How good is good enough for the students in my school/district?” This is a key question for determining the level of the commitment needed. Just as students must commit to academic study and achievement in order to find success, schools and districts must make a commitment to have a successful foreign language program.

Programs with clearly defined student expectations can support changes in personnel, approach, opportunity, and resources much more easily than programs that base instructional decisions on available classroom space or scheduling needs. The use of foreign language standards will provide the force necessary to challenge the permanence of accepted practice and provide the guidance and support needed to give definition to the vision for success to schools and districts.

Just as students must commit to academic study and achievement in order to find success, schools and districts must make a commitment to have a successful foreign language program.

Using the Frameworks

Goals and Standards

The Goals and Standards section of Nebraska K-12 Foreign Language Frameworks is divided into five goals taken directly from the *Standards for Foreign Language Learning (1996)* developed at the national level. Each goal is represented by a single-word concept:

- I. Communication
- II. Cultures
- III. Connections
- IV. Comparisons
- V. Communities

Each goal is supported by one or more standards that elaborate on what students should know to achieve the goals. The *Overview of the Goals and Standards* outlines the five goals and the standards that support them.

Progress Indicators

Progress indicators for each standard describe what students need to be able to do in order to achieve the standard (see Figure 2).

The progress indicators are categorized into three levels: *beginning*, *developing*, and *expanding*, according to the complexity of language needed to accomplish the stated task.

- ◆ At the early (*beginning*) stage of second language acquisition, students can communicate with memorized phrases and words. *Express basic needs* is accomplished with, “I want/need a hat.”
- ◆ After much more time studying the language (*developing*), students are not only able to express basic needs but can also elaborate on them: “I want a hat because my ears are cold.”
- ◆ The advanced student with years of language instruction (*expanding*) is able to communicate in “paragraphs” to respond to problems encountered in the situation and to resolve those problems using the target language. An example at this level would be the situation of a student traveling in the target country and having a problem at the hotel. The water system is broken. The student has to go to the receptionist and explain the problem, asking for options to take care of his/her needs.

Goal Three:

Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further knowledge of other disciplines through foreign language.

Progress Indicator:

Students are able to transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.

Figure 2

Progress Indicator:

Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.

Classroom Example:

Study the influence of foreign artists in conjunction with a similar project in the art department.

Learning Scenario: *(abbreviated)*

An interdisciplinary unit on cubism--The art teacher, European history teacher, and French and Spanish teachers could all work together to share the different perspectives of cubism such as the historical context, the artists, or the concept of cubism as art. The delivery of the information can take the form of seminars, block time for the classes, teachers trading class times, etc. Lectures, guest speakers, hands-on, and multi-media are examples of the modes of instruction.

Figure 3

Classroom Examples

Teachers decide the **content** to be transferred and applied and the **methods** to be used to deliver the content. The *Classroom Examples* section further explains the intent/meaning of the progress indicators. These one-line examples also serve as a starting point for teachers to conceptualize how the progress indicator might look in the classroom (learning scenario).

The learning scenario demonstrates what might be done using the standard and progress indicator as the foundation for a unit. The teacher decides the content and the method of delivery. Teachers from around the state contributed classroom examples and learning scenarios for this document (see Figure 3).

Development of Language and Cultural Understanding

The *Development of Language and Culture* section demonstrates the concept of **start early , stay longer**. The chart shows how length of program may affect the levels of proficiency and functions and influences what can be accomplished.

For example, students studying language for four years at the high school level usually develop language and culture through the *beginning* and *developing* stages. However, there is little chance that students will become proficient enough to work at the *expanding* level. Students in an articulated program of more than four years may be able to do a few of the *expanding* progress indicators, but not many, and only in a limited context (see shaded areas on the section charts).

In a long-term sequential program, all progress indicators would be attainable in the target language. Thus, students who start early and stay longer are able to accomplish the goals and standards at a much more proficient level.

The expectations for development expressed in this section originated from a consensus among experienced Nebraska foreign language educators who worked on this project.

Learning Scenarios

The section of *Learning Scenarios* demonstrates the link between the Frameworks and the classroom by providing samples of what might be done in the classroom to implement specific standards. The learning scenarios were contributed by Nebraska teachers and were selected by a Learning Scenario Review Board. To meet the criteria for selection, each scenario had to focus on the learner, support creative/divergent thinking, contain potential for use of the target language, reflect the Frameworks, demonstrate appropriate development of the activity, and be multi-faceted and assessable.

Sample Assessments

Sample assessments provide the link between the progress indicators, the classroom examples that reinforce the indicators, and the evaluation of performance of the indicators. Assessments are an integral part of the learning process. They answer the question, “How does the teacher know the students have accomplished the progress indicator and at what level of performance?”

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Overview of the Goals and Standards

Goal One: Communicate in Languages Other than English

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Gain Knowledge and Understanding of Other Cultures

- Standard 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.
- Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Goal Three: Connect with Other Disciplines and Acquire Information

- Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
- Standard 3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Goal Four: Develop Insight into the Nature of Language and Culture

- Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
- Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal Five: Participate in Multilingual Communities at Home and Around the World

- Standard 5.1 Students use the language both within and beyond the school setting for a variety of purposes.

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Goal One: COMMUNICATION Overview



*Rationale:
As the world moves toward a more globalized economy, it becomes even more important that foreign language study results in a proficiency level that enables students to read authentic materials and to understand, speak, write, and respond in a language other than their own.*

Goal One:

Communicate in Languages Other than English

Standard 1.1

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

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal One: COMMUNICATION

Progress Indicators

Goal One:

Communicate in Languages Other than English

Standard 1.1

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

Students are able to:	Beginning	Developing	Expanding
A	Express basic needs.	<ul style="list-style-type: none"> ▶ Elaborate on needs. ▶ Interact in basic survival situations. 	<ul style="list-style-type: none"> ▶ Manage unforeseen circumstances and complicated situations.
B	Express basic courtesies.	<ul style="list-style-type: none"> ▶ Incorporate appropriate gestures into conversations. 	<ul style="list-style-type: none"> ▶ Converse using language and behaviors that are appropriate to the setting
C	Express state of being.	<ul style="list-style-type: none"> ▶ Create simple descriptions within a context. 	<ul style="list-style-type: none"> ▶ Create detailed oral descriptions within a context.
D	Express likes and dislikes.	<ul style="list-style-type: none"> ▶ Qualify likes and dislikes. 	<ul style="list-style-type: none"> ▶ Exchange personal feelings and ideas for the purpose of persuading others.
E	Express agreement and disagreement.	<ul style="list-style-type: none"> ▶ Support opinions. ▶ Describe a problem. ▶ Make suggestions and recommendations. 	<ul style="list-style-type: none"> ▶ Express individual perspectives and defend opinions. ▶ Collaborate to develop and propose solutions to problems. ▶ Negotiate a compromise.

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Standard 1.1
continued...

	Beginning	Developing	Expanding
F	Respond to one-on-one interactions.	<ul style="list-style-type: none"> ▶ Exchange information with peers and others. 	<ul style="list-style-type: none"> ▶ Initiate, sustain, and conclude conversations on a wide variety of topics.
G	Ask and answer simple questions.	<ul style="list-style-type: none"> ▶ Provide and request clarification. ▶ Use different ways to express the same idea (circumlocution). 	<ul style="list-style-type: none"> ▶ Ask and respond to open-ended questions. ▶ Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).
H	Make and respond to simple requests.	<ul style="list-style-type: none"> ▶ Give and follow directions in a familiar context. 	<ul style="list-style-type: none"> ▶ Give and follow directions in an unfamiliar situation.

△ △ △

Standard 1.2***Students understand and interpret written and spoken language on a variety of topics.***

Students are able to:	Beginning	Developing	Expanding
A	Respond appropriately to directions, instructions, and commands.	▶ Respond appropriately to a series of directions, instructions, and commands.	▶ Respond appropriately to complex directions, instructions, and commands intended for native speakers.
B	Make an identification based on simple oral and/or written descriptors.	▶ Respond appropriately to complex oral and/or written descriptors.	▶ Analyze information based on complex oral and/or written descriptors.
C	Read and respond to developmentally appropriate material.	▶ Derive meaning from selected authentic materials.	▶ Interpret and analyze cause and effect, relationships, and sequences in authentic materials.
D	Respond to speech of peers and familiar adults on a given topic.	▶ Respond to speech of persons sympathetic to second-language learners.	▶ Respond to speech of native speakers who are not used to communicating with second-language learners.
E	Identify aural, visual, and context clues.	▶ Use aural, visual, and context clues to derive meaning.	▶ Apply diverse strategies to derive meaning and detail from unfamiliar material.
F	Comprehend and respond to simple personal written communications; such as, notes, invitations, and letters.	▶ Comprehend and respond to formal written communications; such as, business or official documents.	▶ Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication.

▷▷▷

Standard 1.2
*continued...***Beginning****Developing****Expanding**

G

Identify main ideas and key words in oral and written material.

▶ Comprehend speech on familiar topics with some repetition.

▶ Identify the main idea with supporting details in written material.

▶ Summarize or restate secondary conversations.

▶ Interpret and analyze the main idea and significant details from authentic materials and literary samples.

▶ Research and synthesize information from a variety of sources.

△△△

Standard 1.3

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Students are able to:	Beginning	Developing	Expanding
A	Give directions, commands, and instructions.	▶ Explain a process based on prior knowledge and/or experience.	▶ Explain a complex process incorporating detailed instructions.
B	Give a description orally and in writing using simple phrases.	▶ Give a description orally and in writing using complex sentences.	▶ Give a description orally and in writing using complex, detailed paragraphs.
C	Write a personal communication; such as, a note, letter, or invitation.	▶ Produce formal and informal written communication.	▶ Produce a written sample to convey a mood, implied meaning, or abstract idea.
D	Summarize main idea of selected authentic and/or contextualized material.	▶ Interpret information from authentic material to an audience.	▶ Create an analysis of authentic media or literary samples and present it to an audience. ▶ Formulate and defend a position on a researched issue.
E	Present prepared material to an audience.	▶ Speak or write spontaneously. ▶ Narrate present, past, and future events.	▶ Elaborate on present, past, and future events.

△ △ △

Goal One: COMMUNICATION

Classroom Examples

Goal One:

Communicate in Languages Other than English

Standard 1.1

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

Students are able to:

In the classroom, students:

A

Beginning: Express basic needs.

- ◆ Ask a classmate to lend a forgotten article (money, pencil, paper).

Developing: Elaborate on needs.

- ◆ Explain why an increase in allowance is needed (need later curfew, extension on project).

Interact in basic survival situations.

- ◆ Ask direction to find the way to the hotel.

Expanding: Manage unforeseen circumstances and complicated situations.

- ◆ Role play strategies to deal with travel mishaps; e.g., lost luggage, lost passport, flight cancellation, car breakdown.

B

Beginning: Express basic courtesies.

- ◆ Role play being a doorman or host/hostess in a restaurant.

Developing: Incorporate appropriate gestures into conversations.

- ◆ Use appropriate gestures when expressing approval or disapproval; e.g., Germans knock on table to show approval.

Expanding: Converse using language and behaviors that are appropriate to the setting.

- ◆ Students assume fictitious identities (e.g., adults, peers, children, professions) and interact at a social gathering.

C

Beginning: Express state of being.

- ◆ Conduct a survey to find out how people are feeling.

Developing: Create simple descriptions within a context.

- ◆ After witnessing a crime, describe the criminal.

Expanding: Create detailed oral descriptions within a context.

- ◆ Present a class fashion show describing clothing worn by classmates.

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continued...

*Students are able to:**In the classroom, students:***D**

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|--------------------|--|--|
| Beginning: | Express likes and dislikes. | ◆ Create a "Top Ten" list. |
| Developing: | Qualify likes and dislikes. | ◆ Find out from a partner why he/she likes/dislikes certain classes. |
| Expanding: | Exchange personal feelings and ideas for the purpose of persuading others. | ◆ Create an infomercial. |

E

- | | | |
|--------------------|---|---|
| Beginning: | Express agreement and disagreement. | ◆ Make five statements to a partner who agrees or disagrees. |
| Developing: | Support opinions. | ◆ Four corners activity: areas of the room are labeled with categories; e.g., rock, rap, country, alternative, jazz. Students move to a preferred category and explain their preferences. |
| | Describe a problem. | ◆ Describe a problem that has been randomly selected and role-played by a small group. |
| | Make suggestions and recommendations. | ◆ Write a letter of recommendation for a classmate to receive an award. |
| Expanding: | Express individual perspectives and defend opinions. | ◆ Debate the pros/cons of a controversial school rule. |
| | Collaborate to develop and propose solutions to problems. | ◆ Develop possible solutions to world problems; e.g. world hunger, global warming, pollution, over population. |
| | Negotiate a compromise. | ◆ Role-play student/parent conversation to negotiate a curfew, have car on the weekend, etc. |

F

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|--------------------|--|--|
| Beginning: | Respond to one-on-one interactions. | ◆ Plan a movie outing with another student using the entertainment section of a newspaper. |
| Developing: | Exchange information with peers and others. | ◆ Twins activity: Each student is given a different identity card and circulates to find his/her twin or triplet. (Cards: same addresses, different first names, characteristics). |
| Expanding: | Initiate, sustain, and conclude conversations on a wide variety of topics. | ◆ Participate in a spontaneous, non-directed conversation for an entire class period. |

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continued...

*Students are able to:**In the classroom, students:*

G

Beginning:	Ask and answer simple questions.	◆ Participate in a scavenger hunt by asking classmates for specified objects or information.
Developing:	Provide and request clarification.	◆ Place a catalog order by telephone.
Expanding:	Use different ways to express the same idea (circumlocution). Ask and respond to open-ended questions. Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).	◆ Play <i>\$10,000 Pyramid</i> . ◆ Participate in a literary discussion. ◆ Play “Taboo,” a game in which students guess a word by listening to qualified explanations of teammates.

H

Beginning:	Make and respond to simple requests.	◆ Use target language to ask permission to go to the restroom, to sharpen a pencil, etc.
Developing:	Give and follow directions in a familiar context.	◆ Direct a blindfolded student to find an object in the room.
Expanding:	Give and follow directions in an unfamiliar situation	◆ Give a taxi driver directions to the home of your host family.

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Standard 1.2 *Students understand and interpret written and spoken language on a variety of topics.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|---|---|
| Beginning: | Respond appropriately to directions, instructions, and commands. | ♦ Participate in a treasure hunt. |
| Developing: | Respond appropriately to a series of directions, instructions, and commands. | ♦ Prepare a recipe written in the target language. |
| Expanding: | Respond appropriately to complex directions, instructions, and commands intended for native speakers. | ♦ Follow directions from an authentic aerobic audio-tape. |

B

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|--------------------|---|---|
| Beginning: | Make an identification based on simple oral and/or written descriptors. | ♦ Identify famous people based on descriptions. |
| Developing: | Respond appropriately to complex oral and/or written descriptors. | ♦ Draw a floor plan based on a description. |
| Expanding: | Analyze information based on complex oral and/or written descriptors. | ♦ Assume the identify of a character based on a description from a novel or play. |

C

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|--------------------|--|--|
| Beginning: | Read and respond to developmentally appropriate material. | ♦ After reading a story, create a storyboard illustrating the main ideas. |
| Developing: | Derive meaning from selected authentic materials. | ♦ Using a grocery ad, plan a menu for a dinner party and determine the cost. |
| Expanding: | Interpret and analyze cause and effect, relationships, and sequences in authentic materials. | ♦ Research an environmental issue citing the causes, long-range effects, and possible solutions. |

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continued...

*Students are able to:**In the classroom, students:***D**

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|--------------------|---|--|
| Beginning: | Respond to speech of peers and familiar adults on a given topic. | ♦ Complete a checklist of physical descriptors while listening to a classmate tell about his family. |
| Developing: | Respond to speech of persons sympathetic to second language learners. | ♦ Take notes on a presentation given by a guest speaker. |
| Expanding: | Respond to speech of native speakers who are not used to communicating with second language learners. | ♦ Listen to an authentic news broadcast and list the top stories. |

E

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|--------------------|---|--|
| Beginning: | Identify aural, visual, and context clues. | ♦ Identify cognates and borrowed words in a written passage. |
| Developing: | Use aural, visual, and context clues to derive meaning. | ♦ Answer questions about a product after viewing a TV commercial. |
| Expanding: | Apply diverse strategies to derive meaning and detail from unfamiliar material. | ♦ Using contextual and visual clues and cognates, read newspaper headlines to determine the content. |

F

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|--------------------|---|---|
| Beginning: | Comprehend and respond to simple personal written communications such as notes, invitations, and letters. | ♦ In each class choose and display a mascot; another class steals it; and students use ransom notes to locate their missing mascot. |
| Developing: | Comprehend and respond to formal written communications such as business or official documents. | ♦ Choose a new foreign language teacher based on resumes written in the target language. |
| Expanding: | Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication. | ♦ Explain the comedy or sarcasm in political cartoons. |

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continued...

*Students are able to:**In the classroom, students:***G**

- | | | |
|--------------------|---|---|
| Beginning: | Identify main ideas and key words in oral and written material. | ♦ Read a movie ad to identify information; such as, title, time, location, main actors, etc. |
| Developing: | Comprehend speech on familiar topics with some repetition.

Identify the main idea with supporting details in written materials. | ♦ Answer questions about a short video segment that may be replayed more than once.

♦ Read a story and retell the action as a news article. |
| Expanding: | Summarize or restate secondary conversations.

Interpret and analyze the main idea and significant details from authentic materials and literary samples.

Research and synthesize information from a variety of sources. | ♦ Watch a movie clip and paraphrase the conversation.

♦ Create a character sketch using word webbing to explain physical and personality aspects.

♦ Write a research paper using sources such as Internet, journals and newspapers. |

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Standard 1.3 *Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|--|---|
| Beginning: | Give directions, commands, and instructions. | ♦ Write directions that another student will follow to arrive at a predetermined location. |
| Developing: | Explain a process based on prior knowledge and/or experience. | ♦ Instruct a classmate how to make a peanut butter sandwich. |
| Expanding: | Explain a complex process incorporating detailed instructions. | ♦ Participate in a group activity in which a student describes a structure (e.g., a Tinkertoy model) that is hidden from the rest of the class. The class tries to construct the model out of the student's sight while following his/her instructions. |

B

- | | | |
|--------------------|--|---|
| Beginning: | Give a description orally and in writing using simple phrases. | ♦ Describe the perfect friend. |
| Developing: | Give a description orally and in writing using complex sentences. | ♦ Describe a famous painting from the target culture. |
| Expanding: | Give a description orally and in writing using complex, detailed paragraphs. | ♦ Describe an abstract concept; e.g., liberty or happiness. |

C

- | | | |
|--------------------|---|---|
| Beginning: | Write a personal communication; such as, a note, letter, or invitation. | ♦ Extend an invitation to another class to attend an ethnic festival.
♦ Respond to a pen pal letter. |
| Developing: | Produce formal and informal written communication. | ♦ Write to an embassy requesting information. |
| Expanding: | Produce a written sample to convey a mood, implied meaning, or abstract idea. | ♦ Write an editorial for the school newspaper. |

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continued...

*Students are able to:**In the classroom, students:***D**

- | | | |
|--------------------|--|---|
| Beginning: | Summarize main idea of selected authentic and/or contextualized material. | ♦ Watch or read a cartoon and summarize the main action. |
| Developing: | Interpret information from authentic material to an audience. | ♦ Look at a travel brochure from a city and tell the class about main tourist attractions.. |
| Expanding: | Create an analysis of authentic media or literary samples and present it to an audience. | ♦ Students watch a movie or read a story and write a review. |
| | Formulate and defend a position on a researched issue. | ♦ Research and debate a current controversial issue; e.g, nuclear testing. |

E

- | | | |
|--------------------|--|--|
| Beginning: | Present prepared material to an audience. | ♦ Give a weather report. |
| Developing: | Speak or write spontaneously. | ♦ Create and present a skit incorporating all objects from a bagful of miscellaneous objects. |
| | Narrate present, past, and future events. | ♦ Give a sports commentary while watching a soundless video. |
| Expanding: | Elaborate on present, past, and future events. | ♦ Students discuss past events, their impact on the present, and their possible effect on the future; e.g., the atomic bomb. |

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Goal One: COMMUNICATION

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:

-  Usually requires more than four years in a sequential, articulated program
-  Usually requires at least thirteen years in a sequential, articulated program

Goal One: Communicate in Languages Other than English

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

Students are able to:	Beginning	Developing	Expanding
A	Express basic needs.	<ul style="list-style-type: none"> ▶ Elaborate on needs. ▶ Interact in basic survival situations. 	<ul style="list-style-type: none"> ▶ Manage unforeseen circumstances and complicated situations.
B	Express basic courtesies.	<ul style="list-style-type: none"> ▶ Incorporate appropriate gestures into conversations. 	<ul style="list-style-type: none"> ▶ Converse using language and behaviors that are appropriate to the setting.
C	Express state of being.	<ul style="list-style-type: none"> ▶ Create simple descriptions within a context. 	<ul style="list-style-type: none"> ▶ Create detailed oral descriptions within a context.
D	Express likes and dislikes.	<ul style="list-style-type: none"> ▶ Qualify likes and dislikes. 	<ul style="list-style-type: none"> ▶ Exchange personal feelings and ideas for the purpose of persuading others.
E	Express agreement and disagreement.	<ul style="list-style-type: none"> ▶ Support opinions. ▶ Describe a problem. ▶ Make suggestions and recommendations. 	<ul style="list-style-type: none"> ▶ Express individual perspectives and defend opinions. ▶ Collaborate to develop and propose solutions to problems. ▶ Negotiate a compromise.
F	Respond to one-on-one interactions.	<ul style="list-style-type: none"> ▶ Exchange information with peers and others. 	<ul style="list-style-type: none"> ▶ Initiate, sustain, and conclude conversations on a wide variety of topics.
G	Ask and answer simple questions.	<ul style="list-style-type: none"> ▶ Provide and request clarification. ▶ Use different ways to express the same idea (circumlocution). 	<ul style="list-style-type: none"> ▶ Ask and respond to open-ended questions. ▶ Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).
H	Make and respond to simple requests.	<ul style="list-style-type: none"> ▶ Give and follow directions in a familiar context. 	<ul style="list-style-type: none"> ▶ Give and follow directions in an unfamiliar situation.

Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Students are able to:	Beginning	Developing	Expanding
A	Respond appropriately to directions, instructions, and commands.	▶ Respond appropriately to a series of directions, instructions, and commands.	▶ Respond appropriately to complex directions, instructions, and commands intended for native speakers.
B	Make an identification based on simple oral and/or written descriptors.	▶ Respond appropriately to complex oral and/or written descriptors.	▶ Analyze information based on complex oral and/or written descriptors.
C	Read and respond to developmentally appropriate material.	▶ Derive meaning from selected authentic materials.	▶ Interpret and analyze cause and effect, relationships, and sequences in authentic materials.
D	Respond to speech of peers and familiar adults on a given topic.	▶ Respond to speech of persons sympathetic to second-language learners.	▶ Respond to speech of native speakers who are not used to communicating with second-language learners.
E	Identify aural, visual, and context clues.	▶ Use aural, visual, and context clues to derive meaning.	▶ Apply diverse strategies to derive meaning and detail from unfamiliar material.
F	Comprehend and respond to simple personal written communications; such as, notes, invitations, and letters.	▶ Comprehend and respond to formal written communications; such as, business or official documents.	▶ Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication.
G	Identify main ideas and key words in oral and written material.	▶ Comprehend speech on familiar topics with some repetition. ▶ Identify the main idea with supporting details in written material.	▶ Summarize or restate secondary conversations. ▶ Interpret and analyze the main idea and significant details from authentic materials and literary samples. ▶ Research and synthesize information from a variety of sources.

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Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 1.3 *Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.*

Students are able to:	Beginning	Developing	Expanding
A	Give directions, commands, and instructions	▶ Explain a process based on prior knowledge and/or experience.	▶ Explain a complex process incorporating detailed instructions.
B	Give a description orally and in writing using simple phrases.	▶ Give a description orally and in writing using complex sentences.	▶ Give a description orally and in writing using complex, detailed paragraphs.
C	Write a personal communication such as a note, letter, or invitation.	▶ Produce formal and informal written communication.	▶ Produce a written sample to convey a mood, implied meaning, or abstract idea.
D	Summarize main idea of selected authentic and/or contextualized material.	▶ Interpret information from authentic material to an audience .	▶ Create an analysis of authentic media or literary samples and present it to an audience.
E	Present prepared material to an audience.	▶ Speak or write spontaneously. ▶ Narrate present, past, and future events.	▶ Formulate and defend a position on a researched issue. ▶ Elaborate on present, past, and future events.

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Goal Two: CULTURES Overview



Rationale:

As students gain from the sharing and learning of customs, it is important that they understand the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and cultures that the language includes.

Goal Two:

Gain Knowledge and Understanding of Other Cultures

Standard 2.1

Students demonstrate an understanding of the relationship between the perspectives and practices¹ of cultures studied and use this knowledge to interact effectively in cultural contexts.

Standard 2.2

Students demonstrate an understanding of the relationship between the perspectives and products²/contributions of the cultures studied.

1 Patterns of behavior derived from the traditions and values of the culture

2 The presence of products in a culture is justified by the beliefs and values. Examples of products are painting, a dance, a system of education.

Goal Two: CULTURES

Progress Indicators

Goal Two:

Gain Knowledge and Understanding of Other Cultures

Standard 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.

Students are able to:	Beginning	Developing	Expanding
A	Identify and react to cultural perspectives and practices in the culture studied.	<ul style="list-style-type: none"> ▶ Describe and analyze cultural characteristics and behaviors of everyday life. ▶ Identify differences in cultural practices among same-language cultures. 	<ul style="list-style-type: none"> ▶ Analyze the development of different cultural practices. ▶ Compare and contrast cultural practices among same-language cultures.
B	Recognize and interpret language and behaviors that are appropriate to the target culture.	▶ Produce language and behaviors that are appropriate to the target culture.	▶ Apply language and behaviors that are appropriate to the target culture in an authentic situation.
C	Identify some commonly-held generalizations about the culture studied.	▶ Analyze some commonly held generalizations about the culture studied.	▶ Evaluate some commonly held generalizations about the culture studied.
D	Identify social and geographic factors that affect cultural practices.	▶ Discuss social and geographic factors that affect cultural practices.	▶ Analyze social and geographic factors that affect cultural practices.
E	Identify common words, phrases, and idioms that reflect the culture.	▶ Interpret the cultural connotations of common words, phrases, and idioms.	▶ Integrate culturally embedded words, phrases, and idioms into everyday communication.

△ △ △

Standard 2.2

Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Students are able to:	Beginning	Developing	Expanding
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.	▶ 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.	▶ Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.
B	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.	▶ Discuss and analyze external factors which affect products and contributions.	▶ Analyze contributions of diverse groups within the target culture.
C	Identify the expressive forms of the target culture.	▶ Analyze the expressive forms of the target culture; such as, art, literature, music, dance, etc.	▶ Evaluate the expressive forms of the target culture; such as, art, literature, music, dance, etc.
D	Identify objects, images and symbols of the target culture.	▶ Explain objects, images, and symbols of the target culture.	▶ Analyze the cultural significance of objects, images, and symbols of the target culture.
E	Recognize the contributions of the target culture.	▶ Analyze the contributions of the target culture.	▶ Evaluate the effects of the target culture's contributions on other societies.
F	Identify the products of the target country/countries.	▶ Identify the economic/social impact of products on the world market.	▶ Assess the economic/social impact of products on the world market.

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Goal Two: CULTURES

Classroom Examples

Goal Two:

Gain Knowledge and Understanding of Other Cultures

Standard 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.

Students are able to:

In the classroom, students:

A

- | | |
|--|---|
| Beginning: Identify and react to cultural perspectives and practices in the culture studied. | ♦ Respond appropriately to differing forms of greetings and leave takings. |
| Developing: Describe and analyze cultural characteristics and behaviors of everyday life.

Identify differences in cultural practices among same-language cultures. | ♦ Watch a video of a cultural celebration and describe what is happening.

♦ Two-box induction: Continue adding to two lists until students determine the categories; e.g., Spain vs. Mexico. |
| Expanding: Analyze the development of different cultural practices.

Compare and contrast cultural practices among same-language cultures. | ♦ Give examples of how one cultural factor has changed throughout history; e.g., religion, role of women, government.

♦ Small groups research and role play celebrations of same language countries to discover similarities and differences; e.g., Christmas. |

B

- | | |
|--|---|
| Beginning: Recognize and interpret language and behaviors that are appropriate to the target culture. | ♦ Respond to a teacher modeling the concept of personal space of the target culture. |
| Developing: Produce language and behaviors that are appropriate to the target culture. | ♦ Set up a market with booths appropriate to the culture. Role play shoppers and shopkeepers. |
| Expanding: Apply language and behaviors appropriate to the target culture in an authentic situation. | ♦ Attend a social function and interact appropriately; e.g., <i>quinceañera</i> or school partner exchange. |

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continued...

*Students are able to:**In the classroom, students:*

C

- | | | |
|--------------------|--|---|
| Beginning: | Identify some commonly held generalizations about the culture studied. | ◆ Brainstorm a list of things or ideas the students associate with the target culture. |
| Developing: | Analyze some commonly held generalizations about the culture studied. | ◆ Make a cultural display using examples in magazines, newspapers, etc., that negate commonly held stereotypes of the target culture. |
| Expanding: | Evaluate some commonly held generalizations about the culture studied. | ◆ Critique a cultural practice with a minimum of bias; e.g., siestas in Mexico, French and German right-wing parties. |

D

- | | | |
|--------------------|--|---|
| Beginning: | Identify social and geographic factors that affect cultural practices. | ◆ Match clothing and housing to geographical areas of the country. |
| Developing: | Discuss social and geographic factors that affect cultural practices. | ◆ Graph the prevalence of occupations in different geographic regions. |
| Expanding: | Analyze social and geographic factors that affect cultural practices. | ◆ Categorize different lifestyles based on income, education, and location; and use that information to develop characters for a story. |

E

- | | | |
|--------------------|---|---|
| Beginning: | Identify common words, phrases, and idioms that reflect the culture. | ◆ Use a passenger list from an international flight to select surnames that are commonly found in the target culture. |
| Developing: | Interpret the cultural connotations of common words, phrases, and idioms. | ◆ Analyze a list of street names to determine what is valued in the culture. |
| Expanding: | Integrate culturally embedded words, phrases, and idioms into everyday communication. | ◆ Produce appropriate idiomatic expressions in response to given situations; e. g., “It’s raining cats and dogs.” |

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Standard 2.2 *Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.*

Students are able to:

In the classroom, students:

A

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|--------------------|--|--|
| Beginning: | 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. | ♦ Select a representative artist, research the artist's style, and recreate a favorite work. |
| Developing: | 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. | ♦ Explicate (interpret line-by-line) a poem using knowledge of the cultural perspective. |
| Expanding: | Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language. | ♦ Create a multimedia presentation showing historical development through one or more art forms. |

B

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|--------------------|--|---|
| Beginning: | Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture. | ♦ Create an advertisement for a product incorporating the ways in which the product reflects the culture. |
| Developing: | Discuss and analyze external factors which affect products and contributions. | ♦ Show products of the target country on a map and explain how geography plays a role in the development of the products. |
| Expanding: | Analyze contributions of diverse groups within the target culture | ♦ Represent different sub-cultures by modeling, sharing, or displaying one or more contributions. |

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continued...

*Students are able to:**In the classroom, students:*

C

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|--------------------|---|---|
| Beginning: | Identify the expressive forms of the target culture. | ♦ Progress through a variety of learning centers focusing on expressive forms; such as, art, music, dance, literature, or cinema and theater. |
| Developing: | Analyze the expressive forms of the target culture; such as, art, literature, music, dance, etc. | ♦ Discuss how a poem reflects aspects of the target culture. |
| Expanding: | Evaluate the expressive forms of the target culture; such as, art, literature, music, dance, etc. | ♦ Write a letter to the editor for or against the art of bullfighting. |

D

- | | | |
|--------------------|--|---|
| Beginning: | Identify objects, images, and symbols of the target culture. | ♦ Draw and color flags of target countries and discuss significance of the colors and symbols. |
| Developing: | Explain objects, images, and symbols of the target culture. | ♦ Create a replica of a cultural object or symbol and display it along with historical information. |
| Expanding: | Analyze the cultural significance of objects, images, and symbols of the target culture. | ♦ Discuss the use, origin, and implied value of an artifact from the target culture. |

E

- | | | |
|--------------------|--|---|
| Beginning: | Recognize the contributions of the target culture. | ♦ Design a collage depicting contributions of the culture. |
| Developing: | Analyze the contributions of the target culture. | ♦ Assume the identity of an historical figure and speak to the class about your contributions to the world. |
| Expanding: | Evaluate the effects of the target culture's contributions on other societies. | ♦ Select a contribution (fashion, communism, impressionism) and write a paper evaluating its effect on other societies. |

F

- | | | |
|--------------------|--|---|
| Beginning: | Identify the products of the target country/countries. | ♦ Create a map that illustrates the products of a target country and the areas where they are produced. |
| Developing: | Identify the economic/social impact of products on the world market. | ♦ Use student Listserve on Internet to conduct a world survey on the use of products from a target country. |
| Expanding: | Assess the economic/social impact of products on the world market. | ♦ Predict the impact of a shortage of a product--such as coffee beans or oil--on the world market and provide possible strategies to survive the situation. |

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Goal Two : CULTURES

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:

-  Usually requires more than four years in a sequential, articulated program
-  Usually requires at least thirteen years in a sequential, articulated program

Goal Two: Gain Knowledge and Understanding of Other Cultures

Standard 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.*

Students are able to:	Beginning	Developing	Expanding
A	Identify and react to cultural perspectives and practices in the culture studied.	<ul style="list-style-type: none"> ▶ Describe and analyze cultural characteristics and behaviors of everyday life. ▶ Identify differences in cultural practices among same-language cultures. 	<ul style="list-style-type: none"> ▶ Analyze the development of different cultural practices. ▶ Compare and contrast cultural practices among same-language cultures.
B	Recognize and interpret language and behaviors that are appropriate to the target culture.	▶ Produce language and behaviors that are appropriate to the target culture.	▶ Apply language and behaviors that are appropriate to the target culture in an authentic situation.
C	Identify some commonly held generalizations about the culture studied.	▶ Analyze some commonly held generalizations about the culture studied.	▶ Evaluate some commonly held generalizations about the culture studied.
D	Identify social and geographic factors that affect cultural practices.	▶ Discuss social and geographic factors that affect cultural practices.	▶ Analyze social and geographic factors that affect cultural practices.
E	Identify common words, phrases, and idioms that reflect the culture.	▶ Interpret the cultural connotations of common words, phrases, and idioms.	▶ Integrate culturally embedded words, phrases, and idioms into everyday communication.

△ △ △

Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 2.2 *Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.*

Students are able to:	Beginning	Developing	Expanding
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.	▶ 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.	▶ Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.
B	Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture.	▶ Discuss and analyze external factors which affect products and contributions.	▶ Analyze contributions of diverse groups within the target culture.
C	Identify the expressive forms of the target culture.	▶ Analyze the expressive forms of the target culture; such as, art, literature, music, dance, etc.	▶ Evaluate the expressive forms of the target culture; such as, art, literature, music, dance, etc.
D	Identify objects, images, and symbols of the target culture.	▶ Explain objects, images, and symbols of the target culture.	▶ Analyze the cultural significance of objects, images, and symbols of the target culture.
E	Recognize the contributions of the target culture.	▶ Analyze the contributions of the target culture.	▶ Evaluate the effects of the target culture's contributions on other societies.
F	Identify the products of the target country/countries.	▶ Identify the economic/social impact of products on the world market.	▶ Assess the economic/social impact of products on the world market.

△ △ △

Goal Three: CONNECTIONS Overview



Goal Three:

Connect with Other
Disciplines and
Acquire Information

*Rationale:
As students
increase their
proficiency in
another language,
they acquire new
ideas, informa-
tion, and depth of
knowledge and
insight into other
subjects.*

Standard 3.1

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

Standard 3.2

Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Goal Three: CONNECTIONS

Progress Indicators

Goal Three:

Connect with Other Disciplines and Acquire Information

Standard 3.1

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

Students are able to:	Beginning	Developing	Expanding
A	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	▶ Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	▶ Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.
B	Identify, through foreign language resources, information for use in other disciplines.	▶ Analyze the information gathered through foreign language resources for use in other disciplines.	▶ Locate foreign language resources and synthesize information for use in other disciplines.

△ △ △

Standard 3.2

Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Students are able to:	Beginning	Developing	Expanding
A	Extract information from sources intended for native speakers of the language.	▶ Analyze and apply information from sources intended for native speakers of the language.	▶ Acquire and synthesize information from sources intended for native speakers of the language.
B	Use authentic sources to identify the perspectives of the target cultures.	▶ Use authentic sources to analyze the perspectives of the target cultures.	▶ Use authentic sources to synthesize the perspectives of the target cultures.

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Goal Three: CONNECTIONS

Classroom Examples

Goal Three:

Connect with Other Disciplines and Acquire Information

Standard 3.1

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

Students are able to:

In the classroom, students:

A

- | | |
|---|---|
| Beginning: Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines. | ♦ Use math skills to convert foreign currency. |
| Developing: Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines. | ♦ Study the influence of foreign artists in conjunction with a similar project in the art department. |
| Expanding: Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines. | ♦ Prepare, conduct, and record results of a science experiment in the target language. |

B

- | | |
|--|--|
| Beginning: Identify, through foreign language resources, information for use in other disciplines. | ♦ Use foreign language materials for a source of information for a research paper for social studies class. |
| Developing: Analyze the information gathered through foreign language resources for use in other disciplines. | ♦ Chart the change in the value of the dollar over a period of time and describe its impact on the foreign market. |
| Expanding: Locate foreign language resources and synthesize information for use in other disciplines. | ♦ Do a comparative study of current events based on articles from foreign and American newspapers. |

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Standard 3.2 *Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|---|--|
| Beginning: | Extract information from sources intended for native speakers of the language. | ♦ Create a list of holidays and events taken from an authentic calendar. |
| Developing: | Analyze and apply information from sources intended for native speakers of the language. | ♦ Determine popular items in a culture by examining a collection of advertisements. |
| Expanding: | Acquire and synthesize information from sources intended for native speakers of the language. | ♦ Develop a new product and marketing campaign after examining a collection of advertisements. |

B

- | | | |
|--------------------|--|---|
| Beginning: | Use authentic sources to identify the perspectives of the target cultures. | ♦ After scanning popular magazines, identify elements of perceived beauty. |
| Developing: | Use authentic sources to analyze the perspectives of the target cultures. | ♦ Differentiate the roles of males and females in the target cultures using literary materials. |
| Expanding: | Use authentic sources to synthesize the perspectives of the target cultures. | ♦ Create a plan for a model school based on the educational system of the target culture. This project could include course offerings, a sample schedule, a model of facility, or a brochure. |

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Goal Three: CONNECTIONS

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Goal Three: Connect with Other Disciplines and Acquire Information

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

Students are able to:	Beginning	Developing	Expanding
A	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	▶ Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	▶ Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.
B	Identify, through foreign language resources, information for use in other disciplines.	▶ Analyze the information gathered through foreign language resources for use in other disciplines.	▶ Locate foreign language resources and synthesize information for use in other disciplines.

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Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 3.2 *Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.*

Students are able to:	Beginning	Developing	Expanding
A	Extract information from sources intended for native speakers of the language.	▶ Analyze and apply information from sources intended for native speakers of the language.	▶ Acquire and synthesize information from sources intended for native speakers of the language.
B	Use authentic sources to identify the perspectives of the target cultures.	▶ Use authentic sources to analyze the perspectives of the target cultures.	▶ Use authentic sources to synthesize the perspectives of the target cultures.

△ △ △

Goal Four: COMPARISONS Overview



*Rationale:
As students become aware of the similarities and differences between their first and second languages, they also learn to look at their own language and culture from a new perspective.*

Goal Four:

Develop Insight into the Nature of Language and Culture

Standard 4.1

Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Standard 4.2

Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal Four: COMPARISONS

Progress Indicators

Goal Four:

Develop Insight into the Nature of Language and Culture

Standard 4.1

Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Students are able to:	Beginning	Developing	Expanding
A	Identify the sound patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the sound patterns of the target language.	▶ Apply, in a variety of contexts, the sound patterns of the target language.
B	Identify the structural patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the structural patterns of the target language.	▶ Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
C	Identify the idiomatic expressions of the target language.	▶ Compare and contrast idiomatic expressions of the target language and the student's own language.	▶ Use idiomatic expressions of the target language in the correct context.
D	Identify connections among languages.	▶ Explain the changing nature of languages.	▶ Describe how languages influence each other.

△ △ △

Standard 4.2

Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Students are able to:	Beginning	Developing	Expanding
A	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Explain the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
B	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture.
C	Identify the contributions of the target culture(s) to the student's own culture.	▶ Identify the impact of the contributions of the target culture(s) on the student's own culture.	▶ Analyze the impact of the contributions of the target culture(s) on the student's own culture. ▶ Identify the ways in which various cultures interact within the student's own community.
D	Identify expressive and utilitarian forms of the target culture(s).	▶ Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	▶ Use utilitarian forms of the target culture(s) and the student's culture appropriately. ▶ Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture.

△ △ △

Goal Four: COMPARISONS

Classroom Examples

Goal Four:

Develop Insight into the Nature of Language and Culture

Standard 4.1

Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Students are able to:

In the classroom, students:

A

- | | |
|--|--|
| Beginning: Identify the sound patterns of the target language and compare them to the student's own language. | ♦ Distinguish the difference between questions and statements. |
| Developing: Apply, within limited contexts, the sound patterns of the target language. | ♦ Produce questions, statements, and commands with correct inflection and pronunciation. |
| Expanding: Apply, in a variety of contexts, the sound patterns of the target language. | ♦ Restate the same phrase using intonation that reflects different perspectives; e. g., teachers, parents, and students discussing the cancellation of school. |

B

- | | |
|---|---|
| Beginning: Identify the structural patterns of the target language and compare them to the student's own language. | ♦ Listen as the teacher models how to express the possessive structure in the target language and explain how it is different from English. |
| Developing: Apply, within limited contexts, the structural patterns of the target language. | ♦ Play the role of a street vendor and a tourist bargaining for a lovely scarf he/she is selling. |
| Expanding: Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively. | ♦ Play the role of a U.N. ambassador reacting to an urgent political situation in Africa. Another student translates the speech into English. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

C

- | | | |
|--------------------|---|---|
| Beginning: | Identify the idiomatic expressions of the target language. | ◆ Match the picture of an idiom with its corresponding phrase. |
| Developing: | Compare and contrast idiomatic expressions of the target language and the student's own language. | ◆ Guess the meanings of a list of unfamiliar idiomatic expressions in the target language. |
| Expanding: | Use idiomatic expressions of the target language in the correct context. | ◆ Create a situation where two native speakers meet on the street, greet each other, and discuss their recent dating experiences. |

D

- | | | |
|--------------------|--|---|
| Beginning: | Identify connections among languages. | ◆ Illustrate language trees of cognates and/or words formed from common roots to expand vocabulary. |
| Developing: | Explain the changing nature of languages. | ◆ Explore authentic materials to find new words adapted from English. |
| Expanding: | Describe how languages influence each other. | ◆ Collect examples of terms for new technological advances and report on their origins. |

△ △ △

Standard 4.2 *Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|--|--|
| Beginning: | Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources. | ♦ Compare and contrast a town from the target culture(s) and the student's own town using photographs. |
| Developing: | Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources. | ♦ Listen to examples of popular music from the target culture(s) and the student's own culture and create a Venn diagram to illustrate similar and different components. |
| Expanding: | Explain the significance of the similarities and differences between the target culture and the student's own culture using evidence from authentic sources. | ♦ Distinguish common strands of popular music in the target culture(s) and adapt a popular American song to that pattern or vice versa. |

B

- | | | |
|--------------------|--|--|
| Beginning: | Identify similar and different behavioral patterns between the target culture(s) and the student's own culture. | ♦ Follow the teacher's model to practice the table manners of the target culture(s) and compare them with the student's own culture. |
| Developing: | Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's culture. | ♦ View a video highlighting social interaction patterns of teenagers in the target culture(s). Groups create two skits one reflecting American behavioral patterns and the other reflecting the target culture(s). |
| Expanding: | Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture. | ♦ Organize a welcoming party for foreign exchange students at school being sensitive to the social amenities of the target culture(s). |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

C

- | | | |
|--------------------|--|--|
| Beginning: | Identify the contributions of the target culture(s) to the student's own culture. | ♦ From a cookbook, choose recipes that reflect the influence of the target culture(s) and compile a class cookbook. |
| Developing: | Identify the impact of the contributions of the target culture(s) on the student's own culture. | ♦ Compile a list of ten items found at home that are connected to the target culture(s). Use the lists as a basis for class discussion. |
| Expanding: | Explain and analyze the impact of the contributions of the target culture(s) on the student's own culture. | ♦ Given a list of products and practices, eliminate all those that are not purely American and discuss how different each student's life would be. |
| | Identify the ways in which various cultures interact within the student's community. | ♦ Create a bulletin board with articles and fliers that highlight activities of ethnic groups within the community. |

D

- | | | |
|--------------------|---|--|
| Beginning: | Identify expressive and utilitarian forms of the target culture(s). | ♦ Identify the significance of signs and symbols in the target culture(s). |
| Developing: | Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture. | ♦ Using money or stamps from the target culture(s), compile a list of symbols, buildings, people, and other characteristics, and discuss their significance. |
| Expanding: | Use utilitarian forms of the target culture(s) and the student's culture appropriately. | ♦ Correctly fill out forms; such as, visa applications, drivers test, crime report, or insurance form. |
| | Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture. | ♦ View a film from the target culture(s) and analyze the social relationships in comparison to social relationships in a similar American film. |

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Goal Four: COMPARISONS

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Goal Four: Develop Insight into the Nature of Language and Culture

Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Students are able to:	Beginning	Developing	Expanding
A	Identify the sound patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the sound patterns of the target language.	▶ Apply, in a variety of contexts, the sound patterns of the target language.
B	Identify the structural patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the structural patterns of the target language.	▶ Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
C	Identify the idiomatic expressions of the target language.	▶ Compare and contrast idiomatic expressions of the target language and the student's own language.	▶ Use idiomatic expressions of the target language in the correct context.
D	Identify connections among languages.	▶ Explain the changing nature of languages.	▶ Describe how languages influence each other.

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Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 4.2 *Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.*

Students are able to:	Beginning	Developing	Expanding
A	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Explain the significance of the similarities and differences between the target culture and the student's own culture using evidence from authentic sources.
B	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture.
C	Identify the contributions of the target culture(s) to the student's own culture.	▶ Identify the impact of the contributions of the target culture(s) on the student's own culture.	▶ Analyze the impact of the contributions of the target culture(s) on the student's own culture. ▶ Identify the ways in which various cultures interact within the student's own community.
D	Identify expressive and utilitarian forms of the target culture(s).	▶ Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	▶ Use utilitarian forms of the target culture(s) and the student's culture appropriately. ▶ Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture.

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Goal Five: COMMUNITIES Overview



Goal Five:

Participate in Multilingual
Communities at Home and
Around the World

Standard 5.1

Students apply language skills and cultural knowledge within and beyond the school setting.

Rationale:

It is important to identify the effects that learning a foreign language has on students within their communities. Foreign language learning is a skill that has life-long implications for the enhancement of career options as well as the enrichment of one's perspectives in everyday life.

Goal Five: COMMUNITIES

Progress Indicators

Goal Five:

Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students apply language skills and cultural knowledge within and beyond the school setting.

Students are able to:	Beginning	Developing	Expanding
A	<p>Identify the target language in the student's daily life.</p> <p>Share knowledge of target language with others.</p>	<ul style="list-style-type: none"> ▶ Respond to the target language encountered in the student's daily life. 	<ul style="list-style-type: none"> ▶ Interact appropriately in the target language in real-life situations.
B	<p>Locate connections with the target culture through the use of technology, media, and authentic sources.</p>	<ul style="list-style-type: none"> ▶ Establish connections with the target culture through the use of technology, media, and authentic sources. 	<ul style="list-style-type: none"> ▶ Maintain connections with the target culture through the use of technology, media, and authentic sources. ▶ Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources. ▶ Analyze the interdependence that exists between the student's own culture and the world.
C	<p>Locate resources in the community to research the target culture.</p>	<ul style="list-style-type: none"> ▶ Use resources in the community to research the target culture. 	<ul style="list-style-type: none"> ▶ Collaborate with resources in the community.

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Goal Five: COMMUNITIES

Classroom Examples

Goal Five:

Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students apply language skills and cultural knowledge within and beyond the school setting.

Students are able to:

In the classroom, students:

A

Beginning: Identify the target language in student's daily life.

Share knowledge of target language with others.

Developing: Respond to the target language encountered in student's daily life.

Expanding: Interact appropriately in the target language in a variety of real-life situations.

◆ While watching TV, identify words or phrases in the target language.

◆ Teach a phrase to a student who does not study the target language and have student repeat phrase to teacher for a prize.

◆ Keep an in-class log or chart of personal encounters with the target language.

◆ Invite an exchange student to an outing in which conversation in the target language is maintained.

B

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

Developing: Establish connections with the target culture through the use of technology, media, and authentic sources.

◆ Surf the Internet to find information of personal interest in the target culture.

◆ Establish a pen-pal correspondence with someone from the target culture.

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continued...

Students are able to:

In the classroom, students:

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| <p>Expanding: Maintain connections with the target culture through the use of technology, media, and authentic sources.</p> <p>Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.</p> <p>Analyze the interdependence that exists between the student's own culture and the world.</p> | <ul style="list-style-type: none"> • Establish a relationship with a school from the target culture in a variety of ways; such as, video, e-mail, photographs, letters, etc. • Use the target language to survey students in the target culture(s) concerning U.S. involvement in world affairs and then compile and analyze the data. • Within the school or school district, conduct a mock international conference on a world issue; such as, peace, pollution, economics. Involve students from different languages and disciplines. |
|---|--|

C

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| <p>Beginning: Locate resources in the community to research the target culture(s).</p> | <ul style="list-style-type: none"> • Create a list of community individuals with expertise in the target culture(s). |
| <p>Developing: Use resources in the community to research the target culture(s).</p> | <ul style="list-style-type: none"> • From a student-generated list of community resources, invite a guest into the classroom. |
| <p>Expanding: Collaborate with resources in the community.</p> | <ul style="list-style-type: none"> • Intern with someone from the business community who uses the target language at work. |

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Goal Five: COMMUNITIES

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Goal Five: Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Students are able to:	Beginning	Developing	Expanding
A	<p>Identify the target language in the student's daily life.</p> <p>Share knowledge of target language with others.</p>	<p>▶ Respond to the target language encountered in the student's daily life.</p>	<p>▶ Interact appropriately in the target language in real life situations.</p>
B	<p>Locate connections with the target culture through the use of technology, media, and authentic sources.</p>	<p>▶ Establish connections with the target culture through the use of technology, media, and authentic sources.</p>	<p>▶ Maintain connections with the target culture through the use of technology, media, and authentic sources.</p> <p>▶ Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.</p> <p>▶ Analyze the interdependence that exists between the student's own culture and the world.</p>
C	<p>Locate resources in the community to research the target culture(s).</p>	<p>▶ Use resources in the community to research the target culture(s).</p>	<p>▶ Collaborate with resources in the community.</p>

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Learning Scenarios

What It Might Look Like

About the Scenarios

Foreign language teachers from across Nebraska submitted the learning scenarios included in the Frameworks. The scenarios are samples of projects or more complex activities that incorporate more than one goal, standard, and progress indicator.

These scenarios are by no means representative of all of the ways to apply the Frameworks to the school setting. Teachers are encouraged to think creatively and adapt these ideas to their own classroom lessons.

Using the Scenarios

When using the scenarios, teachers are encouraged to:

- ◆ Use the target language as much as possible at all levels.
- ◆ Use authentic materials whenever they are available.
- ◆ Tie into community resources at every opportunity to show students the “real world” connection.
- ◆ Adapt the scenarios to meet the interests of students at different age levels. For example, in the scenario, “Opinion Survey,” the questions might be changed to reflect the different interests of high school, middle school, or elementary school students even though each group’s language ability may be at the *beginning* level.
- ◆ Adjust the scenarios to fit the abilities of students at different learning levels. Use the progress indicators to design appropriate learning activities for students at the *beginning*, *developing*, or *expanding* level. See the scenario, “Read All About It,” as an example of how a scenario can be adapted for students at different learning levels.

Finding the Right Scenario

The scenarios are arranged in alphabetical order by title. The index and charts on the following pages also show the scenarios grouped by page number; topic; and learning levels, goals, and standards.

Learning Scenario Index by Page Number

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Learning Scenario Index by Topic

<p>Art</p> <ul style="list-style-type: none"> Art Genre Aztec Designs <p>Business</p> <ul style="list-style-type: none"> Global Marketplace International Trade Job Interview Stock Market Game <p>City</p> <ul style="list-style-type: none"> At the Mall Create a Business District Guide Through a City Know Your City <p>Clothing</p> <ul style="list-style-type: none"> Fashion Show Les Habits Shopping for Clothes <p>Colors</p> <ul style="list-style-type: none"> Aztec Designs De Colores <p>Communication/ Conversation</p> <ul style="list-style-type: none"> Beginning Conversations Opinion Survey Summertime Whodunit <p>Culture</p> <ul style="list-style-type: none"> Art Genre Aztec Designs Create a Culture Fairy Tales Frame That Tune 	<p>Culture, continued</p> <ul style="list-style-type: none"> Guide Through a City Migrant Farm Workers Paris Monuments Structures of Roman Entertainment Television Commercials Till We Meet Again! <p>Cultural Practices</p> <ul style="list-style-type: none"> At the Mall Beginning Conversations Create a Business District Cultural Connection Collaboration Dining Foot in Mouth La Comida Let's Celebrate May I Take Your Order Please? Shopping for Clothes Sportscaster <p>Everyday Life</p> <ul style="list-style-type: none"> Beginning Conversations Create a Family House and Home Job Interview La Comida Opinion Survey Read All About It Summertime <p>Food</p> <ul style="list-style-type: none"> Dining La Comida Visit to the Grocery Store 	<p>Literature</p> <ul style="list-style-type: none"> Fairy Tales Migrant Farm Workers Till We Meet Again! <p>Media</p> <ul style="list-style-type: none"> Know Your City Read All About It Sportscaster Television <p>Money</p> <ul style="list-style-type: none"> La Comida Stock Market Game Visit to the Grocery Store <p>Music</p> <ul style="list-style-type: none"> De Colores Frame That Tune <p>People</p> <ul style="list-style-type: none"> Create a Family House and Home Les Habits Migrant Farm Workers <p>Shopping</p> <ul style="list-style-type: none"> Create a Business District May I Take Your Order Please? Shopping for Clothes Visit to the Grocery Store <p>Sports</p> <ul style="list-style-type: none"> Sportscaster
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Learning Scenario Index by Level, Goal, and Standard

Level			Learning Scenario Title	Goals/Standards									
Beginning	Developing	Expanding		One			Two		Three		Four		Five
				1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
		✓	Art Genre	✓	✓	✓		✓	✓				
✓			At the Mall	✓	✓								
✓			Aztec Designs			✓		✓	✓				
✓			Beginning Conversations	✓			✓				✓		
	✓	✓	Create a Business District	✓	✓		✓		✓				
	✓	✓	Create a Culture			✓		✓					
✓	✓	✓	Create a Family			✓	✓			✓			✓
✓			Cultural Connection Collaboration									✓	
✓			De Colores	✓	✓		✓	✓			✓	✓	
✓			Dining				✓	✓		✓			
✓			Fairy Tales		✓				✓	✓			
	✓		Fashion Show		✓	✓	✓	✓					
	✓		Foot in Mouth				✓					✓	
		✓	FrameThat Tune		✓	✓		✓	✓	✓	✓	✓	
✓			Global Marketplace					✓	✓				
✓			Guide Through a City		✓		✓						
✓		✓	House and Home	✓	✓	✓	✓	✓				✓	
	✓	✓	International Trade		✓	✓	✓	✓	✓	✓		✓	
	✓		Job Interview	✓	✓	✓			✓	✓			
	✓		Know Your City	✓									
✓			La Comida			✓	✓		✓				
	✓	✓	Les Habits (Clothing)	✓	✓	✓	✓			✓		✓	✓

Level			Learning Scenario Title	Goals/Standards									
Beginning	Developing	Expanding		One			Two		Three		Four		Five
				1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
	✓		Let's Celebrate	✓	✓	✓	✓						
		✓	May I Take Your Order Please?					✓		✓		✓	
		✓	Migrant Farm Workers	✓	✓	✓	✓			✓		✓	✓
✓			Opinion Survey	✓						✓			
✓			Paris Monuments					✓					
✓			Read All About It	✓		✓							
	✓		Shopping for Clothes	✓	✓		✓						
	✓	✓	Sportscaster		✓	✓							
	✓		Stock Market Game	✓	✓	✓		✓	✓	✓			✓
	✓	✓	Structures of Roman Entertainment					✓	✓	✓			
	✓		Summertime	✓	✓	✓							✓
	✓		Television Commercials	✓	✓	✓	✓	✓		✓	✓		
		✓	Till We Meet Again		✓	✓							
✓	✓	✓	Visit to the Grocery Store	✓					✓			✓	✓
	✓		Whodunit	✓	✓	✓							

Art Genre

Activity summary:	Use muralists' works to further students' knowledge of history and culture as reflected in the works of Rivera, Orozco, Siqueiros, and Tamayo. [This scenario could be adapted for use with other art genre; such as, French Impressionism, German Bauhaus, etc.]
Intended level:	Expanding
Length of activity:	Several 15-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.2, 3.1
Materials needed:	Art prints (Muralist, Impressionist, Bauhaus, Dada, Cubist); transparencies
How students work:	Individually and in groups

Steps for Planning and Implementation:

1. Display prints (Muralist, Impressionist, Bauhaus, Dada, Cubist).
2. Prepare transparencies with biographical data on artist, and historical and/or cultural information about works.
3. Students ask and answer questions in the target language about the artists and their work.
4. Students play the role of a museum guide and describe the works' importance.
5. Students discuss which works they liked best and why.
6. Students create their own art work.

At the Mall

Activity summary: Students use the target language to make predictions and ask and answer questions about shopping.

Intended level: Beginning

Length of activity: One and one-half 50-minute sessions

Reflects standards: 1.1, 1.2

Materials needed: Prepared shopping lists, list of stores (one per student), overhead projector, transparencies and markers, construction paper and markers for store labels, props or pictures for each store

How students work: Individually, in large and small groups

Steps for Planning and Implementation:

1. As a class, students make a list of target language questions and answers used in shopping, and recall forms of courtesy. Teacher writes these on the overhead transparency.
2. Divide class in half. One half takes the role of shopkeepers; the other half takes the role of shoppers. Each group prepares separately.
3. The shoppers form smaller groups of four or five and receive a list of stores and shopping lists with eight to twelve items listed in random order. Each student predicts which store sells two or three of the items by saying in the target language where he/she will go to buy them. (Some of the items will be unfamiliar.) A recorder in each group writes down the predictions. After all have predicted a store, the recorder or other group member reads back the sentences to make sure all items have been mentioned.
4. The shoppers go to the predicted store and ask if the item(s) is/are sold there. If so, the students ask to buy it/them. Since there are limited quantities of some items that might be on more than one list, those who best predicted the right store will get the chance to buy all items on the list. If the store does not sell the item, the shopper is advised to go another store.
5. While the shoppers are making predictions, each shopkeeper receives an envelope containing the items (or pictures of the items) to be sold, a vocabulary list of included items, and a list of the shops. They each match items to the name on their lists and state them to the other shopkeepers along with the name of their store; for

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example, “I have tape, typing paper, and envelopes. My store is the stationery or paper store.” This is so shopkeepers can advise shoppers when predictions are incorrect. Shopkeepers also make a tent-label for their store.



6. After shoppers and shopkeepers have interacted, the shoppers report the results of their shopping to the class; for example, “I have envelopes from the paper store.” Another group member checks off the items on the list. Shopkeepers collect the items as they are mentioned. “Outstanding shoppers” may be recognized.
7. The halves of the class reverse roles and repeat steps 3 through 6.

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Aztec Designs

Activity summary: Students create their own Aztec designs using geometric shapes studied in math

Intended level: Beginning

Length of activity: Three or four 30-minute sessions

Reflects standards: 1.3, 2.2, 3.1

Materials needed: Examples of Aztec designs, precut geometric shapes in a variety of colors or patterns of shapes to trace, paper for background of designs, colors and/or markers if patterns traced, writing paper, pencils

How students work: Individually

Steps for Planning and Implementation:

1. Locate several pictures of Aztec designs or authentic examples.
2. Show students the designs and discuss them.
3. Teach the names in the target language for the various geometric shapes found in the designs.
4. Each student creates an Aztec design.
5. Students describe their designs by telling the names of the shapes used in the design, how many of each shape were used, and the colors of the shapes used.
6. Display the designs and their descriptions in the classroom.

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Beginning Conversations

Activity summary:	Students create dialogue using given vocabulary.
Intended level:	Beginning
Length of activity:	Two or three 45-minute sessions
Reflects standards:	1.1, 2.1, 4.1
Materials needed:	Vocabulary phrases using pictures that give clues to the phrases
How students work:	In pairs

Steps for Planning and Implementation:

1. Introduce students to the key expressions for greetings in the target language. Students practice them in class.
2. Teach a mini lesson about the difference between formal and informal conversations.
3. Divide students into pairs and give each person a copy of the picture dialogue.
4. Explain the meaning of each picture. Students discuss the expressions that correspond with each picture.
5. In pairs, students decide who will be person A and who will be person B; then they practice the dialogue in class until they are comfortable with the vocabulary and the structure of the key expressions used in the dialogue.
6. Videotape students presenting their dialogues to the class.
7. Students watch the video and critique their own performance.
8. Students work in pairs to create their own dialogues by making a picture diagram.
9. Steps 5 through 8 may be repeated.

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Create a Business District

Activity summary:	Pairs create a business and actually buy and sell goods or services.
Intended level:	Developing; expanding
Length of activity:	Six 50-minute sessions
Reflects standards:	1.1, 1.2, 2.1, 3.1
Materials needed:	Art supplies, products from the home, etc.
How students work:	In pairs

Steps for Planning and Implementation:

1. Students learn vocabulary for consumer trading and common courtesies. Present and discuss information about open markets.
2. Students divide into pairs and get a business to own by drawing the name of the business out of a hat.
3. Each pair
 - a. creates a store-front sign,
 - b. gathers or makes five different products to sell (authentic or created from construction paper),
 - c. makes a price list of their products, and
 - d. provides sacks for the merchandise.
4. Give each pair a set amount of money. One team member is the consumer and goes out into the “business district” to buy goods. A specified number of products must be bought.
5. The teacher acts as sheriff. If students are caught bartering in English, they must
 - a. pay a fine for the first offense, or
 - b. do jail time for the second offense—a large refrigerator carton works great!
6. While the “consumer” is buying goods, the other team member is “home minding the store” by trying to make as much money as possible.
7. Partners switch roles, so the buyer becomes the store-keeper and vice-versa.

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Create a Culture

Activity summary: Students create a culture through objects, works, pictures, and give a summary to the class.

Intended level: Developing; expanding

Length of activity: Thirty minutes for planning; ten minutes for each group to present

Reflects standards: 1.3, 2.2

Materials needed: Pictures, words, objects that represent items that might be found in a tomb, lost city, lost civilization, etc.

How students work: In pairs or groups of three

Steps for Planning and Implementation:

1. Study a list of vocabulary related to an archeological find; for example, gold, cotton, feathers, century, tomb, pearl, chief, warrior, etc.
2. Each student writes down two or three items they might discover in a lost civilization. (Decide if the items can be modern, like computers, for example.)
3. Put all the words in a box, and have groups pick four-to-six items.
4. Give each group three or four pictures or objects that might be found in such a place. Use authentic materials when possible.
5. Tell students that they are to give a talk in front of a National Archeological Meeting about the lost civilization that they have found. They must use the items, pictures or words, and explain for what purpose they were used in the culture. They should explain about the religion, food, way of life, and if the culture was peaceful or war-like. This is done using the imperfect tense.
6. Groups present their cultures to the class. Listeners ask questions and find out if the presenters would like to live in the culture or not.
7. Variation: Students write their findings or videotape them.

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Create a Family

Activity summary:	Students create a family to use throughout the year for a variety of activities on a number of different topics.
Intended level:	Beginning; developing
Length of activity:	Several class sessions throughout the school year
Reflects standards:	1.3, 2.1, 3.2, 5.1
Materials needed:	Folders, family tree, city information chart, resources with information about specific cities, magazines, scissors, glue
How students work:	Individually

Steps for Planning and Implementation:

1. Students create a family using the family graphic organizer provided. Students decide the name, age, and occupation for each family member and fill in the family tree.
2. Students cut out pictures in magazines of each family member, paste them on paper, and label them to create a family tree.
3. Students choose a city where the family lives. Using information from a variety of sources—such as, travel books, Internet, library resources—students fill in a city information chart.
4. Students write a short paper on the family in the target language, including information from the family tree and a city information chart.
5. Students present the family to the class in the form of an oral presentation in the target language, showing the members of the family and telling a little about each family member and the city in which the family lives.
6. Throughout the school year, the family is revisited a number of times through a variety of different topics; for example, housing—students create a dwelling for the family, furnishing it and describing the furnishings and where they are located; body parts—students describe what the family members look like; summer vacation—students describe what the family will do on their summer vacation; shopping—students describe the family's trip to a grocery store or shopping for new clothes.

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Cultural Connection Collaboration

Activity summary:

Students research target language cultural practices that relate to Nebraska in a collaborative project with elementary students (typically 4th grade in Nebraska).

Intended level:

Beginning

Length of activity:

Several 30-minute sessions to introduce; the number and length of subsequent sessions will depend on mail and Internet accessibility

Reflects standards:

4.2

Materials needed:

Form letter, envelopes, postage, possibly Internet, paper, markers, and materials for making booklets

How students work:

Large and small groups and/or individually

**Steps for Planning
and Implementation:**

1. Foreign language students develop general questions about holidays or celebrations that happen in the target culture(s).
2. Using a form letter composed in the target language with the help of the teacher and the questions created by the class in step #1, students write to regions in the target language country(ies) asking about holiday celebrations. [Information might be obtained by writing to the Chamber of Commerce or Office of Tourism in a selected city.]
3. Elementary students studying Nebraska write to cities in the state with historic or current connections to the target cultures to see if they have celebrations or activities that honor that culture.
4. The foreign language students interpret information received and compare and contrast it with information received by the elementary students.
5. Elementary and foreign language students work together to prepare a book(s) for the elementary classroom showing the Nebraska bilingual connections. Foreign language students write about how the target culture's traditions are practiced; elementary students illustrate by acting, drawing, and writing how the target culture's traditions are practiced in Nebraska.

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De Colores

- Activity summary:** Using a theme of colors, students express likes, express agreement or disagreement, give compliments, sing a song, and learn about accepting a compliment.
- Intended level:** Beginning
- Length of activity:** Two or three 50-minute sessions
- Reflects standards:** 1.1, 1.2, 2.1, 2.2, 4.1, 4.2
- Materials needed:** Audio-tapes of song, *De Colores*; handouts on the song; poster with colors and explanations; sets of color manipulatives—hands-on materials, realia, etc.)—page 31 of *The Hispanic Way*
- How students work:** Large group, individually, and in groups of three or four

Steps for Planning and Implementation:

1. Introduce the colors using TPR instructions and a set of color manipulatives for each student.
2. Introduce the background of *De Colores* as a migrant worker song and provide other details about the song from *Portraits of Mexican Americans* by Dr. Theresa Pérez.
3. Students listen to the song and practice the words, singing with or without the tape. Have students expand their understanding (of the song) through cognates.
4. Each student receives the worksheet—that has the English meanings—to complete as homework. (Source: *Portraits of Mexican Americans*)
5. Review the song one more time before leaving.
6. On the second day, review the song several times; use a summary activity; and discuss the worksheet.
7. Ask questions about the color of the images in the song to review the colors themselves.
8. Present the poster with the colors and the personality aspects they reflect. Students choose their favorite color and decide if they agree with the personality description.
9. Students ask about each other's favorite colors using “*te gusta*” and “*me gusta*” (from the song). Students give reports about the other person in the “*le gusta*” form.

Resources:

DaiZovi, Lonnie (1994). *Mariachi...Y Mas: Musica y ejercicios para la clase de español*. Albuquerque: Vibrante Press. ISBN 0-935301-67-4

Noble, Judith; Lacasa, Jaime (1993). *The Hispanic Way: Aspects of behavior, attitudes, customs in the Spanish-speaking world*. Passport Books.

Pérez, Theresa (1991). *Portraits of Mexican Americans: Pathfinders in the Mexican American Communities*. Carthage: Good Apple. ISBN 0-86653-605-1

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Dining

Activity summary:	Students explore and experience the dining practices of the target culture.
Intended level:	Beginning
Length of activity:	Five to seven 50-minute sessions
Reflects standards:	2.1, 2.2, 3.2, 4.2, 5.1
Materials needed:	Blank audio tapes
How students work:	Individually (with family), class

Steps for Planning and Implementation:

1. Through self and family observation of all meals for one week, students record the amount of time spent at meals, what was eaten at the meals, and who ate with them.
2. Students, through teacher-generated questions, process their observations and reach some general conclusions about meals and dining habits in their own homes and in their culture in general.
3. Through video or guest speakers, students discover some social proprieties of dining in France.
4. Students evaluate the general dining practices of French culture and their cultures, and explain the similarities and differences between them.
5. Students hypothesize the possible benefits of each culture, adopting some of the dining practices of the other.
6. Students, with parental approval, organize and facilitate a dinner in their home which reflects some of the target culture's dining practices.
7. Students then share impressions of this experience with their classmates, and audiotape family interviews in which students ask family members to reflect on the dinner.

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Fairy Tales

Activity summary: Students read and interpret fairy tales for foreign language and language arts classes.

Intended level: Beginning

Length of activity: Six or seven 45-minute sessions

Reflects standards: 1.2, 3.1, 3.2

Materials needed: Fairy tales from target culture and cooperation of language arts teacher

How students work: In pairs

Steps for Planning and Implementation:

1. In the language arts classes, students read a wide representation of fairy tales from throughout the world.
2. In the foreign language classes, the fairy tales should represent the target culture.
3. Students read and discuss fairy tales in their language arts classes. They describe, compare and contrast, and interpret the fairy tales.
4. Students in foreign language classes organize into pairs; each pair chooses a fairy tale from the target culture.
5. Each pair is responsible for reading, comprehending, and interpreting its chosen fairy tale.
6. Foreign language students present and discuss their fairy tales in their language arts classes.
7. As a summarizing activity, a booklet could be developed with the fairy tales read and discussed in the language arts classes. A copy of this booklet could be given to each member of the class.

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Fashion Show

Activity summary:	Students role-play a fashion show to practice vocabulary.
Intended level:	Developing
Length of activity:	Four 20-minute periods
Reflects standards:	1.2, 1.3, 2.1, 2.2
Materials needed:	Costumes or clothing items provided by the students
How students work:	Individually and in pairs

Steps for Planning and Implementation:

1. Students learn vocabulary for clothing, fabric, and design.
2. Discuss cultural differences in clothing.
3. Talk about designers in general.
4. Students select what they will model, and each writes a description to be read by the person role-playing the emcee. Students bring costumes/clothing to class.
5. Students divide into pairs and practice their roles in the style show. Each student will model and emcee.
6. Pairs perform the style show for the class.
7. Distribute a list of names of the models. To assess students' understanding of the style show narratives, the teacher reads brief descriptions of several outfits and assigns a number to each description. Students place the number of the description next to the name of the model on the list.

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Foot in Mouth

Activity summary:	Students compare appropriate behavior between cultures.
Intended level:	Developing
Length of activity:	Two 50-minute sessions
Reflects standards:	2.1, 4.2
Materials needed:	Printed scenarios of culturally inappropriate behavior, overhead projector, transparencies, and transparency pens
How students work:	Large and small groups

Steps for Planning and Implementation:

1. Students read scenarios or dialogues in which a visitor to the target culture makes a social faux-pas. These situations should be tied to a context; such as, shopping, dining, or greeting customs.
2. Discuss in the target language why a visitor's behavior creates confusion or misunderstanding for the native speakers. Make a list of contrasting behaviors on the overhead and discuss them.
3. Divide students into groups and assign a scenario for each group.
4. Students create a dialogue to illustrate the situation. They may rely heavily on the earlier dialogues, but should include some original material.
5. The group presents the dialogue to the class.
6. Students record what the visitor should have done in each situation and why. Class discussion can follow.

Resources:

Snyder, Barbara (1975/1990). *Encuentros Culturales: Cross-Cultural Mini-Dramas*. National Textbook Co: Lincolnwood

Stern, Susan (1994). *These Strange German Ways*; The New Book. Atlantik Brücke. ISBN 3-925744-08-8

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Frame that Tune

Activity summary: Students analyze music from the target culture and compare it to that of U.S. culture.

Intended level: Expanding

Length of activity: Five 50-minute sessions

Reflects standards: 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2

Materials needed: Traditional and popular music of the target culture; such as, audiotapes, compact discs, music videos, and videotaped concerts

How students work: Individually

Steps for Planning and Implementation:

1. Students listen and/or watch traditional and popular music of the target culture.
2. Through studying instrumentation and cultural, geographical, and political factors, students synthesize influences that are present in each type of music.
3. The teacher analyzes one of the songs with the class via
 - a. word attack and deciphering skills;
 - b. melody and the mood created;
 - c. instrumentation; and
 - d. cultural messages.
4. Each student selects a song that he/she has heard in class and performs a similar study of that song, including its lyrics, melody, instruments, and messages.
5. Students create a written, visual, and oral project and share the researched song with the class.
6. Students select a song from their own culture which they believe shares the same influences or messages as the song they have chosen from the target culture.
7. Using any or all of the aforementioned factors, students share the similarities between the two songs with the class.

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Global Marketplace

Activity summary:	Students simulate trading on the world market.
Intended level:	Beginning
Length of activity:	Three to five 50-minute sessions, depending on depth of research
Reflects standards:	2.2, 3.1
Materials needed:	Posterboard and markers; materials to create products
How students work:	Individually and in large group

Steps for Planning and Implementation:

1. Guest speakers provide background on international business and marketing.
2. Teacher instructs students in the use of Internet and e-mail.
3. Divide students into groups. Each group selects a country and collects data concerning geographical, political, historical, and socioeconomic factors affecting trade.
4. Based on the information collected, each group selects a product indicative of the country's resources.
5. Groups work collectively to market their product, creating a company name, logo, slogan, and advertising plan.
6. Groups simulate buying and selling at an exhibit where they display their posters and products. The simulation can be conducted totally in the target language. If available, "international" trading is done via fax and e-mail with another school in the target country or with a company in the target country.
7. Students prepare oral reports summarizing profits and losses.
8. Variation: Invite students from other classes to participate, with the foreign language students acting as sellers and interpreters.

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Guide Through A City

Activity summary:	Read a written paragraph and follow directions given in the paragraph to draw a path on a city map.
Intended level:	Beginning
Length of activity:	Two to three 50-minute sessions
Reflects standards:	1.2, 2.1
Materials needed:	City map with written directions relevant to that map
How students work:	Individually

Steps for Planning and Implementation:

1. Students review vocabulary on directions; e.g., turn right, turn left, go straight ahead (for a given number of blocks).
2. Students may also review vocabulary by viewing a paragraph of instructions on an overhead transparency and following the directions given.
3. Teach about the characteristics of a city from the target culture, and use a map of an actual city.
4. Give each student a city map on a handout with a written paragraph of directions. Beginning at a given starting point, each student draws a path on the city map according to the directions in the paragraph.
5. Provide a map with an outlined route. Each student writes the directions to go from one given point on the map to another. In the classroom, students give oral directions for another student to follow to get to a site in the school; e.g., the restroom, the office, etc.
6. Variation: Students ask for directions to a place of their choice. Students determine the accuracy of the directions. If they are not accurate, students determine where the directions lead.

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House and Home

Activity summary:	Students create a house and a home.
Intended level:	Beginning (see worksheets for Expanding level)
Length of activity:	Six 50-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.1, 2.2, (4.2)
Materials needed:	Vocabulary list; pictures; masking tape; labels; card game—e.g., <i>Concentration</i> ; worksheets A and B
How students work:	Large group, small groups, individually

Steps for Planning and Implementation:

1. Go through vocabulary list for pronunciation and explain cultural differences; for example, *Badezimmer* vs. *Toilette*.
2. Discuss Germany's population density, and ask how students think this affects living arrangements.
3. Show pictures of German houses, apartment buildings, and rooms using an overhead projector; and discuss how these compare to the students' homes.
4. *Wir bauen ein Haus!* Give students long pieces of masking tape and room cards and instruct them to make a house plan on the floor, labeling each room.
5. Hold up pictures of people doing activities that typically take place in a home. Describe them in German and ask where they do these things. As students call out the correct rooms, have them place the picture on the floor plan.
6. Once all of the pictures have been placed, describe each one again and have students return them to the teacher.
7. Pick up the room cards and begin TPR activity; such as, "Go to the garage" or "Go to the kitchen." Ask students to move from one room to another.
8. Give students a list of adjectives in English that are arranged as antonyms. Students play a concentration card game that encourages them to guess the meanings of adjectives using pictures and sentences as clues. Students fill in the German word on their vocabulary lists.
9. Explain the cultural importance of *gemutlich*.
10. Prompt students to describe the classroom; for example, "Is the classroom large or small?" The teacher agrees with them, modeling the sentence structure the students will use for their house plans; for example, "*Stimmt. Das Klassenzimmer ist gross.*"



11. Have students begin drawing the floor plan of their dream home. They are to bring their completed projects to class the next day.
12. Hold up magazine pictures of rooms. Ask students to describe them. Once all students are responding with complete sentences, write one or two sample sentences on the board. Explain that they will write a descriptive sentence for each room on their floor plan. As students finish, they post their plans on a bulletin board.

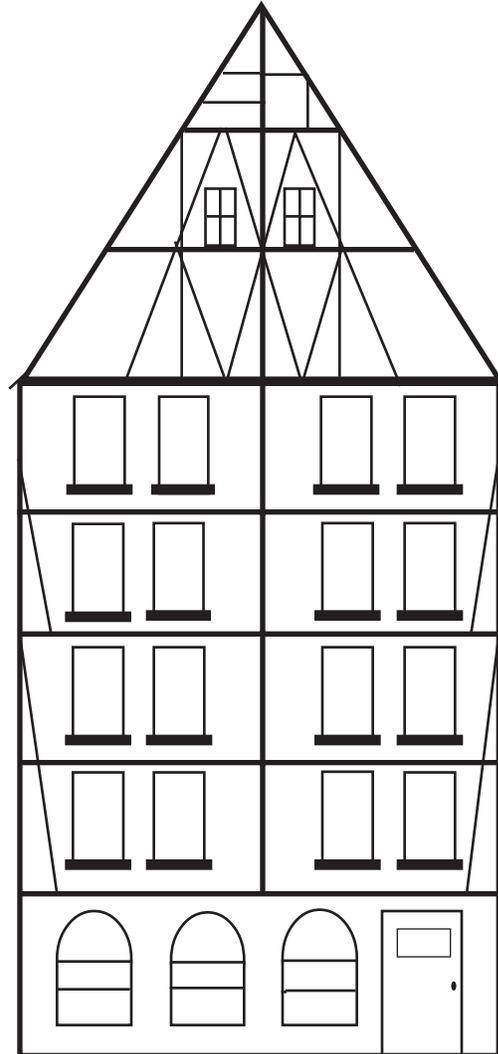
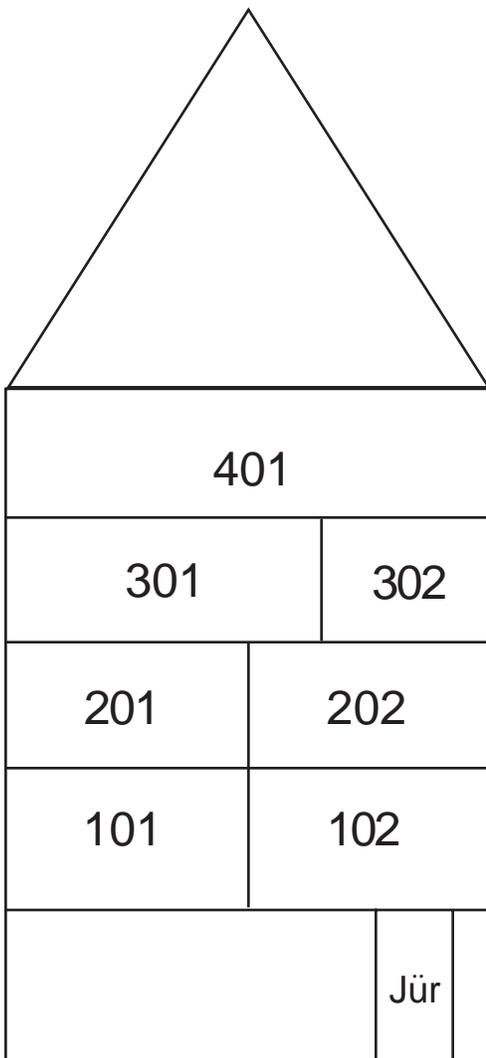
Resources:

Worksheets A and B following this scenario



Name _____

Das Haus Eisenhut



Interior:

- Living room, kitchen, bath, bedroom
- Living room, kitchen, bath, bedroom
- Living room, kitchen, bath, 2 bedrooms
- Living room, kitchen, bath, 2 bedrooms
- Living room, kitchen, 2 baths, 2 bedrooms
- Kitchen, bath, bedroom
- Living room, kitchen, dining room, 2 baths, 3 bedrooms

Haus Eisenhut:

A continuing writing project for upper-level German-language students

Introduction: Das Haus Eisenhut is located in Munich. There are seven apartments in the Haus Eisenhut. A total of twenty people live in the building. The residents range in age from children to grandparents. There are at least three children and at least three persons over 65 years of age who live in the building. You are an exchange student (*Austauschschüler/in*) living in apartment #401 with a host family. Fifteen (15) of the residents are German and five are of different nationalities; such as, Russian, American, Turkish, Italian, Yugoslavian, etc. (Don't forget that *you* are one of the foreigners!)

Composition Topics:

The Tenants: Complete the chart in German for each apartment. Be sure to include the following information:

1. Names of everyone living in each apartment
2. Age of each person
3. Occupation of each person who works; or indicate if a person is a student (*Schüler*), retired (*pensioniert*), etc.
4. Nationality of the five foreigners (watch agreement). Don't forget to include yourself as a foreigner in apartment #401. Remember: the building is in Germany, so everyone except the foreigners is *deutsch*.
5. Remember:
 - You must have someone living in each apartment.
 - You must have twenty (20) people in total living in the building.
 - You must have at least three (3) children in the building
 - You must have at least three (3) people over 65 years of age.
 - Later compositions will be more interesting if you try to have a variety of ages, occupations, and nationalities.
 - Include nationalities, occupations, and names of your tenants.

Picturing the People: Find pictures of all of the people who live in the apartment building; make a collage or put each apartment on a different sheet of paper; label the people by name and apartment. You could also find pictures of how the apartments are decorated if you wish.

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Describe the Building: How old is the building? What is the range of the rents? What is the decor? Is there graffiti? What is the style of the building? What is the neighborhood like—what is in the area, who lives there, etc.? What are the apartment rules? Do people like living there? Can you think of anything else?

A Death: Someone in one of the apartments dies. Tell who, how, and why. Tell about the death and the events leading up to and including the funeral.

A Party: Someone in the building is having a party. Tell who and why. Tell about the preparations this person makes. Describe the party—when, who comes, what kind of party, how does it go, what do the guests do, what happens at the party, when does it end?

A Trip: Someone is planning a trip. Who is it? Where, when, and why do they plan to go? What plans do they make? What will they do at their destination? How long will they be gone? Who will watch the apartment? Did they make any special arrangements?

A Visitor: Someone comes to visit someone in one of the apartments for a week. Who comes to visit whom and why? Friend or relative? Describe the activities that take place during the week because that person is there. Where do they go? What do they do?

A New Addition: One apartment gets a new “addition” to the family. Which apartment? Whose is it? What is it? Describe how the people in that apartment feel about the new addition.

An Inheritance: One person learns he/she has inherited money and one special item from someone who has died. Who died? Why has this person inherited the money? How much? What do they plan to do with it? What is the special item they received? What do they plan to do with it? Why is the item so special? What does the inheritor think of the item? Were there any stipulations placed on the inheritance?

Other Ideas:

- Moving Day
- Life in the A.M.
- A Secret Past
- A Crime
- A Meal
- A Knock at the Door
- Final One: Disaster Destroys the House or May 2010

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International Trade

Activity summary: Students explore international trade issues between the U.S. and Mexico.

Intended level: Developing; expanding

Length of activity: Seven or eight 50-minute sessions

Reflects standards: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2

Materials needed: Research materials, NAFTA literature. Marketing and business staff may provide assistance for this scenario.

How students work: Individually or small groups

Steps for Planning and Implementation:

1. Students select (teacher-organized) tasks and conduct research using the Internet, books, periodicals, and interviews in the community to discover products, materials, and services that are 1) made in Mexico and are available in Nebraska, and 2) made in Nebraska and are available in Mexico.
2. Students report their findings to the class.
3. Students draw conclusions about geographical, political, and economic factors which are influences on and/or reflections of these products/materials/services.
4. Using media and literature about the National Free Trade Agreement (NAFTA) created by the United State and by Mexico, students compare and contrast the views of each culture on NAFTA.
5. Students hypothesize possible effects of NAFTA on current trade between Nebraska and Mexico.
6. Students use their research information and conclusions to either
 - a. create and perform a series of presentations for the international marketing and economics classes (in the first language) or in foreign language classes (in the target language); or
 - b. participate in a target-language debate about the effects of NAFTA on Nebraska's trade with Mexico.

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Job Interview

Activity summary:	Planned with the career education and/or business teachers as a resource, students prepare for and participate in a recorded mock job interview in the target language.
Intended level:	Developing
Length of activity:	Five to seven 50-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 3.1, 3.2
Materials needed:	Target language newspapers and printed materials, members of the business community, tape recorder, and blank cassettes.
How students work:	Individually and in groups

Steps for Planning and Implementation:

1. Students read about jobs in classified ads from newspapers or other printed materials in the target culture.
2. Students research a future career interest using target language encyclopedias, Internet, or first-language materials (if only source available).
3. Members of the local business community (ideally, those who use the target language or work with people who do) visit the foreign language class and discuss:
 - a. the connections between their companies and the target culture;
 - b. the nuances of conducting business with people from the target culture; and
 - c. the qualities they seek in future employees.
4. Students brainstorm qualities an employer would want in their particular career, and they search for connections between this career and the target culture (again, using target language materials, if possible).
5. Students work in groups to produce possible questions an employer might ask during an interview in the target language.
6. Students participate in an audio-taped mock-interview with an employer in the field of their choice. Ideally, the role of the employer should be played by a native speaker and/or the teacher.
7. Each student then writes a reflection journal—in the target language—about the interview, evaluating his/her strengths and weaknesses.
8. The teacher and/or native speaker give(s) feedback on the student's journal.
9. The audio-taped interview and the reflection are included in the student's portfolio.

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Know Your City

Activity summary:	Student groups create a flier/brochure of their city/town.
Intended level:	Developing
Length of activity:	Three 50-minute sessions
Reflects standards:	1.1
Materials needed:	Map of city, drawing paper, magazines
How students work:	In groups

Steps for Planning and Implementation:

1. Divide class into groups to create a flier or brochure to help visitors learn about the students' city/town .
2. In groups, students brainstorm items and points of interest about the city/town.
3. Students write descriptions about each point of interest using a dictionary to find vocabulary in the target language to identify/describe the items.
4. Students cut out pictures from magazines or draw pictures to illustrate the points of interest.
5. Each group produces a flier or brochure using the written descriptions and pictures.
6. Groups present the brochure to class.
7. Use the brochure to role-play giving advice to visitors.
8. Send the brochure to students in the target culture asking them to send information about their town in return.

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La Comida

Activity summary: Create a menu to learn food vocabulary. Role-play ordering food in a restaurant setting.

Intended level: Beginning

Length of activity: Five 15-minute sessions

Reflects standards: 1.3, 2.1, 3.1

Materials needed: Simple props: table, chairs, authentic menus, pad/pencil, maybe tray, etc.

How students work: In groups

Steps for Planning and Implementation:

1. Study vocabulary and discuss different connotations of words; e.g., *vaca-carne*, *cochino-puerco*, etc.
2. Show students example of authentic Mexican menu. Discuss prices; i.e., comparative U.S. cash value.
3. Students prepare an appealing menu in Spanish using appropriate food and meal dishes with prices.
4. In groups of four or five with one student acting as waiter, students role-play entering a restaurant and ordering food. Dialogue must include: proper formal greeting, discussion of prices, receiving the bill, paying and counting change.

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Les Habits (Clothing)

Activity summary:	Students discuss different styles of clothing and learn how personal characteristics influence the mode of dress.
Intended level:	Developing; expanding
Length of activity:	Five 40-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.1, 3.2, 4.2, 5.1
Materials needed:	Magazines or photos, camcorders, computer, description of initial five styles
How students work:	Individual and in groups

Steps for Planning and Implementation:

1. Students review vocabulary about clothing and personal traits using the target language.
2. Students read five short (one-page) articles identifying five typical modes of dress among teenagers; for example, *Le Baba* (expensive clothes), *La Loden* (trendy), *La Minorité Silencieuse* (nerd), *Bon Chic/Bon Genre* (yuppie), *La Punkette* (punk).
3. Students discuss each style and the characteristics of a particular genre or mode of fashion. Students discuss whether these styles and personalities exist at their own school and identify the percentages of each style apparent at the school.
4. In small groups, students discuss the personality traits indicated by each mode of dress. Each group reports to the whole.
5. Each student chooses a picture from a magazine or a photo and, in the computer lab, writes an accurate physical description of the fashion style indicated by the photo. The final copy should include a picture, a physical description, and a personality description. The personality description would include the probable interests and social life of the figure represented in the photo.
6. Students present their study to the class in one of the following forms:
 - a. A report in French
 - b. A video
 - c. A style show, complete with moderator
7. Coordinate with the Department of Family and Consumer Sciences for this presentation.

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Let's Celebrate!

Activity summary: Students organize the details for a party and role-play guests and hosts.

Intended level: Developing

Length of activity: Five or more 50-minute sessions

Reflects standards: 1.1, 1.2, 1.3, 2.1

Materials needed: Video of a cultural celebration; for example, "Quinceañera" from *Teacher's Discovery*; video player and TV, worksheet about video

How students work: Large group, individually, and in small groups

Steps for Planning and Implementation:

1. Students view and discuss the video. Individually, students complete the worksheet which focuses on steps involved in planning the celebration, comparing it to other celebrations in American culture.
2. Discuss the worksheet as a class.
3. Divide class into groups of three or four students. Groups decide on the kind of party and define steps in sequence that are needed to plan it. Students use the target language to plan and divide up the chores to be accomplished.
4. Students present their plan to the class, which listens for organization and fun ideas. The class decides which group's plan to implement as a class project.
5. The selected group receives extra class time to work on the preparations. Meanwhile, students consider what would be appropriate behavior at the party and identify persons who might attend the party; for example, an annoying little brother, a friendly uncle, peers, etc.
6. Hold the party during a class period (or outside of class). Students come prepared to act out roles of people attending the party that have been assigned to them.
7. After the party, each student reflects on her/his impressions of the party and the behavior of participants either in writing or discussion with a partner.

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Resources:

For *Teacher's Discovery* Catalog:
1-800-TEACHER

May I Take Your Order Please?

Activity summary:	Students place phone orders from a J.C. Penney catalog in the target language.
Intended level:	Expanding
Length of activity:	One 45-minute period
Reflects standards:	2.2, 3.2, 4.2
Materials needed:	Catalog in the target language, order forms, toy telephones
How students work:	Pairs

Steps for Planning and Implementation:

1. Students check the catalog for items not usually seen in a U.S. catalog; for example, first communion dresses, fifteenth-year party dress. Discuss cultural differences.
2. Each student selects three items from the catalog.
3. Students divide into pairs to role-play a caller and an operator.
4. The caller uses the toy telephone to call and asks to place an order. The operator asks for size, colors, prices, page numbers, etc. The operator gives delivery dates and cost.
5. To add interest, the caller may occasionally get a wrong number, items may be out of stock, or may be put on hold.
6. The pairs reverse roles and repeat step #4.

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Migrant Farm Workers

Activity summary:	Students investigate the plight of migrant farm workers.
Intended level:	Expanding
Length of activity:	Seven or eight 50-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.1, 3.2, 4.2, 5.1
Materials needed:	Book: <i>El Camino de Amelia</i> , cassette recorder, camcorder, blank audio and video tapes, research materials
How students work:	Individually, pairs, small groups

Steps for Planning and Implementation:

1. Using reading skills (such as skimming, scanning, cognates, and contextualized guessing), students read *El Camino de Amelia*, a children's book about a girl whose parents work as migrant farm workers.
2. Students work in pairs to digest the text, orally reporting paraphrases of the story line into a cassette recorder.
3. For overnight homework, students write in journals on the idea, "If I were Amelia...."
4. Students read their journals to a peer; the peer helps the student polish her/his journal.
5. In pairs, students create a two-page alternative ending for *El Camino de Amelia*, including student-generated text and illustrations.
6. Journals and alternative endings are exchanged with those of another class, preferably a class from a community that has migrant farmworkers.
7. In pairs, students read and reflect on the other class's journals and alternative endings.
8. Students conduct small-group, video-taped discussions about similarities and differences between their products and those of the other class.
9. Students create suggestions for improving the situation of migrant farm workers and their families to send to policy makers, employers, or workers.
10. Students select and investigate another work-related problem in their society, and prepare notes and speak about solutions for this problem.

Resources:

Altman, Linda Jacobs (1993). *El Camino de Amelia*. Lee and Low Books, Inc. New York. Available from Niños, P.O. Box 1163, Ann Arbor, Michigan, 48106; 1-800-634-3304.

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Opinion Survey

Activity summary: Students form a question in the target language asking people to make a choice; survey twenty-five people and convey results in a visual aid.

Intended level: Beginning

Length of activity: Two 50-minute sessions

Reflects standards: 1.1, 3.1

Materials needed: Student choices of materials for visual aid presentations

How students work: Individually

Steps for Planning and Implementation:

1. Students learn how to ask, “Which do you prefer?” and respond, “I prefer...” Can be used with food, colors, clothes, music, animals, activities, etc.
2. Students form one (or more) questions in the target language; e.g., “Which do you prefer, watching TV or going to the movies?” or “Which do you prefer, milk or tea?”
3. Students interview at least twenty-five students and tabulate the results.
4. Students create visual aids reflecting the results; for example, students may cut pictures out of magazines, make charts or graphs on the computer, paint or draw, etc.
5. Students present their question(s) and visual aid(s) to the class.

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Paris Monuments

Activity summary:	Research on a Parisian monument
Intended level:	Beginning
Length of activity:	Five 45-minute sessions
Reflects standards:	2.2
Materials needed:	Realia from various monuments (requires authentic material): informational brochures, guides, post cards, pictures, slides, anything concerning the major Parisian monuments as well as Versailles.
How students work:	In groups

Steps for Planning and Implementation:

1. Students choose their groups (no more than three per group).
2. Groups pick a monument to research; e.g., Eiffel Tower, l'Arc de Triomphe, Louvre, etc.
3. Each group assembles the four components to the project: a post card in French, an oral presentation, a written report, and a travel brochure.
4. Students research the history and present-day significance of the monument for a report.
5. In five French sentences, students describe their monument. The class tries to guess the monument.
6. Students present an oral exposé of their monument, including the information in #4, the closest metro stop, phone number, opening hours, and entrance fees, if any. Students may use various methods to present their monument in an oral report; such as, video, a traditional lecture format, or a skit. Slides may be used as well as other visual aids.
7. Students also prepare a travel brochure about their monument listing its name, location, closest metro stop, opening hours, and fees, if any. (This information is available on the Internet.)
8. In addition, students design a post card written to a French-speaking friend telling about the monument in five French sentences.
9. The U.S. received the Statue of Liberty from the French. What statue/monument would you give to the French people in the 21st century that would reflect the French and/or U.S. culture?

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Read All About It

Activity summary:	Students create a class newspaper in the target language.
Intended level:	Beginning
Length of activity:	Five 30-minute class sessions
Reflects standards:	1.1, 1.3
Materials needed:	Paper, pencils, access to copier or duplicating machine, dictionaries, stapler
How students work:	Individually or in pairs

Steps for Planning and Implementation:

1. Pick a sufficient number of topics to allow each student to be involved. This may be done by the teacher or in a brainstorming session with the class. Examples of topics: hottest TV shows; hottest movies; cartoons; crossword or word search puzzles; a recipe; favorite pets; favorite sports; interviews with teachers, classmates, principal; ads; etc.
2. Each student or pair of students chooses a topic for which to be responsible.
3. Students develop and practice questions to ask people to get information.
4. Students work on the topics; e.g., conduct interviews; draw cartoons, ads; create crossword and/or word search; etc.
5. Students proofread each other's newspaper articles.
6. All contributions are put together in a newspaper format.
7. The newspaper is duplicated and distributed to class members and other interested persons in the school (principal, people interviewed, etc.).

Adapting this Scenario: This scenario targets students at the *beginning* level of language development, but it can easily be adjusted to meet the learning expectations of students at the *developing* or *expanding* level. For example:

<p>Students at the <i>beginning</i> level are able to prepare:</p> <ul style="list-style-type: none"> ◆ simple interviews ◆ recipes, lunch menus ◆ captions for photographs ◆ simple cartoons ◆ sports scores ◆ lost-and-found reports ◆ lunch menus. ◆ charts, graphs, maps ◆ word search puzzles 	<p>Students at the <i>developing</i> level might also include:</p> <ul style="list-style-type: none"> ◆ a school calendar ◆ crossword puzzles ◆ TV guides ◆ articles; such as, fashion reviews, who's who in the school ◆ horoscopes ◆ want-ads 	<p>Students at the <i>expanding</i> level are able to add:</p> <ul style="list-style-type: none"> ◆ student-produced editorials ◆ letters to the editor ◆ advice columns ◆ restaurant or movie reviews ◆ poetry ◆ culturally appropriate cartoons ◆ travel information
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Shopping for Clothes

Activity summary:	Students role-play customers and sales representatives in a clothing store.
Intended level:	Developing
Length of activity:	Four to five 50-minute sessions
Reflects standards:	1.1, 1.2, 2.1
Materials needed:	Authentic catalogues and advertisements, videotape of shopping interactions, TV, VCR, props, nametags, 3"x5" cards.
How students work:	Pairs

Steps for Planning and Implementation:

1. Students learn vocabulary of clothing and use authentic materials—i.e., catalogues and advertisements—to enhance their learning.
2. Students learn phrases used by customers and sales representatives in a clothing store, ideally through TPR activities and role-plays.
3. Students watch videotaped segments of interactions in a clothing store. (Sources of videotapes can include commercially made videotapes, or teacher-produced videotapes of higher-level students role-playing customers and salespersons, and end products from the previous year's students.) Students use these segments to reinforce prior learning and to become aware of the social conventions that are expected when shopping in a clothing store in the target culture.
4. In pairs, students practice following these conventions and role-playing different situations that can happen in a clothing store; such as, wrong size, wrong color, wrong style, and method of payment.
5. Students role-play in a classroom-created clothing store or, if possible, in a community clothing store in which the target language is used. Students act as customers and sales representatives. Native speakers, who have been coached in this activity and understand the expected level of student performance, also act as customers and sales representatives. Every participant wears a name tag to identify role he/she is playing.
6. After the role-play, students and native speakers use 3"x5" cards to write constructive feedback to at least two other people with whom they had contact during the role-play. The cards are given to the teacher to disseminate.

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Sportscaster

Activity summary: Students listen to sports commentaries in the target language and prepare and act-out peer-made versions.

Intended level: Developing; expanding

Length of activity: Two 50-minute sessions

Reflects standards: 1.2, 1.3

Materials needed: Prepared video segments of several sporting events, an audio-tape recorded from the video, poster paper, markers, blank audio tapes (one for each student group), tape recorders, props for each sport, worksheets with sports pictures for identification

How students work: Individually, in pairs, and in large groups

Steps for Planning and Implementation:

1. Prepare a video comprised of segments of six different sporting events with commentary in the target language, either from a commercial source or taped from TV (or ask a native speaker to prepare a commentary on an audio tape to accompany the segments on video tape that are in English).
2. Students listen to the audio portion of the commentary of the six sporting events without viewing the video and identify each sport from the auditory clues..
3. In a large group, students identify key terms and differences in the volume, speed, etc. of the commentator that might vary with the sport. These are written on a poster.
4. With the tapes available for reviewing, students work in pairs to prepare a similar (possibly simplified) commentary of a sporting event. Students create a written and audio-taped script without revealing to others what sport they are describing.
5. Confer with students to suggest ideas or changes. After modifying their commentary, students trade the audio-tape/script with another pair. Students listen to the peer-prepared tape, select appropriate props, and act out the sport to the class according to the commentary while the tape plays.
6. The class responds individually (on paper) on the key words and any confusion between the audio and the acting. The teacher reads the responses, then shares them with the creators and actors.
7. Finally, the entire class listens to an audio tape in which the order of the sporting events has been changed from that on the video and matches pictures on the worksheet to what they hear.

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Stock Market Game

Activity summary:	Students simulate stock market purchases of target language companies over a two-month period.
Intended level:	Developing
Length of activity:	Eight sessions of varying length
Reflects standards:	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 5.1
Materials needed:	Daily stock quotations and foreign currency exchange rates; prepared graphs
How students work:	Individually

Steps for Planning and Implementation:

1. A large graph is set up on the wall to chart the weekly exchange rates. Students take turns marking the weekly changes on the chart.
2. Students are given 100,000 dollars, francs, marks, etc. in play money.
3. Students select stocks from various resources—such as, foreign newspapers, stockbrokers, Internet, community resources, etc.— and decide how much to invest in each.
4. Students set up graphs and report to the class on changes in their investments in both the foreign currency and in dollars.
5. Students (on their own) check the progress of their stocks, make decisions on buying and selling, and continue to chart their activities on their own graph. Periodically, they report to the class on their decisions giving values in both foreign currency and dollars.
6. At the end of two months, the student with the most stock value is declared the winner.

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Structures of Roman Entertainment

Activity summary: Students research one type of entertainment and the type of building used, construct a model of the building, and reenact a performance.

Intended level: Developing; expanding

Length of activity: Two weeks: two 35-minute class sessions for preparation, homework, two or three class sessions for reenactments

Reflects standards: 2.2, 3.1, 3.2

Materials needed: Research/reference sources, model building materials (like papier-mâché)

How students work: Small groups

Steps for Planning and Implementation:

1. Read in Latin about public entertainments (class assignment).
2. Form groups. Each group selects one of the following:
 - a) gladiator shows; b) circus games—chariots and track and field events; c) drama/comedies in theater.
3. Each group researches their chosen topic, answering questions such as:
 - Who especially liked this type of entertainment?
 - What type of structure was used?
 - How did form fit the function of that structure?
 - Are there modern counterparts/replicas of it?
 - Are any ancient structures still in use? What made them so durable?
 - Who performed this type of entertainment?
 - Were slaves involved as builders or performers?
4. Each group builds a model of the chosen structure and presents it to the class.
5. Each group reenacts a performance of their chosen event.

Note: The use of Latin language in steps 3, 4, and 5 will depend on the ability of the participants.

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Summertime

Activity summary:	Students write a letter to the teacher during the summer describing what they have done and will be doing.
Intended level:	Developing
Length of activity:	Two class periods
Reflects standards:	1.1, 1.2, 1.3, 5.1
Materials needed:	Paper, envelope, stamp
How students work:	Individually and in groups

Steps for Planning and Implementation:

1. On the last day of school, students receive an envelope addressed to the teacher with instructions to write a letter to the teacher during the summer describing what they have done and will do while on vacation. The teacher promises to send a postcard while traveling if the letter is received before teacher's departure date or the teacher will respond if the letter is received before the first day of school. This becomes each student's first grade of the next school year.
2. The teacher responds to the students' letters in the target language and gives the students instructions about something to bring or do for the first day of class.
3. The teacher uses information in the letters from the students to make questions for the students to answer which will require everyone to read all of the letters; for example: Who went to Disneyworld this summer? What did Laura buy at the Mall of America? Each student receives a copy of the questions.
4. The original summer letters from the students are taped on the classroom walls so students can read them easily. (Note: no corrections are made on the posted letters.)
5. The letters remain posted for about a week to create interest among other classes and so that students can read them and ask questions informally.
6. Use the activity as a starting point to discuss summer activities. Classmates can express surprise, envy, etc., and share stories.

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Television Commercials

Activity summary: Using information acquired from a unit on television advertising in the target language, students create their own television commercial.

Intended level: Developing

Length of activity: Five 50-minute sessions

Reflects standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1

Materials needed: Camcorder (video), examples of commercials from target culture, VCR., TV, props.

How students work: In small groups and entire class

Steps for Planning and Implementation:

1. As part of a unit on television advertising in the target language, students view a number of television commercials from the target culture. Students analyze these commercials in terms of the products being sold, the techniques used to sell the products, and the way in which the target language is used. Students then compare and contrast commercials in the U.S. with commercials from the target culture.
2. Divide students into groups of two or three. Tell students they will be making a commercial in which they will promote a product popular with American teenagers in the target culture.
3. Student choose a product that they would like to promote and obtain approval from the teacher.
4. Using the information obtained from their advertising unit, students create a commercial that would effectively promote their product in the target culture.
5. Students create an outline and then develop the outline into the commercial, which should be approximately sixty seconds in length.
6. Give students sufficient practice time in class before videotaping takes place.
7. After videotaping, the class views each commercial and votes on the commercials in a number of different categories; such as, best, funniest, most original, and most persuasive.

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Till We Meet Again!

Activity summary:	Students read several related folk tales and create original ones.
Intended level:	Expanding
Length of activity:	Ten or more 35-minute sessions
Reflects standards:	1.2, 1.3
Materials needed:	Copies of folk tales
How students work:	Class, individually, and in small groups

Steps for Planning and Implementation:

1. In German class, read three or more stories about Till Eulenspiegel. The teacher reads the story to the students and then asks basic questions to check comprehension.
2. Students get copies of stories and reread them in small groups for some details.
3. Individually, students write summaries in the target language of each story and then trade with another student to proofread.
4. Do worksheets: a) put sentences from teacher's summary in correct sequence; b) fill in blanks in teacher's summary.
5. As a class, discuss the personality of the main character. Project how he would act and what jokes he would play on people at the students' own school.
6. Students write original stories about Till at school using word-processing on computers. Stories are proof-read, corrected, and assembled into packets of all stories for each student.

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A Visit to the Grocery Store

Activity summary:	Students visit a local market to do a project using signs in Spanish of fruits and vegetables.
Intended level:	Beginning to expanding depending on the questions used
Length of activity:	Forty-five minutes to one hour
Reflects standards:	1.1, 3.1, 4.2 5.1
Materials needed:	A store with signs in a target language or pictures of items in the language
How students work:	Individually or in pairs

Steps for Planning and Implementation:

1. Students study vocabulary for various fruits and vegetables in class.
2. Students visit a grocery store during class.
3. Give students a list of questions in the target language that can be answered by using the signs in the store.
 - Sample questions: What is the difference between melón and melón dulce (cantaloupe and honey dew)? What does “madura” mean in “piña madura”? Which costs more, frambuesas or fresas? How is sandia sold (whole, half)? What is another word for “maiz”?
 - Some questions are answered in English and others in Spanish. Some questions may ask about fruits and vegetables that they haven’t studied before.
 - Make different lists by arranging the questions in different order so that students are not all in the same part of the store at the same time.
4. Students return to class and discuss the experience—what they learned, what was new, and new foods they were able to sample; for example, jicama, papaya, mango, tuna (prickly pear), coconut, and granada (pomegranate).
5. Give students a list of six items. Students write the price in English and then convert the cost to pesos.

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Whodunit

Activity summary:	Students create and take part in a mystery story.
Intended level:	Developing
Length of activity:	Two or three 50-minute sessions
Reflects standards:	1.1, 1.2, 1.3
Materials needed:	Poster paper and markers
How students work:	In groups

Steps for Planning and Implementation:

1. Divide students into groups of six or more.
2. Each group creates its own mystery story idea; for example, the murder of a fictional character, or the theft of a diamond or painting.
3. Each group comes to consensus about the crime scene (where and when), the weapon, and any other relevant information to use in its presentation to the class.
4. The group can organize its thoughts on a poster showing the crime scene, the weapon, and any other relevant information to use in its presentation to the class.
5. Each student in a group assumes the role of a character in the story. Together, the group determines what relationships may exist among the characters. Make name tags for the characters/relationships; for example: Mrs. Dubois, the widow of the victim.
6. Each character determines his/her own alibi, personality traits, etc. The student may want to put this information on a note card for reference.
7. The “guilty” person cannot tell any lies about his/her whereabouts or motive for the crime, but he/she is not obliged to admit to the crime.
8. To make it more interesting, some of the “not-guilty” characters should also have possible motives and questionable actions or statements.
9. The group presents their mystery to the class using the poster to explain relevant details of the crime and to introduce the characters. The characters may dress in costume to better play their roles.
10. Members of the class may ask the characters questions to try to determine “whodunit.” They may not ask a character if he/she is guilty; only details concerning time, place, motive, opportunity, relationships, etc., may be asked.

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11. After ten minutes of questioning from the class, the teacher, acting as detective, should ask for a vote to determine who the class thinks is guilty.
12. The teacher/detective encourages a couple of students to tell why they voted the way they did.
13. Finally, the guilty character must step forward and proclaim his/her guilt and explain the motive for the crime.
14. Congratulations or recognition is given to those students who figured out whodunit.
15. Each of the other groups presents in turn.

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Glossary

articulated	planned progressive transition from one level to the next higher level
assessment	an on-going evaluation by a teacher to determine how a learner is progressing, often for the purpose of making decisions about what instruction is needed by the learner
aural/ visual/ context clues	auditorially- or visually-perceived linguistic and situational cues which aid the derivation of meaning
authentic documents/ materials/sources	those which originate in the same language and culture as that being studied, taught
beginning/developing/ expanding stage of development	an arbitrarily defined phase of development in the long-term process of acquiring a language
best practices	those classroom procedures which have been shown to be most effective in the achieving of desired (defined) outcomes
cadre	a nucleus of trained personnel around which a larger organization can be built and trained (<i>The American Heritage Dictionary of the English Language, 1976</i>)
circumlocution	using alternate (roundabout) words and phrases to convey meaning or express an idea
classical languages	the forms of Latin and Greek used in ancient Greek and Latin literature
cognates	words in different languages derived from the same root
cognitive boost	an increase in the ability to learn and to associate/analyze information
collaborative learning	students engage in communicative activities with the teacher and each other in a cooperative atmosphere
communication-based instruction	teacher facilitation of written and conversational exchanges in which students express personal ideas or meaningful information in real or simulated situations

communicative acquisition	learning the elements and forms of a language through the functional use of that language, as opposed to formal study of its grammar
connections	opportunities or means for learners to experience directly
constructivism	learning as a constructive process in which knowledge structures are continually changed to assimilate and accommodate new information
content-related foreign language	classes such as history, math, geography, in which a foreign language is employed and learned in combination with delivery of the core subject matter (content)
contextualized material	material presented in a situational context; visually-organized cues
cooperative learning	a small group process in which students work together to achieve group goals and further their own learning
critical thinking	thinking which is characterized by careful and exact evaluation and judgment
cultural allusions	references to information regarding the target culture, its people, and their way of life
cultural perspectives	societal viewpoints; i.e., those ideas, attitudes, beliefs, opinions, shared by a given society
descriptors	words of description; verbal cues
developmentally appropriate	consistent with the learner's stage of cognitive development
exploratory foreign language program	a curricular program which allows students to sample one or more foreign languages
expressive forms	<i>see:</i> forms of culture, expressive
foreign language education	foreign language teacher preparation
foreign language learning	the perception, acquisition, organization, and storage of linguistic forms and cultural meanings of a language other than the learner's native language

forms of culture, expressive	formal representations of a culture as expressed through, for example, literature, art, music, drama, dance, speech, ritual
forms of culture, utilitarian	customary interactive behaviors and organizational patterns which make up and facilitate “everyday way of life” in a society
frameworks	a document which defines, supports, and sets parameters for the key ideas, concepts, and practices of curriculum and instructional design, development, and implementation
functional proficiency	refers to the ability to communicate at some level (0 = novice to 5 = native) as measured on the Foreign Service Institute (FSI) Scale
global	an all-inclusive world concept; worldwide; implies that language and cultural study are essential for effective world citizenship
goals	the purposes, aims, or ends to which an endeavor is directed
grammar-based foreign language instruction	a deductive method of instruction based upon the analysis and learning of rules of grammar, together with bilingual lists of vocabulary to be applied in decoding reading passages
idiom	a speech form that is peculiar to itself within the usage of a given language (<i>The American Heritage Dictionary of the English Language</i> , 1971)
immersion programs	foreign language classes taught entirely in the target language and without reference to the native language (English)
interdisciplinary	connecting selected linguistic and cultural facets of a foreign language to related aspects of other disciplines or subject areas in the curriculum
internalization	the organization of information in long-term memory so that it is accessible as background material to be used (reorganized) as needed
language acquisition	a subconscious process similar, if not identical, to the way children develop ability in their native language (Omaggio, p. 29)
learning styles	preferred modes of learning—e.g., visual, auditory; various systems of classification exist

learning scenario	activities designed for the student to demonstrate progress levels in regard to specified objectives
less-frequently taught language	a language other than those most commonly taught in the public schools; e.g., Chinese, Japanese, Russian, etc.
lexicon	vocabulary
master teachers	a nucleus of trained teachers capable of training others in varied teacher-development opportunities
modalities	modes of communication encompassing listening, speaking, reading, writing
multilingual	able to communicate in more than one language
overarching	extending over, above, encompassing
partial immersion	judicious use of the native language in an otherwise total immersion foreign language learning setting
perspectives of the target culture	interpretations of a culture as generally articulated by native speakers of that society or as inferred in its documents
pilot schools	selected Nebraska schools which use action research as a tool to evaluate the implementation of the Nebraska K-12 Foreign Language Frameworks
proficiency	communicative ability in all forms of language and cultural interaction
proficiency guidelines	a hierarchy of overall (general) characterizations of integrated performance in speaking, listening, reading and writing adopted and published by ACTFL in 1986, and which provides a generic description of each level contained therein
progress indicators	detailed statements which describe what students should be able to do to achieve a specific goal or standard
reflection journal	personal writing about an event or situation; the student remembers, thinks about, and records opinions, feelings, impressions as recalled
role-play	to imagine oneself as a specified person in a given situation and act (speak) the part as though one were that person

scenarios	individual and interactive classroom activities designed to help students achieve specific goals and meet set standards
sociogeographic	both social and geographic; a perspective which considers geography together with human interactive influences
standard	expected level of accomplishment; norm
storyboard	a visual display or manipulative used to illustrate or tell a story
syntax	the branch of grammar dealing with forming phrases, clauses, sentences
synthesize	to combine so as to create a new product, idea, utterance, outcome
systematic change	planned modification, alteration, to take place over or within a specified time
target cultures	societies represented by native speakers of the target languages studied
target language	the foreign language elected by the learner
TPR	Total Physical Response; a method used by James J. Asher based upon an initial period of listening and utilization of commands which students follow to show comprehension
transescent	middle school student; pre- or early adolescent
utilitarian forms	<i>see:</i> forms of culture, utilitarian
Venn diagram	two intersecting circles used to illustrate separate but related concepts; the inner part formed by the intersection represents similarities; the outer parts represent differences
word webbing	a composite graphic device in which a central concept (word or phrase) appears in a circle centered on the page; around that, spokes of additional circles are identified and added, delineating various features of the main idea (concept)

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Introduction

This section is in two parts. *Designing Assessments* provides general background on assessment, a step-by-step process for designing foreign language assessments based on the Frameworks, and information about using portfolios in the foreign language classroom. The appendixes that follow will help teachers design their own assessments.

Fifteen foreign language teachers from across Nebraska wrote the *Sample Assessments*. They are examples of assessments that may be used with the Learning Scenarios or similar learning experiences. The sample assessment tasks vary in complexity and breadth of focus from assessing one skill to an integration of many skills and concepts.

A glossary and appendixes follow the sample assessments. The glossary defines terms as they are used in this section. The appendixes include forms and checklists that teachers will find helpful for designing their own assessments.

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Assessment Cadre Belief Statements

Quality Assessment...

- ◆ is directly aligned with the Nebraska K-12 Foreign Language Frameworks.
- ◆ is a guide to instruction.
- ◆ focuses on what students know and are able to do.
- ◆ includes clearly stated student expectations.
- ◆ reflects clear and concise criteria and standards.
- ◆ is challenging and integrates a variety of skills.
- ◆ is authentic and meaningful to students.
- ◆ uses a wide range of methods and allows for a variety of responses.
- ◆ is an ongoing process shared between the teacher and the student to facilitate instructional decision-making.
- ◆ gives students feedback on their progress.
- ◆ allows students to monitor and adjust their individual learning strategies.

Acknowledgments

Assessment Cadre: Jane Boeka-Chessmore, McCook Junior High School
Rosalie Goldberg, Kearney High School
Marilyn Gordon, Fremont Senior High
Vicki Huskey, Weeping Water High School
Leon May, Millard North High School, Omaha
Patricia McGill, Waverly Jr-Sr High School
Susan Ptacek, Lincoln East High School
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Designing Assessments

In the past few years, a substantial shift in the assessment paradigm has occurred as educators try to reduce the gaps that exist between what they teach and what they assess. To fully assess language learning, many foreign language teachers are adding performance assessments to traditional paper-and-pencil testing to determine what students know and are able to do. In doing so, teachers shift the focus to how well students can apply what they have learned.

Methods of Assessment

Assessments are categorized into four methods: (Stiggins,1997)

- ◆ **Selected response** measures content knowledge through questions such as multiple choice, true/false, matching, and short answer or fill-in-the-blank.
- ◆ **Essay** evaluates the mastery of complex structures of knowledge and/or reasoning through written work that provides a sample of students' reasoning skills.
- ◆ **Personal communication** rates oral communication proficiency during instruction using methods such as asking and answering questions, interviews, conferences, discussions, and sharing opinions with others.
- ◆ **Performance assessment** assesses skills, judges the levels of proficiency demonstrated, and evaluates students' abilities to translate knowledge and understanding into action as they create products, processes, and/or performances.

Authentic assessment is a term that often is used when the assessment immerses students in scenarios resembling real life situations. Authentic assessments:

- ◆ provide opportunities for students to develop language skills while addressing real tasks.
- ◆ call on students' capacities to interact socially, problem solve, and make connections.
- ◆ enhance learning by integrating foreign language with other subject areas and with students' own lives.
- ◆ are performance based and criterion referenced.
- ◆ require higher-order thinking.
- ◆ may require an extended time frame.

Foreign language teachers should not rely solely on one method of assessment and should try to maintain a balance among the different methods. Paper and pencil tests--true/false, multiple choice, matching, etc.--are still valuable assessment tools that work well for objective assessment of student knowledge. What they do not allow is student application of knowledge. Teachers who want to effectively assess what students know and are able to do, will make performance-based, criterion-referenced assessment the organizing framework of their classroom instruction.

Performance Assessment

Performance assessments are designed to provide students with a variety of tasks and situations in which they can demonstrate their understanding and apply their knowledge, skills, and thinking processes in a variety of contexts. (Marzano, 1993) Performance assessments provide teachers and students with accurate feedback about the students' capabilities. While traditional, paper-and-pencil testing reduces a student's classroom life to a collection of scores or grades, performance-based assessments in the foreign language classroom measure students' abilities to communicate in the target language in real-world contexts using their knowledge of the target language and culture.

Performance assessments are based on identified goals for language learning and provide students with expanded opportunities to assess themselves and their peers. Performance assessment does not determine *who* is best, but helps learners *do* their best. Teachers and students determine in advance what will be accepted as evidence that a skill or task is demonstrated successfully. This information is used to articulate the performance standards and criteria that are specified in a grading rubric that both teacher and students use to assess students' progress and validate their performance. In this manner, students have an active, on-going involvement in the assessment process with clear performance objectives.

Guidelines for Performances and Exhibitions

Planning worthwhile tasks is critical to the performance assessment process. Burke (1994) provides a comprehensive list of guidelines for performances and exhibitions:

- ◆ Correlate the performance with meaningful learner outcomes.
- ◆ Introduce the performance by telling students the purpose of the task and the intended outcome.
- ◆ Give students choices in their selection of topics.
- ◆ Model or show examples or video performances from other classes or real-life presentations.
- ◆ Brainstorm a list of criteria and descriptors that specify levels of performance.
- ◆ Create a scale that lists the descriptors for each of the criteria on the scale.
- ◆ Encourage students to plan, monitor, and evaluate their thinking in the process.
- ◆ Have students give the performance.
- ◆ Use the criteria to complete a teacher assessment, peer and/or self-assessment.

Performance assessment does not determine who is best, but helps learners do their best.

Guidelines for Performance and Exhibitions, cont.

- ◆ Provide feedback by discussing the performance.
- ◆ Determine a grade based on teacher, and/or peer, and/or self- evaluation.
- ◆ Have students set new goals for their next performance.
- ◆ Save critiques of performances and a student’s future goals to include in a portfolio.

Assessment in the Foreign Language Classroom

Developing assessments is not done in isolation but is part of a very complex curricular decision-making process. In the foreign language classroom, the goals, standards, and progress indicators of the *Nebraska K-12 Foreign Language Frameworks* provide the basis for writing specific contexts (outcomes) for programs, courses, and units. Teachers determine assessment methods after identifying the knowledge and skills needed to accomplish the outcomes.

By combining the steps of curriculum planning with implementation of instructional strategies and adjustment of instruction, teachers ensure that curriculum goals are met and students experience success in their language learning. (See *Curriculum Planning* beginning on page 197.)

The decision-making process can be outlined in several steps:

- ◆ Decide the goal/s.
- ◆ Decide the standard/s.
- ◆ Decide the context/s or outcome/s of the specific program, course, or unit.
- ◆ Select the progress indicator/s.
- ◆ Decide the essential skills and knowledge students need.
- ◆ Select and develop the appropriate assessments.
- ◆ Select the most effective instructional strategies to ensure that students learn and apply the skills and knowledge needed.
- ◆ Select the resources.
- ◆ Implement the instructional strategies so students learn and apply the skills and knowledge needed.
- ◆ Assess and analyze the results of student learning
- ◆ Adjust instruction when necessary according to the results of the assessments

Steps for Developing Frameworks-based Assessments

► **1. Identify the goals, standards, context/outcomes, and progress indicators from the Frameworks.***

The following steps focus on the assessment portion of the decision-making model outlined above. The examples are from a sample unit in the Curriculum Planning section of the Frameworks. (See *Shopping at the Market*, page 227.)

- ◆ Frameworks **goals** are broad statements of what the foreign language teacher wants students to know and be able to do.
- ◆ Frameworks **standards** are the expected level of accomplishment. The foreign language teacher selects standards that reflect the desired goals.
- ◆ **Contexts/Outcomes**, which are determined by the teacher, combine the language of the Frameworks' standard and the setting in which the standard will be performed.
- ◆ Frameworks **progress indicators** are what students are able to do and identify the specific performance to be assessed.

Example:

- All five of the Frameworks goals and selected standards are identified in the sample unit, "Shopping at the Market" --1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 5.1.
- The context/outcome for this unit is: *Students engage in conversation and convey information in a market using correct cultural practices.*
- Many progress indicators are emphasized in the unit, but the teacher has selected only four of them to assess at this time: *express basic needs, express likes/dislikes, ask and answer simple questions, and identify and react to cultural perspectives and practices.* Later, when designing the assessment rubric, each of these progress indicators should be reflected in the rubric criteria.

► **2. Identify the skills and knowledge students need to successfully accomplish the selections from Step 1.**

This step is essential to the process. Teachers must determine: What do students already know? What are they able to do? What skills and knowledge do students need to review? What new skills and knowledge must students acquire before the selected progress indicators, context/outcomes, standards, and goals can be achieved?

Example:

In the sample unit, students need knowledge of vocabulary and phrases for shopping, and must be able to use the verb *gustar* and formulate questions. They must also know the cultural practices for shopping in the target culture.

* See Appendix A, page 187.

► **3. Determine the method of assessment that will best evaluate the skills and knowledge identified in Step 2.**

Teachers must decide which of the four methods of assessment--selected response, essay, personal communication, or performance assessment--would best assess students' skills and knowledge, be appropriate for the specific unit/theme being taught, and best fit the students' needs. A combination of assessments provides a broad-based look at the level of the students' learning. When assessing skills, performance assessments are the better choice.

Example:

In the sample unit, the teacher will use selected response to assess the students' knowledge of the verb *gustar*, question formation and the vocabulary. A performance assessment will be an appropriate assessment method to determine how well the students can do the context/outcomes and progress indicators.

► **4. If performance assessment is chosen, design a quality task.**

Performance assessments require students to demonstrate their knowledge and apply their skills in meaningful ways. A performance task may require students to create a product, process, or performance for exhibitions or projects. The task, whether it be a performance, product, or process, must be important to the overall goals/outcomes of the program, course, or unit.

Teachers may design performance tasks or situations that incorporate several learning goals for a unit, course, or program. By carefully planning what those learning goals will be and what methods will be used to assess them, teachers and others who determine curriculum can ensure that significant learning will occur in their classrooms over a given period of time. (See Appendix B: *Assessment Tracking Chart*, page 190 and the *Comprehensive Planning Chart*, page 220.)

The quality task integrates knowledge and multiple skills in multifaceted demonstrations and may require an extended time-frame. When used for performance assessment, a quality task has several important characteristics.

A well-designed task:

- ◆ is significant for accomplishing overall learning goals.
- ◆ is aligned to the goals, standards, context/outcomes, and progress indicators chosen for assessment.
- ◆ is integrated with other Frameworks goals
- ◆ can be scored on a criterion-referenced basis
- ◆ is authentic, meaningful, and worthwhile
- ◆ has clear instructions
- ◆ is equitable and fair (level appropriate)
- ◆ is challenging by requiring higher-order thinking
- ◆ incorporates a variety of skills and allows for different student responses

(See Appendix C: *Quality Assessment Checklist*, page 191.)

Steps: ...design a quality task, cont.

Some examples of performance tasks are role playing, real-life simulation, selected and designed investigations, problem-solving that is ill-defined and open-ended, creative exhibits, and performance projects. (See Appendix D: *Ideas for Exhibitions and Projects*, page 192, for a comprehensive list.)

Example:

In the sample unit, the teacher wants the students to show that they can shop for a list of items at the market--a real-world task.

► 5. If doing a performance task, develop the assessment rubric.*

Once the program, course or unit has been planned and the assessment tool developed the teacher must develop the rubric. A rubric is “a vehicle used to guide human judgment.” (Marzano, 1993) When assessing a performance task, the rubric is the blueprint that is used to measure specific elements of the performance against a fixed, defined scale. The **criteria** of the rubric define the elements of the performance task that will be measured or scored. The **standards** of the rubric describe the degree or level of successful performance of the criteria. Each level has a **label** to identify the level of performance. Figure A shows one example of a rubric.

Rubrics have distinct advantages for the foreign language teacher in that they help to establish at the outset a set of criteria and standards to be used by and applied to all students performing the given task. They provide teachers with an objective, defined means of assessment while providing students with the exact information needed to complete the performance successfully.

Teachers must answer two questions when they design rubrics for performance assessment:

- a. What significant elements of the task should be assessed? --these will be the criteria of the rubric.
- b. How will the levels of performance for each criterion be described? --these will be the standards of the rubric.

* See Appendix E for worksheet, page 194.

Figure A--Rubric elements arranged in a table format

	Label for exemplary performance	Label for excellent performance	Label for acceptable performance	Label for unacceptable performance
Criterion A (element of performance task to assess)	Standard (descriptor of exemplary performance of criterion A)	Standard (descriptor of excellent performance of criterion A)	Standard (descriptor of acceptable performance of criterion A)	Standard (descriptor of unacceptable performance of criterion A)
Criterion B (element of performance task to assess)	Standard (descriptor of exemplary performance of criterion B)	Standard (descriptor of excellent performance of criterion B)	Standard (descriptor of acceptable performance of criterion B)	Standard (descriptor of unacceptable performance of criterion B)

► a. **Decide the criteria to assess the performance.**

► **Match the criteria to the Frameworks selections of Step 1.**

The criteria must match the goals, standards, context/outcomes and progress indicators selected for the assessment (Step 1). The language of the goals, standards, and progress indicators of the Frameworks all incorporate verbs of observable behaviors. There must be a direct relationship between the context/outcomes and the assessment tasks. The progress indicators are the most specific and most useful for writing criteria.

Example: In the rubric for the sample unit, the criteria is listed in the left-hand column. There is certainly a match between the criteria listed and the task of role-playing the shopping situation. (See page 227.)

◆ **Criteria for communicative skills**

There are times when foreign language teachers want to write rubrics for performances that focus on one or more of the four communicative skills from the Frameworks Goal One. If the performance calls for listening and speaking, teachers can simplify the criteria by using generic terms, such as, *text comprehension* or *fluency* in the rubric. Figure B provides suggestions for criteria for each of the four communicative skills:

Figure B--Examples of criteria for communicative skills

Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> - text comprehension (gist) - sound and speech pattern discrimination - vocabulary recognition - responsiveness - courtesy shown in exchanges 	<ul style="list-style-type: none"> - comprehension - draw inferences - interpretation - identify main ideas and supporting details - recognize genre - pronunciation when reading orally - intonation when reading orally 	<ul style="list-style-type: none"> - pronunciation, intonation - fluency - comprehensibility - circumlocution - risk-taking, initiative - non-verbal cues - courtesy - cultural correctness - linguistic accuracy - variety of vocabulary - cohesion - creativity, originality - presentation (organization, audible) - enthusiasm 	<ul style="list-style-type: none"> - fluency - comprehensibility, clarity - circumlocution - creativity, originality - supporting evidence - cohesion - variety and precision (in vocabulary usage) - linguistic accuracy (grammar, spelling, sentence structure) - presentation (legibility, neatness, organization) - cultural awareness, sensitivity

Steps: ...Decide the criteria..., cont.

▷ **Identify criteria to assess general skills and knowledge needed for successful completion of the task.**

The complex nature of a performance task often requires demonstration of general skills and knowledge needed to successfully perform the required task. Teachers are encouraged to consider these as well when designing the assessment criteria.

◆ **Criteria for student collaboration and cooperation**

Sometimes it is appropriate to include criteria for assessing the quality of student collaboration when it is important for the successful completion of the task. The criteria might assess whether the work was shared equally, or whether there was cooperation among group members. Depending on the complexity of group tasks, teachers may want to provide a peer- or self-assessment rubric that students may use to assesses the quality of collaboration or cooperation of group members. (See *Generic rubric for collaborative work*, page 160.)

Example:

In the performance task of the sample unit, the students do not work in groups. However, if the performance task called for group work--such as, creating market stalls, organizing and pricing all merchandise, and selling items in a role play--then the teacher would decide to use criteria such as, *equal distribution of work* or *cooperation with other group members*.

◆ **Criteria for presentations and products**

If the task involves a presentation to an audience, teachers may add criteria identifying quality presentation skills; such as, *enthusiasm*, *evidence of preparation*, or *effective use of props*.

If the task includes a product--for example, children's books, posters, or brochures--the criteria may reflect the *attractiveness of the product*, its *appeal to the designated audience*, its *completeness*, and the *correlation of the product to the assigned task*.

Example:

In the sample unit, if the teacher chose to use a role play as a class presentation, the quality of the presentation could be assessed using criteria; such as, *quality of the props*, *liveliness*, and *group preparation* (having lines memorized).

◆ **Criteria for process or declarative knowledge**

Teachers may assign a task that focuses on the procedures for accomplishing an outcome. Criteria can include *organizational skills*, *effective use of resources*, or *time on task*. Here again, if the teacher does not have ample opportunity to observe students' work, providing them with peer- and self-assessment rubrics may give teachers a better overall perspective of student performance.

Criteria for process or declarative knowledge, cont.

If the task requires students to find specific information, criteria may be added to assess the quality of the information. Examples of criteria in this category include *task-specific information found* or *information supports hypothesis*.

Example:

In the sample unit, criteria for the students' preparation for the role play might be *organization of the role play*; *evidence of rehearsal*; and *use of new, appropriate phrases* to assess procedures as well as information quality.

▷ **Add weight to important criteria.**

Some criteria may be more important than others. If so, the weights of the criteria should reflect the difference when converting to a percentage for a grade. The weight can be one-and-one-half times, double, or triple the value of other criteria.

Example:

For the sample unit role play, the teacher wants the criterion *is comprehensible* to be worth double the other criterion. The value the teacher gives for that criterion is multiplied by two.

▶ **b. Develop standards for the rubric.**

The standards of the rubric define the level of performance for each criterion by specifically stating the expectations for successful completion of the task. The standards are shown as a continuum of expectations--usually from *above* to *not met*. Some tasks lend themselves well to an *exceeds expectations* section on the rubric that recognizes the work students may perform beyond the established set of standards.

When developing scoring standards, teachers must define quality performance. Gathering samples of students' work that demonstrate the range of performance from *exceptional* to *needs improvement* can be helpful in providing students with models before they begin their work.

Example:

In the sample unit, there are four levels of rubric standards: 4--*exceeds expectations*, 3--*excellent*, 2--*good*, 1--*not yet*. Each standard defines a level of performance for each of the criteria.

▷ **Choose the type of rating scales.***

When describing the levels of performance for each criterion teachers must decide whether to use holistic or analytic rating scales.

Holistic rating scales combine many criteria descriptors into one standard by looking at the total performance, process, or product as a whole, or in a big-picture way. "Holistic criteria require raters to assign a single score based on the overall quality or to one aspect of the student's response." (Herman, Aschbacher, Winters, 1992, p. 70)

* Note: It is often preferable to do this step and the next three steps *after* describing the standards. The steps are discussed here to clarify the section, *Describe the Standards*.

Choose the type of rating scales, cont.

Example:

Figure C is an example of a holistic rating scale. It places all of the criteria of the sample marketing unit into four distinct standards.

Analytic rating scales give more information about specific criteria and should be used when students and teachers want feedback on the strengths and weaknesses of a performance, product, or process. Levels of performance (standards) are described for each of the criteria. "An analytic scale requires that raters give separate ratings to different aspects of the work. Criteria incorporating several outcomes are analytic." (Herman, Aschbacher, Winters, 1992, p. 70)

Example:

The rubrics in the Sample Assessments developed for this document use analytic rating scales. Figure D is an example of an analytic rating scale.

Figure C--Example of a holistic rating scale

4--Exceeds Expectations	<i>No errors in expression of likes/dislikes and/or asking/answering questions; near-native pronunciation; use of structures beyond expected proficiency; near-native use of appropriate cultural practices; bought more items than required.</i>
3--Excellent	<i>Almost all expressions of likes/dislikes and/or asking/answering questions correct; easily understood with infrequent errors in pronunciation, structures, and vocabulary usage; almost all cultural practices demonstrated and appropriate; followed instructions completely.</i>
2--Good	<i>Some errors of likes/dislikes and/or asking/answering questions; comprehensible with noticeable errors in pronunciation, structures, and/or vocabulary usage; some cultural practices demonstrated and appropriate; mostly followed instructions</i>
1--Not yet	<i>Few or no expressions of likes/dislikes and/or asking/answering questions stated correctly; nearly or completely incomprehensible; cultural practices were inappropriate or not demonstrated at all; little evidence of following instructions.</i>

Figure D--Example of an analytic rating scale

	4—Exceeds 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
Demonstrates appropriate cultural practices	near-native use of practices	almost all demonstrated and appropriate	some demonstrated and appropriate	inappropriate or none demonstrated
Follows instructions	went beyond expectations, bought more items than required	follows instructions completely	mostly follows instructions	little evidence of following instructions

Steps: Develop standards for the rubric, cont.

▷ Choose labels for the standards.

The labels of the standards communicate the levels of performance for each criterion. They are usually represented as a continuum. Numerals or words may be used to represent the various levels. When labels are numbers, *they are not point values*; rather they indicate the progression of the continuum from higher to lower or vice versa.

Example:

A simple checklist that states *yes* or *no* is the least complex type of label. If the task is important and complex, several labels may be needed to identify various levels of performance; for example, *exceeds expectations, excellent, very good, good, fair, poor*. Figure E illustrates other possible labels.

▷ Describe the standards.

Rubric standards are organized under a label that describes a level of performance for each criterion. The descriptions should be appropriate for the criterion being rated and should define specific differences among the levels of performance. When writing descriptions, teachers should begin by describing the highest level of performance, then the lowest, and then the level/s in between. The standards should have equal value; that is, the levels should have equal range within the scoring continuum.

◆ Identify and describe exemplary work.

Exemplary work is student work that exceeds the expectations of the teacher and is the first standard the teacher needs to consider. This standard can be labeled *exceeds expectations*,

Figure E--Examples of labels for rubric standards

4	3	2	1
Outstanding Exemplary Exceeds expectations Excelente Wunderbar Magnifique Sobresaliente Ausgezeichnet Above & beyond Wow Razzle Dazzle fantástico Phantastisch fantastique advancing advanced	Great Superior Excellent absolutely! bueno primo bravo olé Super Proficient	Good Average Growing Progressing Basic OK adequate getting there así así gut fair	In progress Emerging Needs improvement Needs work Try again Not yet necesita trabajo noch mals poor

Steps: ...Describe the standards, cont.

outstanding, exceptional, superior, or, the highest number like 5 or 4. Descriptors like, does more than required, like a professional, and beyond the level expected, reflect what some educators call benchmarks--ideal expectations for student work that few can attain. Usually this level is awarded as bonus points or extra credit in the gradebook, or the teacher uses some other method that shows that the work is valued at over 100%.

Students appreciate seeing examples of exemplary work **before** they do the task. Seeing the exemplars often motivates students to work up to that level or even to do better. The teacher can collect the exemplary products to show students in future classes.

Example:

In the sample unit, exemplary work is defined as bought more items than required; communicates at a proficiency-level above the expected level of that class (e.g., a level II student uses the past tense correctly and fluently with near-native pronunciation); and near-native use of cultural practices. The teacher labeled these standards 4--exceeds expectations.

◆ **Identify and describe excellent work.**

It is equally important to determine what is expected for *excellent work*--the quality that the majority of students are capable of doing if they work hard. This standard is equal to 100%. Labels for a standard at this level might be: *advanced, wonderful, excellent, or admirable*. Descriptors for this standard might read: *almost always, clearly, almost, highly, or largely*.

Example:

In the sample unit, the teacher identified this standard as excellent and expects the students to perform with infrequent errors, realizing that perfection is rarely possible.

◆ **Identify and describe unacceptable work.**

After identifying the exemplary level of the standards continuum, the lowest level should be described next. Labels at this level indicate that little if any work was completed or that the work that was done is of very poor quality with frequent errors. Examples of labels for this standard include: *not yet, 1, in progress, needs improvement*. It is important to avoid negative words, if possible.

It is helpful if students see not only the exemplary work, but also examples of mistakes to avoid. In the marketing sample unit, the teacher can point out common errors that students make in the phrases used to bargain. The teacher also can discuss how to avoid mistakes in cultural practices; for example, by explaining how the buyer should walk away if the vendor does not lower the price satisfactorily instead of buying the item anyway.

Example:

In the sample unit, the teacher labeled the standard as 1--not yet and used descriptors such as few or none correctly stated, inappropriate or none demonstrated, little evidence of following instructions.

Describe the standards, cont.

◆ **Identify and describe acceptable work.**

After the highest- and lowest-level descriptors are defined, descriptors for middle-level performance may be developed. The descriptors used at this level denote that though there are some errors and some problems, in general the work is good enough for a passing grade. Sometimes it is necessary or appropriate to add two or more standards to describe acceptable work; for example, *very good*, *good*, and *fair*. Other examples are: *okay*, *average*, *3*, *below average*, or *2*. The descriptors used at this level denote that the work is acceptable but there are some errors and some problems.

Example:

For the marketing sample unit, the teacher labeled the middle standard as *2--Good* with descriptors such as: *some errors, majority correctly stated, mostly follows directions*.

Scoring Performance Assessments

Changing holistic rating scales to a percentage

Several methods for converting raw scores to a percentage for both holistic and analytic scoring criteria have been devised by foreign language teachers from Fairfax County Schools in Virginia. They suggest that when using holistic scoring criteria, performance ratings may be scored in two ways: 1) assign a specific percentage to each performance rating, for example, *almost meets expectations = C = 77%*; or, 2) determine a variety of percentages for each level and assign a letter grade, such as A-, A, A+, depending on where the student performed within a standard level.

Changing analytic rating scales to a percentage

A conversion formula is necessary to change analytic scoring criteria to a percentage. A score of 12-out-of-24 does not mean that a student receives 50% on an oral performance assessment. The score indicates a raw score of 2 out of 4 on most component parts and shows that the student almost met the requirements for the performance task. Therefore, the percentage score is not 50%, but rather in the "C" grade-level range.

The formula for conversion divides the span of percentage points between the highest possible score (100) and the highest possible failing score (HPF). This span is then divided into equal increments to establish a percentage score for each student raw score, as shown in the following formula:

$$\frac{\text{student raw score} \times (100 - \text{HPF})}{(\text{maximum raw score})} + \text{HPF} = X\%$$

For example, if the assessment is worth 24 points, the highest possible failing score is 69, and the student earned a raw score of 12, the converted percentage is :

$$\frac{(12 \times 31)}{24} = 15.5 + 69 = 84.5\%$$

(See *Appendix F*, pages 195 and 196, for conversion charts based on highest possible failing scores of 69 and 59.)

Portfolios as an Assessment Tool

What are Portfolios?

Portfolios are “collections of student work that are reviewed against criteria in order to judge an individual student or a program.” (Herman, Aschbacher, & Winters, 1992, p. 72) The portfolio is not the assessment itself but the receptacle for a student’s products collected over a period of time which may or may not be evaluated. Assessment exists when the following conditions are present: 1) the purpose for the assessment is stated; 2) the criteria and methods for collection and evaluation are defined; and, 3) criteria for assessing the products are identified.

Building the portfolio is a *process* that helps students become thoughtful, active learners. (Burke, Fogarty & Belgrad, 1994) Unlike traditional paper-and-pencil tests, portfolios may incorporate assessments involving many modalities. Students, teachers, peers, and parents share in the selection and evaluation of portfolio content. Portfolios clearly articulate expectations and standards for achievement through all levels. (Charlton, 1996)

In the foreign language classroom, portfolios focus on what students know and can do, not their deficiencies. Portfolio projects reflect students’ interests, lives and cultures in real-world and relevant communicative contexts.

Purposes of Portfolios

The purposes of portfolios vary as much as the number of schools, districts, teachers, classes, and students who create them. However, teachers still must address three principles when determining the purposes of portfolios: content, learning, and equity. (National Mathematical Science Board cited by Burke, Fogarty & Belgrad, 1994 as cited by Bass, 1993) **Content** is the subject matter that is important for students to learn and should be reflected in the portfolio. **Learning** is the process of using the skills of reading, writing, speaking, listening, problem solving, and higher-order thinking. **Equity** promotes the accommodation of student diversity in today’s classrooms. Portfolios offer choices for students by respecting their multiple intelligences, ethnicity, interests, and learning styles.

Portfolios may target a number of purposes: 1) self-assessment by students; 2) district goals requirements; 3) multiple purposes, i.e., combinations; and, 4) teacher accountability. When students self-assess, they are analyzing their progress as learners by monitoring their own growth and development. District goals require students to meet learning goals identified as benchmarks or standards before students can exit the district. Portfolios may serve multiple purposes by combining district and self-assessment goals and show a broad perspective of students’ abilities. Teacher accountability as a portfolio purpose includes what teachers recognize as a method of assessing their own accomplishment of the goals and outcomes of what they teach (Burke, Fogarty & Belgrad,

Portfolios link...

- ◆ *Curriculum, instruction, and assessment*
- ◆ *Student responsibility, teaching, and learning*
- ◆ *Grade level, unit, and lesson outcomes with district outcomes*
- ◆ *School and community*
- ◆ *Teachers, students, and parents*

Student Portfolios, National Education Association 1993

Purposes of portfolios, cont.

1994).

The types of portfolios range from personal to academic to professional. The personal portfolio can be a collection and analysis of exemplary work done both inside and outside the school setting. The academic portfolio includes many examples of work traditionally done in school--graded, cooperative group, multi-year, multiple intelligences. In the professional portfolio category are product entries from job experiences and higher education. (Burke, Fogarty & Belgrad, 1994)

Content for Portfolios

Portfolios may contain a wide variety of artifacts. The purpose and type of portfolio will determine its contents. Evidence of students' performances in the four skills and demonstrations of their understanding of culture may include audio or video tapes, writing samples, anecdotal records, tests, creative projects, journals, artwork, photographs, checklists and rubrics, reflections of cultural experiences, and reflections by teachers, students, and parents. (See Appendix D: *Ideas for Exhibitions and Projects*, page 192.)

Reflection is a key ingredient in many portfolios. Students are forced to analyze their own learning when they are required to answer the following questions about their projects:

1. What skills did you use most in the activity: reading, writing, listening, speaking, problem solving, comparing/contrasting, sequencing, evaluating, synthesizing, inferring?
2. How did you use those skills?
3. Of the skills identified, which were easier or more difficult for you to use? Why?
4. What techniques or strategies would you use in future projects to be more successful in the skills that you found difficult to use?
5. What techniques or strategies did you use that made parts of the project easy for you? Explain the reasons why.
6. How would you use these skills in the real world? Give some examples.
7. What frustration did you feel about doing this activity? Why do you think you felt frustrated?

8. What did you like most about doing this activity?

Steps for Portfolio Development

Portfolios may be grouped into three types according to the level of development. Burke, et al. (1994) defines these types as *Elaborated*, *Expanded*, and *Essential*.

The **elaborated** portfolio is the most complex requiring several steps:

1. *Project* the purposes and types of portfolios.
2. *Collect* artifacts over time.
3. *Select* key artifacts based on criteria.
4. *Interject* individual style and flair.
5. *Reflect* metacognitively on each item.
6. *Inspect* the artifacts to align the goals.
7. *Perfect* and evaluate the artifacts and reflections.
8. *Connect* by conferencing with others.
9. *Inject* and eject artifacts continually as you update.
10. *Respect* accomplishments and show pride.

In the **expanded** portfolio students *project, collect, reflect, perfect, and connect*.

In the **essential** portfolio, students only *collect, select, and reflect*.

Pointers for Managing Portfolios

Managing portfolios in the classroom may present some challenges. Charlton (1996) gives several suggestions to teachers for implementing the portfolio experience:

- ◆ Prepare model projects and artifacts with complete purposes, grading rubrics, and detailed directions as an example of a finished portfolio.
- ◆ Organize materials and storage areas for easy access to supplies and storage. Use color-coded folders, boxes, and class-specific locations.
- ◆ Include tables of contents, peer and parent evaluation sheets, and grading criteria in each portfolio.
- ◆ Number projects, students, steps, and outcomes to keep things organized.
- ◆ Allow time for students to organize and revisit their portfolio work on a regular basis.
- ◆ Start small; keep it simple; select just a few samples to grade; and systematically review and grade.

Assessing the Quality of Portfolios

The following rubric (Figure F) suggests standards and criteria that teachers can use to assess portfolios. The standards and criteria should be shared with students before they begin building their portfolios.

Figure F--Rubric for portfolios

	Superior	Excellent	Good	In Progress
Appearance	extremely eye appealing, professional looking	attractive, neat	somewhat attractive or neat	sloppy, effort not shown
Creativity	creativity abounds, much original thinking and/or elaboration	much creativity, original thinking, and/or elaboration	some evidence of creativity, original thinking or elaboration	little or no evidence of creativity, original thinking or elaboration
Content	all quality artifacts chosen demonstrate a high level of reasoning	quality artifacts chosen demonstrate clear reasoning	some artifacts chosen demonstrate clear reasoning	few or none of the artifacts chosen demonstrate clear reasoning
Organization	striking organization that makes the reading flow smoothly	organized, definite transition between works and parts of the portfolio	fairly organized, good transition in topics	nothing in order, appears thrown together, no transition
Completeness	contains required pieces, shows much extra effort with additional pieces	contains required pieces, some additional pieces	contains required pieces	missing some required pieces
Reflection	high level of analytical thinking backed by sound evidence	obvious time on reflection, honest; excellent details	adequate reflection shown	very brief, done hurriedly, not sincere or honest

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Sample Assessments

Introduction

The ten sample assessments in this section were written by the Frameworks Assessment Cadre and follow the steps outlined in the preceding narrative. Several of the sample assessments were designed to accompany learning scenarios in the Frameworks. Others are based on units designed by Assessment Cadre members. Teachers should consider the sample assessments as models and adapt them to meet the needs of their own classrooms.

The generic rubrics that begin this section were designed for tasks that occur frequently in foreign language classrooms. The generic rubric for collaborative work can be used to assess the quality of cooperation within task groups. It can be used as a peer-assessment, a self-assessment, or as an assessment by the teacher. One of the rubrics for oral presentations is designed for simple answers for beginning-level students; the other is for a cultural role play for more advanced students. The two rubrics for writing include one for general writing tasks such as letters, essays, and reports. The second can be used to assess the specific tasks of writing stories and other creative materials typically produced in more advanced language classes. This rubric can be expanded for more complex written work.

The Assessment Cadre used analytic rating scales in most of the sample assessments. The sample assessment, *Lost Civilization*, shows both a holistic scoring rubric and an analytic scoring rubric. The Cadre chose to order the standards from highest to lowest so students first would see what the “best” looks like. The Cadre often used numerals to label the standards. It is important to remember that these labels simply show the levels of performance; they are *not* numbers for scoring.

Generic Rubrics for Foreign Language Tasks

Generic Rubric for Collaborative Work

	4	3	2	1
Work load equality	workload shared equally	workload somewhat unequal	workload unequal—done mostly by one or two students	workload unequal— one student has done all the work
On task	all the time	most of the time	sometimes	little involvement; rarely on task
Interaction	much discussion; shows respect for others	some discussion; respectful of others	little discussion; easily distracted, somewhat disrespectful of others	shows little interest; disrespectful of others

Generic Rubric for Oral Presentations--Simple Answers

	Yes	No
Accurate pronunciation		
Accurate grammar		

Generic Rubric for Oral Presentations--Cultural Role Play

	4	3	2	1
Pronunciation	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation, very anglicized
Fluency	smooth delivery	fairly smooth	unnatural pauses	halting, hesitant, long gaps
Comprehensibility	Easily understood	understood	difficult to understand	incomprehensible
Vocabulary	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
Credibility (shows knowledge of other culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
Performance	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	low energy; limited eye contact	reads from cards, monotonous; no eye contact

Generic Rubric for Written Material--General

	Exceeds Expectations	3	2	1
Grammar	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
Vocabulary	creative use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
Spelling	perfect	very few errors in spelling and accent marks	some errors in spelling and accent marks	many errors in spelling and accent marks

Generic Rubric for Written Material--Creative Writing (3rd- or 4th-year students)

	Outstanding 3	Satisfactory 2	Poor 1
Spelling/ Punctuation	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
Grammar	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is at a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
Effort	more than required	meets requirements	some items missing, work appears hastily assembled
Creativity	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations

Aztec Influence

Based on teacher-designed unit and learning scenario,
Aztec Designs, page 86

Setting

Activity summary: Students create their own Aztec designs using geometric shapes studied in Math.

Reflects Frameworks:

Goals: One—Communication; Three—Connections

Standards: 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.

Progress Indicators: *Students are able to:*

- 1.3.B.beg Give a description orally and in writing using simple phrases.
- 1.3.E.beg Present prepared material to an audience.
- 3.1.A.beg Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.

Essential Skills/Knowledge Needed: Knowledge and vocabulary of numbers, shapes, and colors in first and target language
Basic knowledge of the Aztec designs

Sample Assessments

Preparation Assessments:

Based on teacher-prepared unit

- ◆ Paired practice to identify shapes, colors, numbers
- ◆ Pencil/paper quiz of the shapes found in Aztec designs
- ◆ Ask questions on a credit/no credit questionnaire about the design created; e.g., Essay ARC(Action/ Reflection/ Connection)

Sample ARC:

Action Questions: (*Questions may be in the target language or not, depending on level of student progress.*)

- How many circles are there?
- What colors do you have in the design?

Reflection Questions:

- Why did you choose each of the shapes?
- What did they represent for you?
- What did you do?
- Where do you see similar designs in your daily life?
- What did you learn about Aztec designs?

Connection Questions:

- What is the connection between Aztec design and math?
- ◆ Discussion of the ARC questionnaire

Final Assessment:

Context: Students reinforce and further their knowledge of colors, numbers, and geometric shapes by creating their own Aztec designs and conveying information about them to listeners.

Task: Each student creates an Aztec design. In groups of four, students use sentence frames to describe their designs to the group by telling the names of the shapes used in the design, how many of each shape were used, and the colors of the shapes used.

Rubric: Student presentation to peers (*peer and/or teacher assessment*)

	3	2	1
Identification of shapes	all shapes identified correctly	half or more identified correctly	less than half identified correctly
Identification of colors	all colors identified correctly	half or more identified correctly	less than half identified correctly
Uses correct numbers	no problems using numbers	some problems using numbers	many problems using numbers
Pronunciation	excellent	most words pronounced correctly	numerous errors

Instructional Strategies

- TPR
- Cooperative work
- Pair work
- Investigation for more advanced levels
- Internet searches
- Lecture, presentation, discussion
- Sentence frames

Materials and Resources

- Media Center/Computer Lab
- Examples of Aztec designs
- Precut geometric shapes in a variety of colors or patterns of shapes to trace
- Paper for background designs
- Crayons and/or markers if patterns traced
- Writing paper
- Pencils

Additional Tasks

Closure activity: Gallery Walk—Students’ Aztec designs are hung around the room. Each student writes an information card—like a museum title card—and attaches it by his/her design. Students circulate and write “critic’s comments” on small index cards for at least 3 designs. The critique cards are affixed beneath the artist’s descriptive card.

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Dining Out

Based on learning scenario, *Dining*, page 93

Setting

Activity summary: Students identify similarities and differences in dining practices between the target culture and their own and demonstrate them.

Reflects Frameworks:

Goals: Two—Cultures; Four—Comparisons; Five—Communities

- Standards:**
- 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.
 - 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.

Progress Indicators: *Students are able to:*

- 2.1.B.dev Produce language and behaviors that are appropriate to the target culture.
- 4.2.A.dev Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
- 4.2.B.dev Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.
- 5.1.A₂.beg Share knowledge of target language with others.

Essential Skills/Knowledge Needed: Knowledge of cultural information
Vocabulary for dining, etiquette, time, family
Chart set-up procedures

Sample Assessment

Context: Students recognize that persons in the target culture use different patterns of interaction and apply this knowledge to dining practices.

Task: Students, with parental approval, organize and facilitate a dinner in their home which reflects some of the target culture's dining practices. During the meal, students teach family members appropriate courtesy phrases used in the target culture while dining; for example, please, thank you, excuse me. Students interview family members by asking at least three questions about the meal and record the responses on video or audio tape or in writing.

Rubric: To be used by the parent or guardian to assess the demonstration at home *(Note: The teacher should provide instructions on how to use the rubric.)*

	Excellent	Very Good	Fair	Poor
Demonstrates or discusses differences in dining practices between the target culture and the student’s own culture.	five or more differences	three or four differences	one or two differences	no differences
Demonstrates or discusses similarities in dining practices between the target culture and the student’s own culture.	five or more similarities	three or four similarities	one or two similarities	no similarities

Rubric: to be used by the teacher to assess the interview

	4	3	2	1
Interview	interviews all family members in depth	interviews family members using at least three questions	limited interview; little information	no interview

Instructional Strategies

- Brainstorming
- Research (technology / media)
- Peer teaching
- TPR
- Discussion
- Role playing
- Worksheet: list similarities and differences in dining practices

Materials and Resources

- Video
- Native speaker
- Table service

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Framing the Tune

Based on learning scenario, *Frame That Tune*, page 97

Setting

Activity summary: Students analyze music from the target culture.

Reflects Frameworks:

Goals: One—Communication; Two—Cultures

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.

Progress Indicators: *Students are able to:*

- 1.3.B.dev Give a description orally and in writing using complex sentences.
- 1.3.D.dev Interpret information from authentic material to an audience.
- 2.2. A.dev 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.

Essential Skills/Knowledge Needed: Adjectives and adjective agreement
Poetic structure
Knowledge of instruments

Sample Assessments

Preparation Assessment:

Context: Students use a variety of ways to express their feelings after listening to a piece of music from the target culture.

Task: Students listen to a song from the target culture and describe how it makes them feel by writing a poem.

Rubric: Poem

	4	3	2	1
Description of emotions	vivid and original	effectively communicates feelings	limited expression of emotion	emotions not described
Language usage: vocabulary used, grammatical elements	effective use of vocabulary; few, if any, errors	vocabulary reflects level of study; some errors	vocabulary seldom reflects level of study; many errors	vocabulary fails to reflect level of study; excessive errors
Poetic structure—varies with type of poem	correct	mostly correct	incomplete	no apparent poetic structure

Final Assessment: Assessment for steps 4 and 5 (of the learning scenario)
Context: Students demonstrate an understanding of the target culture by analyzing a sample of music from the target culture and relating it to the culture visually, orally, and in writing.
Task: Working in small groups, students select a song from the target culture that they have heard in class and study that song, including its lyrics, melody, instruments, and messages. Students create a written, visual, and oral project analyzing the relationship of the music to the target culture and share the researched song with the class. (*Performance*)

Rubric: Presentation

	5 Exceeds	4 Superior	3 Good	2 Fair	1 In Progress
Cultural context	demonstrates thorough understanding of relationship of music to the target culture in 5 or more ways*	demonstrates thorough understanding of relationship of music to the target culture in at least 4 ways	demonstrates understanding of relationship of the music to the target culture in at least 3 ways	demonstrates little understanding of relationship of the music to the target culture	does not demonstrate understanding of the relationship of the music to the target culture
Language usage: grammatical structures, pronunciation fluency	near native fluency; use of vocabulary and structures beyond normal scope of class	variety of vocabulary and structures used with few errors	adequate vocabulary; some structural errors; easily understandable	limited vocabulary; some anglicisms; frequent structural errors; understandable to sympathetic listener	vocabulary very limited; much repetition; some English; errors in structure interfere with comprehensibility
Presentation: creativity, props, appearance, organization	imaginative and unique; props add dimension to project; near professional appearance; engaging organization	original; props add to project presentation; very neat; organized	evidence of some creativity; props used to explain project; neat; some confusion in organization	little creativity; props bear little relationship to presentation; careless appearance; difficult to follow	little effort shown; props not completed or unrelated; lacks coherence

* number of ways may be adjusted to the level of the students

Instructional Strategies

- Cloze activities
- List of familiar vocabulary
- Description of personal emotion/mood of the piece
- Singing
- Listening to and watching audio tapes or videos
- Checklist of instruments heard
- Drawings of instruments heard
- Categorization of themes
- Comparisons of themes to those found in American music

Materials and Resources

Traditional and popular music of the target culture; such as, audiotapes, compact discs, music videos, and videotaped concerts

Additional Tasks

1. Students listen to a song from the target culture and describe how it makes them feel using one or more of the following methods:
 - a. Students may draw how it makes them feel. (*performance*)
 - b. Students may describe in a paragraph in the target language how it makes them feel. (*performance*)
 - c. Students may orally give one-word descriptions of how the music makes them feel--as in brainstorming. (*selected response*)
 - d. Students may write a poem describing their emotions as they listen--poem could be as simple as a haiku or a diamante. (*performance*)
This could be a follow up to the brainstorming activity— see #c above.
2. Students may be asked to compare stages, messages, or instrumentation as comprehension checks. An action-reflection-connection paper would be valuable in this respect.

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Lost Civilization

Based on learning scenario, *Create a Culture*, page 89

Setting

Activity summary: Students describe a lost civilization to the class using authentic objects, works of art, pictures, etc.

Reflects Frameworks:

Goals: One--Communication; Two--Cultures

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 culture studied.

Progress Indicators: *Students are able to:*

- 1.3.B.dev Give a description orally and in writing using complex sentences.
- 1.3.B.exp Give a description orally and in writing using complex, detailed paragraphs.
- 1.3.D.dev Interpret information from authentic material to an audience. (*variation*)
- 1.3.E.dev Speak or write spontaneously.
Narrate . . . past . . . events.
- 1.3.E.exp Elaborate on . . . past . . . events.
- 2.2.B.dev Discuss and analyze external factors which affect products and contributions.
- 2.2.B.exp Analyze contributions of diverse groups within the target culture.
- 2.2.D.dev Explain objects, images, and symbols of the target culture.
- 2.2.D.exp Analyze the cultural significance of objects, images, and symbols of the target culture.

Essential Skills/Knowledge Needed: Knowledge of how products reflect the beliefs of the target culture
Vocabulary appropriate to objects and pictures used
Knowledge of complex sentence structures
Knowledge of past/imperfect tense

Sample Assessments

Context: Students convey information to the class about a lost civilization using unfamiliar artifacts.

Task: Groups of students use four pictures and six objects that might be found in a lost civilization--but are really from the target culture--to make a presentation to the class. The students explain what the culture was like--the religion, food, family and social structure, educational system, government, and if the culture was peaceful or war-like.

Sample Assessments

Rubric: Example #1--Holistic rating scale for presentation

- 4 —Religion, food, family and social structure, educational system, government, and if the culture was peaceful or war-like are realistic and intricately explained. Students use 8-10 props/word cards describing their lost civilization with fluency, correct pronunciation, and a wide variety of vocabulary. The presentation is easy to understand, well organized and contains an introduction, body and conclusion. The presentation is lively, enthusiastic, and presenters maintain eye contact with the audience.
- 3—Religion, food, and lifestyle are explained and analyzed; somewhat realistic. Students use 6-7 props/word cards describing their lost civilization with an occasional breakdown in fluency, generally correct pronunciation, and variety of vocabulary. The presentation shows evidence of introduction, body, and conclusion but is not fully developed. General enthusiasm is displayed during presentation with some eye contact with the audience.
- 2—Religion, food, and lifestyle are explained but with significant omissions; difficult to believe. Students use 4-5 props/word cards describing their lost civilization but with limited vocabulary, repetitive sentence patterns, and numerous pronunciation errors. The presentation is at times unclear and shows weakness in the development of the introduction, body, and/or conclusion. Energy is low during the presentation with presenters making limited eye contact with the audience.
- 1—Description of religion, food, and lifestyle does not correspond to the pictures/items; unbelievable. Students use 3 or fewer props/word cards describing their lost civilization with limited vocabulary and sentence structure and with poor pronunciation. Introduction, body, and conclusion are incomplete. Material is read from cards in a monotonous voice. Presenters make no eye contact with the audience.

Rubric: Example #2--for presentation

	4	3	2	1
Description—food, religion, lifestyle	civilization is intricately explained and analyzed; realistic	civilization is explained and analyzed; somewhat realistic	civilization is explained with significant omissions; difficult to believe	civilization is not explained through the objects; unbelievable
Presentation	uses 8 - 10 props/word cards	uses 6-7 props/word cards	uses 4-5 props/word cards	uses 3 or fewer props/word cards
Language usage	accurate pronunciation; fluent, wide vocabulary	generally correct pronunciation; occasional breakdown in fluency; varied vocabulary	weak pronunciation; repetitious; adequate but limited vocabulary	poor pronunciation; choppy, limited vocabulary
Organization	introduction, body, conclusion developed	introduction, body, conclusion present	introduction, body, conclusion weak	introduction, body, conclusion incomplete
Performance	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	low energy; limited eye contact	no eye contact; reads from cards; monotonous

Instructional Strategies

Teacher presentation of vocabulary
Brainstorming
Group work
Cooperative learning

Materials and Resources

Pictures, words, objects that represent items that might be found in a tomb, lost city or lost civilization.

Additional Tasks

ARC (Action/Reflection/Connection)
Question/answer discussion from task
Students respond to questions and discuss whether they would like to live in the culture or not.

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My Town!

Based on learning scenario, *Know Your City*, page 107

Setting

Activity summary: Student pairs create a flier or brochure of their city or town.

Reflects Frameworks:

Goals: One—Communication

Standards: 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Progress Indicators:

Students are able to:

1.3.B.dev Give a description orally and in writing using complex sentences.

1.3.C.dev Produce formal and informal written communication.

Essential Skills/Knowledge Needed:

Adjectives and adjective agreement

Verb *to be*

Knowledge about city / town points of interest

City vocabulary

Passive constructions (as appropriate for the language)

Informal commands

Knowledge and skill using Internet to obtain information

Knowledge of Pagemaker / Photoshop to create brochure (optional)

Sample Assessments

Preparation Assessments:

Role-play being a tour guide of the city

Map direction quiz (oral)

Final Assessment:

Context:

Students convey information about their city in written and oral form.

Task:

Students work in pairs to create a three-fold brochure / flier to help visitors learn about their city / town.

- ◆ The brochure should include a title; an introductory section with comments about size, location, historical information and one major attraction; and descriptions of other points of interest—who, what, when, where, why. The final product should not be a translation from a sample brochure.
- ◆ Pictures are drawn or cut out from magazines to illustrate the points of interest. The brochure should include at least 4 pictures, graphics and /or illustrations and 6 descriptions of points of interest. Each student is responsible for 2 pictures / graphics / illustrations and 3 descriptions of points of interest.

The brochure is presented to the class by the group. (*performance*)

Rubric: Written brochure

	Exceeds expectations (5)	4	3	2	1
Content	outstanding illustrations and creativity; more than 6 points of interest; meticulously described	well illustrated; very creative; at least 6 points of interest; thoroughly described	some illustrations; some creativity; at least 5 points of interest; well described	illustrations haphazard; creativity lacking; at least 4 points of interest; details missing	few if any illustrations; 3 or less points of interest; few if any details
Organization	title and introductory comments would persuade any tourist	title and introductory comments engaging; work flows smoothly	title and introductory comments present; logical order	title and/or introductory comments incomplete; order somewhat confusing	title and introduction incomplete; points of interest follow no logical pattern
Grammar, punctuation	completely accurate; no errors	nearly all accurate; 2-3 errors	mostly all accurate; 4-5 errors	some accuracy; 6-7 errors	little accuracy; 8 or more errors
Spelling	no spelling errors	nearly all accurate; 1-2 errors	mostly all accurate; 3-4 errors	some accuracy; 5-6 errors	little accuracy; 7 or more errors
Workload equality	quality team work	shared equally	workload somewhat unequal	workload unequal; work done mostly by one student	work load unequal; one student has done all the work

*Note: Each category can be weighted so that the project will be worth more points.
Extra credit: 0-5 points — effort, exceptional presentation, added touches.*

Instructional Strategies

- TPR obstacle course
- Flash cards
- Labeling city maps
- Direction giving and following
- Internet searches

Materials and Resources

Map of city, drawing paper, magazines

Additional Tasks

1. Students create an Internet homepage in the target language. This would integrate Standard 5.1 into the activity.
2. Students create a video brochure. This would use spoken language.

△ △ △

New Clothes

Based on Learning Scenario, *Shopping for Clothes*, page 116

Setting

Activity summary: Students use the target language in a paired shopping simulation.

Reflects Frameworks:

Goals: One--Communication, Two--Cultures, Four--Comparison

- Standards:**
- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 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.

Progress Indicators: *Students are able to:*

- 1.1.C.dev Create simple descriptions within a context.
- 1.1.D.dev Qualify likes and dislikes.
- 1.2.B.dev Respond appropriately to complex oral and/or written descriptors

Essential Skills/Knowledge Needed: Clothing vocabulary
Appropriate situation vocabulary (cultural expressions for buying and selling, adjectives, sizes, cost)
Verb “to like”
Knowledge of shopping transaction in the target culture

Sample Assessments

Preparation Assessments: Vocabulary quiz on clothing (*matching or multiple choice; selected response*)
Fashion show (*performance*)
Write descriptions of clothing in fashion show (*performance*)
In pairs, directed dialogue for practice role-play (*performance*)

Final Assessment:

Context: Students express likes and dislikes about clothes.

Task: Two students role-play shopping for clothes: one plays the part of a salesperson in a clothing store in the target culture; the other plays an “exchange student” who has received birthday money to buy one complete ensemble (shirt, shoes, pants, and socks).

The role-play includes:

- descriptions of the articles that the shopper likes and the reason why the shopper likes them
- suggestions by the salesperson about articles that are available and their cost
- a logical conversation
- appropriate courtesies

(The teacher could supply set-priced articles and different amounts of birthday money.)

Rubric: Shoppers in role-play

	Exceeds expectations*	3	2	1
Create simple descriptions	*	creates descriptions of 4 or more clothing items	creates descriptions of 3 clothing items	creates descriptions of 2 or less clothing items
Qualifies likes/dislikes	*	gives a variety of reasons for purchases or non-purchases; uses the verb "to like" appropriately	gives some reasons for purchases or non-purchases; uses the verb "to like" appropriately most of the time	gives no reason for each purchase or non-purchase; seldom uses the verb "to like" correctly
Respond appropriately to oral prompts and in conversation and courtesies	*	responds appropriately to comments and questions; purchases completed; conversation logical, appropriate courtesies	minor confusions but purchases completed; conversation somewhat logical, some appropriate courtesies	incomprehensible; purchases not completed; conversation illogical, courtesies inappropriate or not present
Language usage	*	accurate pronunciation, fluency, wide vocabulary	generally correct pronunciation, occasional breakdown in fluency, varied vocabulary	poor pronunciation, choppy, limited vocabulary

* During evaluation, teacher notes exceptional points in the role play, in addition to all other criteria being met.

Alternate Task: Working in pairs, students write out and rehearse a dialogue between the shopkeeper and customer. The dialogue must contain the following elements:

(Simplified for beginning class)

- Shopkeeper greets and asks what the customer is looking for.
- Customer greets and answers the shopkeeper.
- Customer looks for and is shown three different clothing items.
- Shopkeeper and the customer each comment on each item.
- Shopkeeper asks what the customer would like to try on and the customer answers.
- Customer tells the clerk what he/she would like to buy and why.
- Shopkeeper gives a total cost for the purchases and thanks the customer.
- Each says good-bye.

Sample Assessments

Rubric: Simplified role play

	3	2	1
Finds out/tells wants	shows/requests 3 items	shows/requests 2 items	shows/requests 1 item or does not show/request anything
Comments on each item	comments on 3 items	comments on 2 items	comments on 1 item or does not comment
Responds appropriately to oral prompts	all appropriate	some errors	many errors or no response

Instructional Strategies

TPR
Flashcards
Video/presentation of shopping transaction
Question/answer pair work
Directed dialogue
Bargaining skills (if scenario takes place in a market place)

Materials and Resources

Authentic materials (catalogs, magazines, newspaper ads)
Video
Textbook

△ △ △

Students Teaching Students

Based on: Teacher-designed unit

Setting

Activity summary: Students teach short units of language to elementary school students.

Reflects Frameworks:

Goals: One—Communication; Five—Community

Standards: 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Progress Indicators: *Students are able to:*

1.3.E.beg Present prepared material to an audience.

5.1.A₂.beg Share knowledge of target language with others.

Essential Skills/Knowledge Needed:

Songs and/or dances

Alphabet

Numbers

Colors

Greetings

Games

Pronunciation

Some other basic vocabulary; e.g., animals, clothing, foods

Short phrases; e.g., communicating likes/dislikes, weather, time/date expressions, family/home descriptions

Sample Assessments

Final Assessment:

Context:

Students convey information, concepts, and ideas by giving language lessons to grade school students.

Task:

In pairs, students prepare five language lessons that are appropriate for grade school students. Before planning their lessons, students will observe the elementary classroom teacher to learn elementary instructional strategies; such as, visual presentation of new material related in a variety of appealing ways, frequent comprehension checks, and use of active learning in practice activities.

The foreign language teacher uses the provided rubric to assess students on teaching performance; organization of the lesson with introduction, review, and presentation of new materials; and use of appropriate materials, such as flash-cards and posters.

The elementary teacher assesses the students using the same rubric without the pronunciation category.

Sample Assessments

Rubric: Presentation to elementary grade students

	Exceeds expectations (5)	4	3	2	1
Content	vocabulary is repeated numerous times; Teen Teacher is attuned to student needs and adjusts accordingly; many varied, high-interest methods/activities	vocabulary is repeated 10 times or more in each presentation/activity; some attention given to student learning; some variation	vocabulary repeated 7 times or more in each presentation/activity; some attention given to student learning; little variation	vocabulary repeated 4 times or less in each presentation; little attention given to student learning; little variation	vocabulary presented once only; emphasis is on Teen Teacher showing what he/she knows, not on how a student learns; same method/activity used repeatedly
Teaching performance	performance approaches that of professional classroom teacher	professional appearance; much enthusiasm; involves many students (calling by name)	professional appearance; some enthusiasm; involves some students	unprofessional appearance (e.g. gum, torn clothing); limited enthusiasm; involves few students	unprofessional appearance; lacks enthusiasm; fails to involve students
Organization	planning and execution of lessons far exceeds expectations	lesson at appropriate level; duties shared equally and planned; all lesson elements present	lesson at appropriate level; most duties shared equally and planned; most elements present	some of lesson at appropriate level; duties unequal; poorly planned; lacks some elements	too much or too little presented; reliance on one presenter; lesson confusing; incomplete
Pronunciation	near native	clear, audible, accurate	mostly clear, audible, accurate	parts unclear, inaudible, or inaccurate	completely unclear, inaudible, or inaccurate
Materials	quality and variety of materials far exceed expectations	age appropriate; attractive materials; easy to read; accurate	age appropriate; adequate materials; easy to read; accurate	inappropriate for age level; difficult to read; some errors; few and/or poorly prepared materials	no materials

Note: Teacher may wish to include collaborative preparation and attendance as a part of over-all assessment.

Instructional Strategies

Model sample lessons to present
 Discussion of rubric
 Teen students observe elementary classes for at least one hour before planning their lessons

Materials and Resources

Age-appropriate teaching materials; e.g., dot-to-dot, flash cards, posters and color-by-number
 Music cassettes, video cassettes
 Art supplies

△ △ △

Teen Talk

Based on Teacher-designed unit

Setting

Activity summary:

Students use the target language to role-play teen free-time activities that reflect the student's own culture vs. the target culture.

Reflects Frameworks:

Goals:

One--Communication, Two--Cultures, Three--Connections, Four--Comparisons, Five--Communities

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 between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
- 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.

Progress Indicators:

Students are able to:

- 1.1.F.dev Exchange information with peers and others.
- 2.1.B.dev Produce language and behaviors that are appropriate to the target culture.
- 2.1.E.dev Interpret the cultural connotations of common words, phrases, and idioms.
- 4.2.B.dev Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.
- 5.1.B.dev Establish connections with the target culture through the use of technology, media, and authentic sources.

Essential Skills/Knowledge Needed:

Pastime vocabulary
Basic Internet skills
Expressions of like / dislike
Future tense of verbs

Sample Assessments

Preparation Assessments:

- Quizzes on selected vocabulary and future tense (*selected response*)
- Students role-play situations about likes and dislikes (*personal communication*)
- Students compile Internet information in a written comparative narrative form. (*performance*)

Final Assessment:

Context: Students learn about and compare teen life of the target culture vs. the student’s own culture.

Task: After brainstorming possible questions, students contact students from the target culture; e.g., on the Internet, pen pals, or interviewing exchange students, to gather information about perspectives and practices on a specific topic; such as, dating, sports, or family life. (Topics may be assigned to insure variety.) Students then prepare a role play that reflects teen social interactions in their own culture vs. the target culture and present it to the class.

Rubric: Role Play

	Exceeds expectations (4)	3	2	1
Exchanges information with peers: role play, discussion	11 or more pieces of information	7 to 10 pieces of evidence	4 to 6 pieces of evidence	0 to 3 pieces of evidence
Portrays cultural connotations: greetings, idioms, phrases	11 or more cultural expressions	7-10 cultural expressions	4-6 cultural expressions	0-3 cultural expressions
Reflects cultural relationships	6 or more similarities and differences	4 or 5 similarities and differences	2 or 3 similarities and differences	0 or 1 similarities and differences

Instructional Strategies

- TPR
- Use Internet
- Pair work
- List of appropriate vocabulary
- Directed dialogue

Materials and Resources

- Access to Internet
- Textbook
- Teen Living teacher
- Video
- Teen magazines from the target culture and the student’s own culture

Additional Tasks

In teen-living class, students perform the role play in English and discuss similarities and differences between the cultures.

△ △ △

Tempting the Teens

--Selling the Product

Based on Learning Scenario: *Television Commercials*, page 121
Note: This assessment would be a good follow-up to Teen Talk.

Setting

Activity summary: Using information acquired from a unit on television advertising in the target language, students create their own television commercial.

Reflects Frameworks:

Goals: One—Communication, Two—Cultures, Four—Comparisons

- Standards:**
- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 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.
 - 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Progress Indicators:

Students are able to:

- 1.1.D.dev Qualify likes and dislikes.
- 1.1.E.dev Support opinions; describe a problem; make suggestions and recommendations.
- 1.3.D.dev Interpret information from authentic material to an audience.
- 2.1.A.dev Describe and analyze cultural characteristics and behaviors of everyday life.
- 2.1.B1dev Produce language and behaviors that are appropriate to the target culture
- 4.1.A.dev Apply, within limited contexts, the sound patterns of the target language.
- 4.1.B.dev Apply, within limited contexts, the structural patterns of the target language.

Essential Skills/Knowledge Needed:

Appropriate vocabulary; e.g., buy, sell, suggest, recommend, tell preference
 Imperative (command) form of verbs
 Adjectives, adverbs
 Audio/video knowledge; video planning
 Knowledge of target culture audiences/appeal

Sample Assessments

Adjective/adverb quiz (*selected response*)
 Impromptu selling activity (*performance*)
 Compare/contrast American and target culture commercials (*essay*)
 Listening activities (video or audio) using commercials

Preparation Assessments:

Final Assessment:

Context: Students acquire information from authentic materials about teens in the target culture and apply this information to selling a product to the teens.

Task: Students create a video commercial in the target language advertising a product from the U.S.A. directed to a teen-aged audience within the target culture. The commercial tells about the desirable characteristics of the product and makes use of the command form to make suggestions and recommendations to buy it. The commercial reflects perspectives of the target culture in the sales appeal. The students use accurate pronunciation and language structures that can be understood by a native speaker. The commercial should show effort, be interesting and well organized, and use appropriate props.

Rubric: TV commercial

	Exceeds expectations (4)	3	2	1
Cultural accuracy/teen appeal in the target culture	reflects complete understanding	reflects several perspectives	reflects some perspectives	reflects no perspectives
Linguistic accuracy	uses 4 or more commands correctly; near- native pronunciation; errors barely perceptible	uses 3 commands correctly; pronunciation accurate; easily understood; few grammatical errors	uses 2 commands correctly; some pronunciation problems; some errors but still comprehensible	uses fewer than 2 commands or uses them incorrectly; pronunciation anglicized; lapses into English; incomprehensible
Presentation of the advertised product	shows more than 3 desirable characteristics; audio/visuals appropriate to product; audio/visuals enhance product and image; logical, creative, unique organization	shows 3 desirable characteristics; creative audio/visuals; concept borrowed; logical organization	shows 2 desirable characteristics; audio/visuals appropriate but simple; organization breaks down	shows fewer than 2 desirable characteristics; no appropriate audio/visuals; lacks organization

Instructional Strategies

- TPR
- View videos
- Pair activities
- Air on public access television
- Cloze activities
- Research essay

Materials and Resources

- List of idioms, phrases, and words
- Videos
- Public access channel
- Authentic magazines and newspapers

△ △ △

Which Way Do I Go?

Based on Learning Scenario, *Guide Through a City*, page 99

Setting

Activity summary: Students give and respond to directions to find locations on a city map and within the school.

Reflects Frameworks:

Goals: One—Communication, Four—Comparisons

- Standards:**
- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Progress Indicators:

Students are able to:

- 1.1.H.dev Give and follow directions in a familiar context
- 1.2.A.dev Respond appropriately to a series of directions, instructions, and commands.
- 4.1.B.dev Apply, within limited contexts, the structural patterns of the target language.

Essential Skills/Knowledge Needed:

Commands
Map vocabulary such as “Go,” “Turn,” “Continue,” etc.
City/place name vocabulary
School vocabulary
Prepositions of position/place
Prepositional contractions

Sample Assessments

Assessment #1:

Context: Students give and respond to directions to find a location on a city map.

Task: Students work in pairs (A&B). Each pair has a map of the target city. A starting location is identified on the map and several destination locations are placed in a basket. Student A draws a destination from the basket and gives directions in the target language from the starting location to the destination. Student B traces the directions on the map. Student B should ask clarifying questions when necessary. Students may reverse roles.

Students are assessed on clearness of the directions and/or accurately following the directions. The teacher may elect to assess this activity informally by simply circulating and noting student progress using a simple check mark to show areas where a student has difficulty.

Sample Assessments

Rubric: Speaking/responding to directions

	Student A		Student B	
	yes	no	yes	no
Gives clear directions				
Able to follow directions				
On task				

Assessment #2:

Context: Students give directions in writing for finding a location within the school.

Task: Students write directions to get from one site to another in the school, choosing sites that require at least five or six directions in the target language. (*Performance*)

Rubric: Writing directions

	4	3	2	1
Directions	able to direct precisely from point A to point B	mostly clear directions; reader arrives at correct destination	confusion resulting from directions	inaccurate; incomplete
Appropriate number of directions	uses 6 or more sentences to give direction	uses 4 or 5 sentences to give direction	uses 2 or 3 sentences to give direction	uses 1 sentence to give direction
Language structures	0 to 2 errors	3 or 4 errors	more than 4 errors	shows no understanding of grammatical structure

Instructional Strategies

Flash cards
Map practice, written and oral
Textbook activities
Magnet boards
TPR (obstacle course)

Materials and Resources

City map with written directions relevant to that map

Additional Tasks

Students follow each other's written directions.

△ △ △

ARC	<i>Action/Reflection/Connection</i> —a process in which the student shares thoughts in written or oral form about an assessment project or activity by telling what action was taken, what thoughts the student had relating to the action, and how those thoughts connect with what the student learned
authentic assessment	assessment that simulates a real-life experience
authentic (materials)	resources from the target culture; e.g., newspapers, menus, web sites, objects
context	a combination of the language of the frameworks standard and the situation in which the standard will be applied, sometimes called outcomes.
CPR	<i>Cultural Participation and Research</i> —a student-centered independent research project that relates the target culture to everyday life
criteria	essential traits or qualities of a successful performance
discrete	an adjective describing a single point or item of knowledge
essay	analytical writing such as research, cause and effect, compare and contrast or descriptive writing, in sentence or paragraph form
frameworks standard	expected level of accomplishment; norm
global	an adjective meaning broad or general
outcome	the desired skill to be demonstrated
performance assessment	a variety of tasks and situations for students to demonstrate and apply skills in a variety of contexts
performance task	the activity to showcase the skill
personal communication assessment	a type of assessment that could include one or more of the following: instructional questions and answers, class discussions, panel debates, oral exams, conferences, interviews, or arc activities
portfolio assessment	an on-going collection of evidence/ examples of a student's work that shows achievement and/or improvement and is assessed by the teacher and student



process	steps taken or performed to complete a task
rubric	a scoring tool used to measure specific elements in a performance against a fixed scale
rubric standard	degree or level of successful performance of the criteria
selected response	a type of assessment that has only one correct response--e.g., multiple choice, true/false, fill-in-the-blank, or short answer--used primarily for discrete knowledge assessment
standard	see frameworks standard and rubric standard
task	see performance task

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Steps for Developing Frameworks-based Assessments

- ▶ 1. Identify the **goals, standards, context/outcomes, and progress indicators** from the Frameworks.
 - ▶ 2. Identify the **skills and knowledge** students need to successfully accomplish the goals, standards, contexts/outcomes, and progress indicators selected for assessment in Step 1.
 - ▶ 3. Determine the **method(s) of assessment** that will best evaluate the skills and knowledge identified in Step 2.
 - ▶ 4. If a performance assessment is chosen, design a **quality task**—use the *Quality Assessments Checklist*, page 191, as a guide.
 - ▶ 5. If doing a performance task, develop the **assessment rubric**.
 - ▶ a. Decide the **criteria** to assess the performance. (*What significant elements of the task should be assessed?*)
 - ▷ Match the criteria to the Frameworks selections of Step 1--see *Criteria for Communicative Skills*, page 147.
 - ▷ Identify criteria to assess general skills and knowledge needed for successful completion of the task. If appropriate, consider:
 - ◆ Criteria for student collaboration and cooperation
 - ◆ Criteria for presentations and products
 - ◆ Criteria for process or declarative knowledge
 - ▷ Add weight to important criteria
 - ▶ b. Develop the **standards** for the rubric. (*What is the best way to describe the levels of performance for each criterion?*)
 - ▷ Choose the type of rating scales; i.e., holistic and analytic.*
 - ▷ Decide whether to use words or numbers--Likert scale--to describe the standards (level of performance).*
 - ▷ Decide the number of levels and the order; i.e., progression from *excellent* to *poor*, or vice versa.*
 - ▷ Choose labels for the standards; e.g., numbers like 4, 3, 2, 1, or words like *advanced*, *good*.*
 - ▷ Describe the standards--best when students have input and are shown examples. Make sure the standards are weighed equally; i.e, *proficient* is equal in range to *basic*.
 - ◆ Identify and describe exemplary work.
 - ◆ Identify and describe excellent work.
 - ◆ Identify and describe unacceptable work; identify mistakes students should avoid.
 - ◆ Identify and describe acceptable work.
- * *Note:It is often preferable to do these steps after describing the standards.*

Assessments--Appendix B

Assessment Tracking Charts

The Assessment Tracking Chart is designed to provide a systematic means for planning assessments. The same chart can also be used to record individual student progress using the goals and standards of the *Nebraska K-12 Foreign Language Frameworks*.

The Nebraska K-12 Foreign Language Frameworks comprehensively defines what students should know and be able to do in their study of a second language. Using the Frameworks to plan curriculum helps foreign language teachers design balanced programs of instruction. (See the *Curriculum Planning* section for more information.)

The Assessment Tracking Chart

Teachers begin curriculum planning by selecting Frameworks goals and standards to assess over the course of the academic year. An appropriate method of assessment is chosen for each goal/standard and assessment activities are designed. Some assessments, particularly performance assessments, can be designed to assess more than one Frameworks' goal and/or standard. The assessment activity and the goals/standards that are assessed are entered on the Assessment Tracking Chart to ensure that each selected goal and standard is addressed.

In the example (Figure G), the teacher chose a dialogue presentation to the class at the close of Chapter 3 (if using a text) as an assessment for Goal 1--Standard 1.1--*Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions*. Another activity, creating Aztec designs using geometric shapes studied in Math, assesses Goal 1: Standard 1.3--*Students convey information, concepts, and ideas to listeners and readers for a variety of purposes*; and Goal 3: Standard 3.1--*Students reinforce and further their knowledge of other disciplines through foreign languages*.

Figure G--Example of chart for assessment tracking

Assessment Task	Frameworks Goals and Standards									
	Goal 1: Communication			Goal 2: Cultures		Goal 3: Connections		Goal 4: Comparisons		Goal 5: Communities
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
1. Chpt. 3-Dialogue	X									
2. Aztec Designs			X			X				
3. etc.										
4.										



Student Assessment Tracking Chart

When used for an individual student, the chart lists the score the student received for each assessment activity (see Figure H). The record is maintained by the teacher who enters all scoring information on the record in addition to keeping copies or evidence of the students' work in portfolios or on video.

Figure H--Example of chart as student record

Assessment Task	Frameworks Goals and Standards									
	Goal 1: Communication			Goal 2: Cultures		Goal 3: Connections		Goal 4: Comparisons		Goal 5: Communities
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
1. Chpt 1-Dialogos			15/30							
2. Los murales					10/12					
3. Brochures of City										18/20
4. etc...										

This kind of students record has several uses:

- ◆ It helps students see specific areas in which they excelled and the areas that need improvement. This concrete evidence allows students to monitor their study habits and take responsibility for achieving a level of performance that they choose, rather than receiving a grade they have little or no knowledge of how or why it was given.
- ◆ It provides feedback to the teacher about the balance of the curriculum and shows a clear measure of the areas in which students have mastered the material. Such information is especially critical in those programs that link performance assessment to grade-level advancement or as criteria for the assessment of graduate requirements within those districts that are standards-based.
- ◆ It provides a broad picture of student performance that can be used during conferences to highlight areas in which the student has excelled as well as pinpoint areas that need improvement. This information may be copied or produced in a data-base-report form so the parent or guardian can take the information home.
- ◆ This type of record can also be used for portfolio development to keep track of the work that students add to their individual portfolios.

(Also see page 220 in the Curriculum Planning section for a Comprehensive Planner that includes goals, standards, and progress indicators.)

▷▷▷

Student/Class _____		Level _____									
Assessment Task	Frameworks Goals and Standards										
	Goal 1: Communication			Goal 2: Cultures		Goal 3: Connections		Goal 4: Comparisons		Goal 5: Communities	
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

Assessments--Appendix C

Quality Assessment Checklist

Name of Assessment _____

- ▶ **Reflects the Foreign Language Frameworks:**
(Focuses on what the student should know and do)
 - ◆ Goals ___ yes ___ no
 - ◆ Standards ___ yes ___ no
 - ◆ Progress indicators ___ yes ___ no

- ▶ **Context:**
 - ◆ is clearly defined ___ yes ___ no

- ▶ **Performance Task:**
 - ◆ Is directly aligned to the progress indicators ___ yes ___ no
 - ◆ Is integrated with other Frameworks goals ___ yes ___ no
 - ◆ Can be scored on a criterion-referenced basis ___ yes ___ no
 - ◆ Incorporates a variety of skills ___ yes ___ no
 - ◆ Is authentic, meaningful, and worthwhile ___ yes ___ no
 - ◆ Gives clear instructions ___ yes ___ no
 - ◆ Is equitable and fair (level appropriate) ___ yes ___ no
 - ◆ Is challenging by requiring higher-order thinking ___ yes ___ no
 - ◆ Allows for variety of/ numerous student responses ___ yes ___ no

- ▶ **Rubric:**
 - ◆ Defines student expectations clearly ___ yes ___ no
 - ◆ Balances the point increments of the rubric standards ___ yes ___ no
 - ◆ Fits the task ___ yes ___ no

- ▶ **Evaluate the results. Is this a quality assessment?** ___ yes ___ no

△ △ △

Assessments--Appendix D

Ideas for Exhibitions and Projects

The following list provides teachers with ideas for products, performances, and processes that can be incorporated as authentic tasks into projects and exhibitions. Teachers using this list will provide students with meaningful, relevant classroom experiences that can be applied in real-world contexts and actively involve students in the learning process.

The list was compiled from a variety of sources (Jacobs, 1995; Maker & Nielsen, 1996); most are ideas from teachers who have used them in the classroom.

Foreign language teachers are encouraged to use this list to create their own list of projects to fit course outcomes and the varied interests and talents of students.

The categories are only one way to arrange the list. Many products and performances can cross over into other categories. In the foreign language classroom **culture** is interwoven throughout the products, processes, and performances, as are the communicative skills.

Media/Technology			
advertisements	editorials	news reports	slides
cable channels	filmstrips	newsletters	slide shows
CD Rom creations	infomercials	newspapers	T.V. shows
clip art	magazines	opinion polls	T.V. Guide
commercials	marketing campaigns	radio shows	travelogue
computer graphics	movies	screen plays	videos
computer programs	multimedia presentations	scripts	Web home pages
Visual and Performing Arts			
artwork: —painting —sculpture —ceramics	dances displays drawings flags	music compositions musical instruments musical performance musical plays	puppets/shows raps, jingles, chants, cheers record/CD /book covers
banners	flip books	musical symbols	role plays
billboards	flower arrangements	origami	silkscreen prints
block prints	fugues	pantomimes	simulations
bulletin boards	greeting cards	paper	skits
cartoons	illustrations	papier mâché creations	sociodramas
choral readings	jewelry	photo essays	song writing
chorales	labels	photography	stitchery
clay models	logos	plays	tattoos
clothing design	masks	pop-up books	totem poles
collages	mobiles	posters	wallpaper patterns
comic strips	mosaics	pottery	weaving
costume creation	murals	props for plays	
Speaking/Listening			
audio/video tapes	debate	oral reports	seminar
choral readings	discussions	panel discussions	speeches
court-trial simulations	flannel boards	presentations	story boards
cooperative tasks	narratives	scenarios	

Reading/Writing/Literature			
3-D research papers ABC book bibliographies biographies bookmarks books children's stories dictionaries on terms encyclopedia essays	expository writing fable historical documents history illuminated manuscript journal articles lists of books read lists of movies seen lyrics memoirs	myths narrative writing outlines persuasive writing poetry poetry anthologies portfolios position papers reaction papers reports	research reports satires stories term papers time capsule time lines write questions writing systems
Hands-on/Kinesthetic			
collections constructions crafts demonstrations dioramas environmental studies field trips flash cards	floor plans flower arrangement games invention labs learning centers models museum displays	obstacle course peep show physical exercises precision drill team project cube scale models scavenger hunt sewing	sports/ outdoor activities synchronized movement terrarium tools treasure hunt
Daily life			
application forms atlas bills boxes/ cartons brochures checks cleaning contracts customs daily routines diaries directions	e-mails eulogy family tree food/ cooking government forms instructions invitations journals junk mail labels last will laws	letters of all kinds manuals maps menus messages-voice/ written obituaries pamphlets parties petitions photo albums prescriptions questionnaires	receipts recipe books recipes resumes schedules school scrapbooks shopping lists spreadsheets surveys work
Thinking Skills			
analogies attainment/ development categorizing/ classifying cause/ effect charts compare/ contrast comparison charts concept cross-number puzzles	crossword puzzles decision-making design experiments diagrams elaboration evaluation evaluation of evidence experiments extrapolation fact file goal setting	graphic organizers graphs graphs, 3-dimensional homework lesson and test design patterns plans problem-solving puzzles rating scales reflection	secret codes self-discovery synthesis synthesis of research tessellation venn diagram visualization webbing/ mind-maps

△ △ △

Assessments--Appendix E

Rubric Worksheet

Assessment Title: Context: Performance Task:	STANDARDS			
	Exceeds Expectations (4)	Excellent (3)	Good (2)	In Progress (1)
CRITERIA				

Assessments--Appendix F

Assessment-Score Conversion Chart

Converting Raw Scores to Percentage Scores

when the **Highest Possible Failing score (HPF)** is **69**

Formula: $\frac{\text{Student Raw Score} \times (100 - \text{HPF}) + \text{HPF}}{\text{Maximum Raw Score}} = X\%$

Adapted from a chart by Fairfax County Schools, Virginia (1997)

Student Raw Score:	Maximum Raw Score: 30	Maximum Raw Score: 27	Maximum Raw Score: 25	Maximum Raw Score: 24	Maximum Raw Score: 20	Maximum Raw Score: 16	Maximum Raw Score: 12
30	100.0						
29	99.0						
28	97.9						
27	96.9	100.0					
26	95.9	98.9					
25	94.8	97.7	100.0				
24	93.8	96.6	98.8	100.0			
23	92.8	95.4	97.5	98.7			
22	91.7	94.3	96.3	97.4			
21	90.7	93.1	95.0	96.1			
20	89.7	92.0	93.8	94.8	100.0		
19	88.6	90.8	92.6	93.5	98.5		
18	87.6	89.7	91.3	92.2	96.9		
17	86.6	88.5	90.1	91.0	95.3		
16	85.5	87.4	88.8	89.7	93.8	100.0	
15	84.5	86.2	87.6	88.4	92.2	98.1	
14	83.5	85.1	86.4	87.1	90.7	96.1	
13	82.4	83.9	85.1	85.8	89.2	94.2	
12	81.4	82.8	83.9	84.5	87.6	92.2	100.0
11	80.4	81.6	82.6	83.2	86.0	90.3	97.4
10	79.3	80.5	81.4	81.9	84.5	88.4	94.8
9	78.3	79.3	80.2	80.6	83.0	86.4	92.2
8	77.3	78.2	78.9	79.3	81.4	84.5	89.7
7	76.2	77.0	77.7	78.0	79.8	82.6	87.1
6	75.2	75.9	76.4	76.8	78.3	80.6	84.5
5	74.2	74.7	75.2	75.5	76.8	78.7	81.9
4	73.1	73.6	74.0	74.2	75.2	76.8	79.3
3	72.1	72.4	72.7	72.9	73.7	74.8	76.8
2	71.1	71.3	71.5	71.6	72.1	72.9	74.2
1	70.0	70.1	70.2	70.3	70.5	70.9	71.9

To convert a "percentage score" to grade-book points, multiply by:

- .5 for 50 points
- .4 for 40 points
- .3 for 30 points
- .2 for 20 points

--or use conversion charts

Converting Raw Scores to Percentage Scores

when the **Highest Possible Failing score (HPF)** is **59**

Formula: $\frac{\text{Student Raw Score} \times (100 - \text{HPF})}{\text{Maximum Raw Score}} + \text{HPF} = X\%$

Adapted from a chart by Fairfax County Schools, Virginia (1997)

Student Raw Score:	Maximum Raw Score: 30	Maximum Raw Score: 27	Maximum Raw Score: 25	Maximum Raw Score: 24	Maximum Raw Score: 20	Maximum Raw Score: 16	Maximum Raw Score: 12
30	100.0						
29	98.6						
28	97.3						
27	95.9	100.0					
26	94.5	98.5					
25	93.2	97.0	100.0				
24	91.8	95.4	98.4	100.0			
23	90.4	93.9	96.7	98.3			
22	89.1	92.4	95.1	96.6			
21	87.7	90.9	93.4	94.9			
20	86.3	89.4	91.8	93.2	100.0		
19	85.0	87.9	90.2	91.5	98.0		
18	83.6	86.3	88.5	89.8	95.9		
17	82.2	84.8	86.9	88.0	93.8		
16	80.9	83.3	85.2	86.3	91.8	100.0	
15	79.5	81.8	83.6	84.6	89.8	97.4	
14	78.1	80.3	82.0	82.9	87.7	94.9	
13	76.8	78.7	80.3	81.2	85.7	92.3	
12	75.4	77.2	78.7	79.5	83.6	89.8	100.0
11	74.0	75.7	77.0	77.8	81.5	87.2	96.6
10	72.7	74.2	75.4	76.1	79.5	84.6	93.2
9	71.3	72.7	73.8	74.4	77.5	82.1	89.8
8	69.9	71.1	72.1	72.7	75.4	79.5	86.3
7	68.6	69.6	70.5	71.0	73.3	76.9	82.9
6	67.2	68.1	68.8	69.2	71.3	74.4	79.5
5	65.8	66.6	67.2	67.5	69.2	71.8	76.1
4	64.5	65.1	65.6	65.8	67.2	69.2	72.7
3	63.1	63.6	63.9	64.1	65.2	66.7	69.2
2	61.7	62.0	62.3	62.4	63.1	64.1	65.8
1	60.4	60.5	60.6	60.7	61.0	61.6	62.4

To convert a "percentage score" to grade-book points, multiply by:

- .5 for 50 points
- .4 for 40 points
- .3 for 30 points
- .2 for 20 points

--or use conversion charts

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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The Planning Process

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

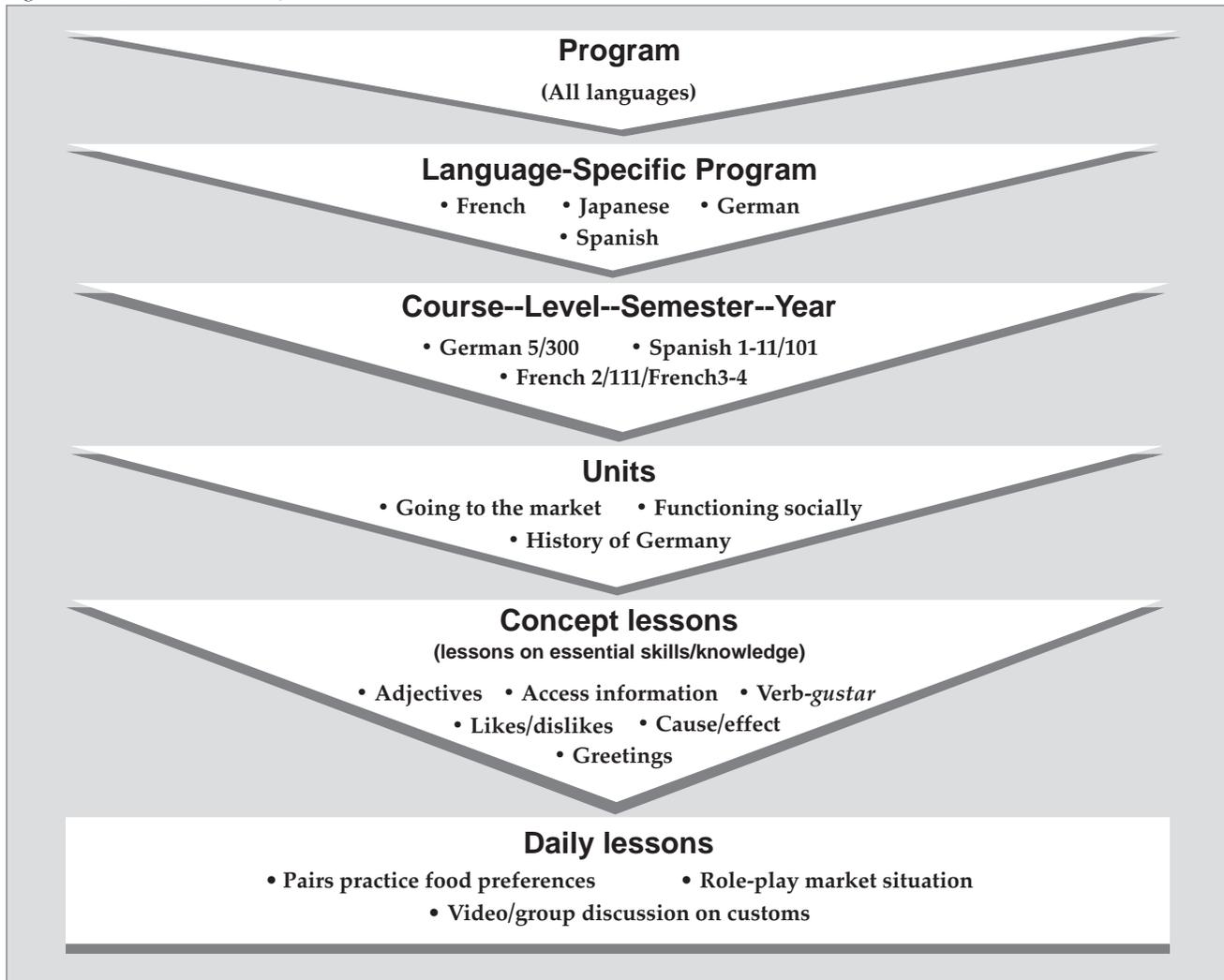
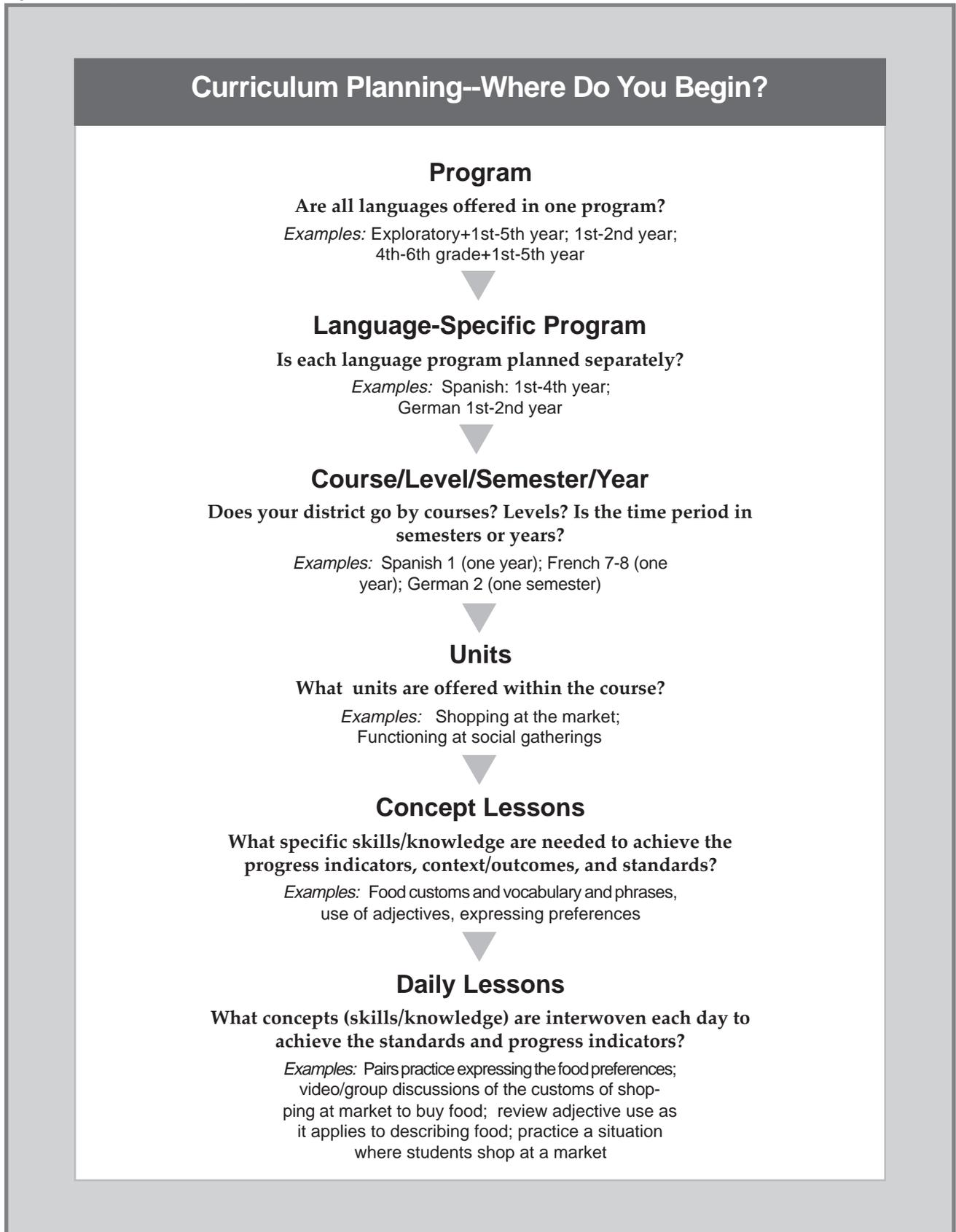


Figure B: Design-down planning



► **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

▷▷▷

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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- 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



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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The Curriculum-Planning Process

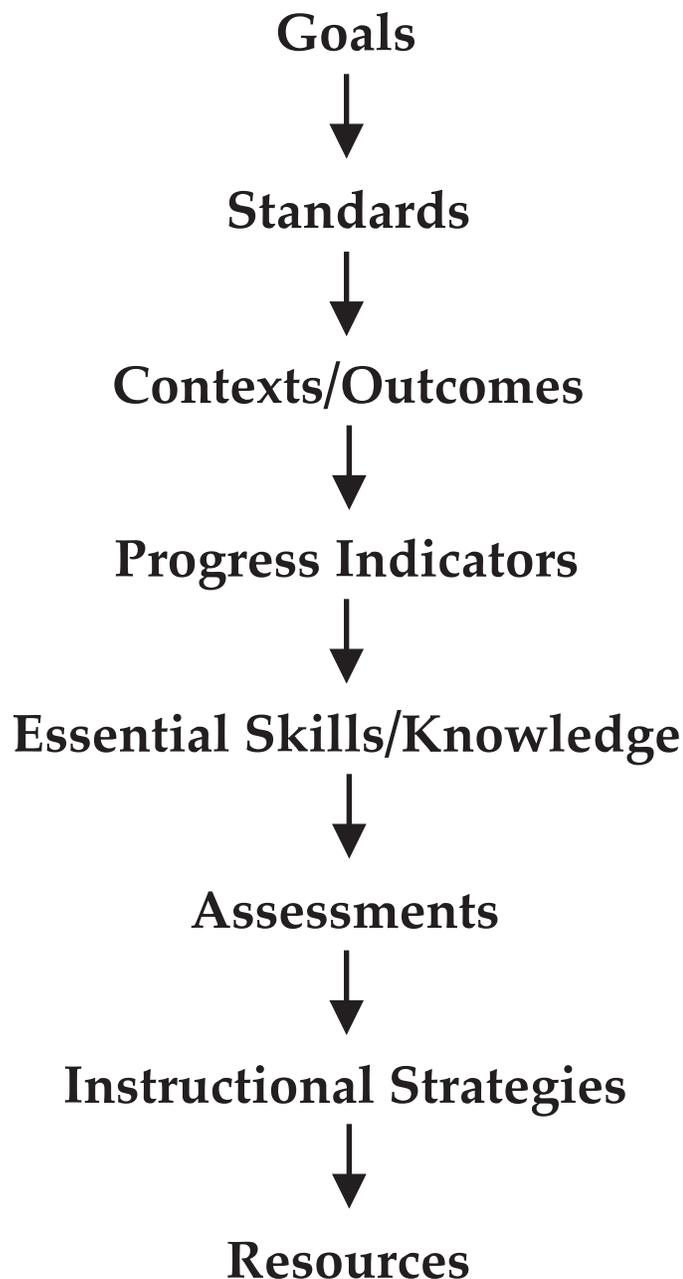
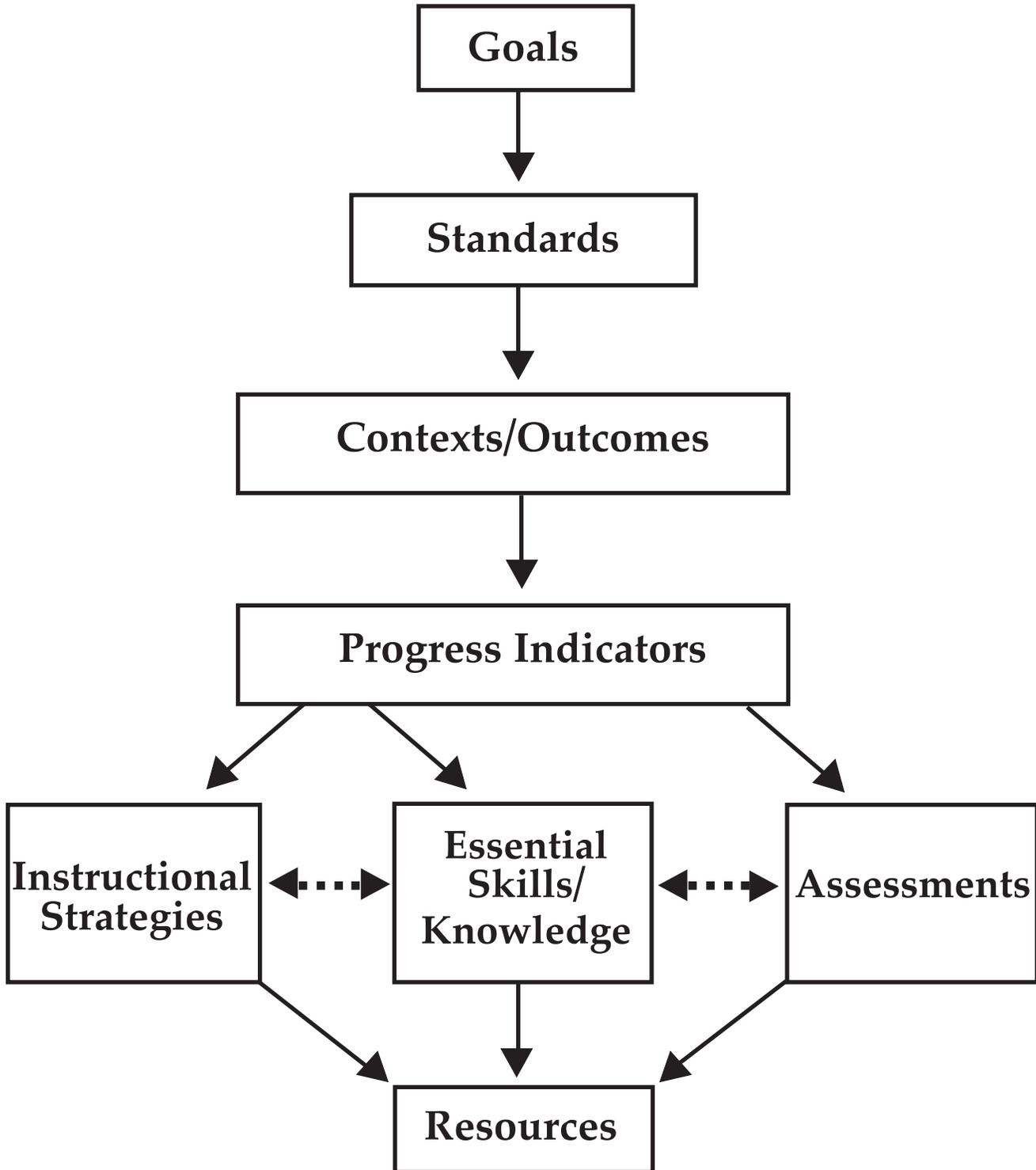


Illustration 2

The Relationship of Curriculum-Planning Elements



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

Year Planner--Example A

Class: Level 1 Language Class

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	<ul style="list-style-type: none"> Verbs—want, need Vocabulary for school items, clothes, gift suggestions Phrases for polite requests 	<ul style="list-style-type: none"> Descriptions of greetings Leave-taking customs 	<ul style="list-style-type: none"> Accessing information from computer and library Listing of resources for the information desired Information on artists--their lives and times 	<ul style="list-style-type: none"> Vowel sounds Consonant sounds 	<ul style="list-style-type: none"> How-to log-skills Conversation skills Writing skills
Assessments	<ul style="list-style-type: none"> Situation cards—role-plays of losing school supplies and borrowing from friends Quizzes Letter to pen-pal on Internet 	<ul style="list-style-type: none"> Role-play greetings and leave-taking situations 	<ul style="list-style-type: none"> Student log/notes Projects on various perspectives on relationships of art to society 	<ul style="list-style-type: none"> Listening identification Pronunciation test 	<ul style="list-style-type: none"> Student logs of language use Internet chat paper copies
Resources	<ul style="list-style-type: none"> Chapter 2 Chapter 9 Video Internet pen-pals 	<ul style="list-style-type: none"> Chapter 1 Video 	<ul style="list-style-type: none"> Library WWW 	<ul style="list-style-type: none"> Tapes Videos 	<ul style="list-style-type: none"> Logbook Computer-Internet account Addresses for Internet

Year Planner--Example B

Class: Level II Language Class

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	<ul style="list-style-type: none"> • Ask/answer questions • Describe daily activities 	<ul style="list-style-type: none"> • Knowledge and application of customs related to messages in target country • Vocabulary for monuments, objects, souvenirs, cultural contexts • Computer and information access skills 	<ul style="list-style-type: none"> • Translation skills • Information access skills • Identification of the cultural context cues • Vocabulary for food, restaurant functions 	<ul style="list-style-type: none"> • Greetings vocabulary • Cultural norms—terms 	<ul style="list-style-type: none"> • Meal vocabulary • Customs at the dinner table
Assessments	<ul style="list-style-type: none"> • Quizzes—written • Messages written and responded to 	<ul style="list-style-type: none"> • (Criteria established for following cultural customs) • Identification in written form of the cultural symbols based on a visual 	<ul style="list-style-type: none"> • Creation of menu • Role plays of restaurant situations • Reading authentic menus and answering questions • Quizzes on food vocabulary 	<ul style="list-style-type: none"> • Role plays 	<ul style="list-style-type: none"> • CPR project (Action-Reflection-Connection) • Videotape the event; use rubric to assess
Resources	<ul style="list-style-type: none"> • Dictionary • Textbook • Video 	<ul style="list-style-type: none"> • Sample messages from native speakers • Realia, WWW, videos, slides, photos • Dictionary, book 	<ul style="list-style-type: none"> • Menus • Magazine advertisements • Videos • Internet searches 	<ul style="list-style-type: none"> • Video • Other students • Native speakers • Readings 	<ul style="list-style-type: none"> • Videos on dining • Dictionary • Native-speaker demonstrations

Illustration 6

Year Planner--Example C

Class: Level III or IV Language Class

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

Unit: ----- **Unit Planner--Template A**

	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Goals					
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> TPR with planets, ordinal numbers Listening comprehension tasks Pairwork Bingo 				
Resources	Same for all progress indicators: <ul style="list-style-type: none"> 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) 				

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*

Illustration 11

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

Class: _____		1.		2.		3.		4.		5.		6.		7.		8.		9.		Totals		
Name: _____																						
<p>Program Outcomes, Course Outcomes, Units, or Products & Projects for Assessment:</p>																						
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
	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: COMMUNITIES
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/dislikes 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 similarities and differences...from authentic sources.	
Essential Skills/ Knowledge	<ul style="list-style-type: none"> Sports vocabulary Hobbies vocabulary Preferences Conjunctions Rejoinders Formats of broadcasts Interview vocabulary 	<ul style="list-style-type: none"> Make inferences Identify attributes Understand generalizations 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A/B info exchange Student charts to express Oral/written summaries Listening comprehension (LC) with sports news video Students create and perform broadcast 	<ul style="list-style-type: none"> produce a visual and oral presentation to convey similarities and differences in sports between C and C2 	<ul style="list-style-type: none"> Reading assessment: Sports articles—oral/ written summaries 	See Goal 2	
Instructional Strategies	<ul style="list-style-type: none"> TPR pairwork Q/A activities reading strategies group work role plays charades brainstorming LC activities\ information process practice 	<ul style="list-style-type: none"> Pairwork Guided practice in LC Information processing activities 	<ul style="list-style-type: none"> Practice reading strategies Pairwork TPR Modeling—guided practice 	See Goal 2	
Resources	<ul style="list-style-type: none"> Vocabulary picture cards sports realia picture boards language ladder videos A/B charts LC activities rubric for broadcast props 	<ul style="list-style-type: none"> Sports video Sample LC activities 	<ul style="list-style-type: none"> 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

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/Outcome:

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

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 *gustar* 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 items to purchase, will select the three items from the ones displayed and bargain for the best price for each.

Rubric

	4 Exceeds 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

Curriculum Planning

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/TEHCEN/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 use of 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.B₁ Locate connections with the target culture through the use of technology, media, and authentic sources.
- 5.1.B₂ 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 *artesanía* 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 *artesanía* 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.
5.1 Students apply language skills and cultural knowledge 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)

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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 . . .*

<p>Developing level:</p> <p>1.1.E₁ Support opinions.</p> <p>1.1.E₃ Make suggestions.</p> <p>1.1.D Qualify likes and dislikes.</p> <p>1.2.G₂ Identify the main idea with supporting details in written material.</p> <p>1.3.B Give a description orally and in writing using complex sentences.</p> <p>1.3.E Speak or write spontaneously.</p> <p>2.2.D Explain objects, images, and symbols of the target culture.</p> <p>3.1.A Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.</p>	<p>Expanding level:</p> <p>1.1.B Converse using language and behaviors that are appropriate to the setting.</p> <p>1.1.C Create detailed oral descriptions within a context.</p> <p>1.1.D Exchange personal feelings and ideas for the purpose of persuading others.</p> <p>1.2.G₂ Interpret and analyze main idea and significant details from authentic materials and literary samples.</p> <p>1.2.G₃ Research and synthesize information from a variety of sources.</p> <p>1.3.B Give a description orally and in writing using complex, detailed paragraphs.</p> <p>2.2.D Analyze the cultural significance of objects, images, and symbols of the target culture.</p> <p>3.1.A Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.</p>
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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

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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

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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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



L'Impressionisme, 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

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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 civilization for student, class, and teacher evaluation.
- ◆ **Project requirements:**
 - Written text
 - Bibliography
 - 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	<u>Level</u>	<u>Comments</u>
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 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 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 Fahrenheit 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.com)
- ◆ 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

△ △ △

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

△ △ △

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.G₂ 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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<http://www.claris.com/>

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<http://www.encarta.com/>

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<http://www.hyperstudio.com/>

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Strategies for Diverse Learners

This section is in four parts. The first part, *Planning Instruction*, provides general descriptions of types of diverse learners and the challenges they may present in the classroom. The second part, *General Strategies*, looks at learning theories and instructional strategies that can be used effectively when designing instruction for diverse learners. Part three, *Strategies in the Foreign Language Classroom*, translates some of the general strategies into specific examples for the foreign language classroom. The sample units provide examples of learning scenarios that have been adapted for use with diverse learners. Finally, the glossary, references, and appendixes define some of the key terms used in this section and provide additional resources for planning and implementation.

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Strategies for Diverse Learners

Planning Instruction

Introduction

The materials in this section were compiled and written by a team of Nebraska teachers endorsed in foreign language, special education, and high-ability learning who collaborated to develop suggestions for teachers to better meet diverse academic needs in a regular classroom setting.

In the spirit of the *Nebraska K-12 Foreign Language Frameworks*, these suggestions were developed *by teachers for teachers*. They are a logical extension of the Frameworks in that the strategies, activities, and resources expand the number of tools that the classroom teacher can use to enhance foreign language instruction for a wider student audience.

The team approached its work in the belief that, with the necessary supports and accommodations in place, nearly all students can benefit from the strategies and suggestions included in this section. The team did not operate from the belief that *all* students must be in the regular classroom *all* of the time. Individual needs demand a wide array of program options and services be available.

With these teaching strategies, learning scenarios, reference and resource materials, and staff development resources described on the following pages, the team hopes to:

- ◆ encourage increased partnerships with specialists, regular classroom teachers, and staff developers toward better meeting academic diversity in the regular classroom setting.
- ◆ increase awareness of specialized students learning needs.
- ◆ expand classroom teachers' abilities to meet student needs in a time of increasingly limited resources.
- ◆ encourage teachers to consider further training in specific strategies and techniques to meet the diverse learning needs of their students.

Meeting Diverse Learning Needs in the Classroom

Most diverse learning needs can be met in the general classroom when classroom teachers understand that: 1) student performance is the result of interaction between the student and the instructional environment; and 2) teachers can reasonably accommodate the needs of most students after analyzing individual learning styles and the demands of the instructional environment.

Accommodating the learning needs of a specific student is often beneficial to many other students in the same classroom. These adaptations are also good teaching techniques for adding variety and interest to any classroom.

Ultimately, the individual classroom teacher is the most effective variable for influencing the performance of students.



Meeting diverse learning needs, cont.

Making adaptations or accommodations to meet specific learning needs does not imply that classroom goals or expectations are compromised. The strategies suggested in this section honor the goals and learner results intended by the *Nebraska K-12 Foreign Language Frameworks*. They are intended to be idea generators for the classroom teacher.

Teaming and Partnerships

Many of the suggestions encourage dialogue and teaming with special education teachers and gifted coordinators to be most effective. Often, the best results can be achieved when classroom teachers partner with building specialists in areas such as special education, gifted and talented, and English as a Second Language (ESL). Further training in many of the strategies would be beneficial to teams of teachers within a building or teaching unit.

Ultimately, the individual classroom teacher is the most effective variable for influencing the performance of students. The *Nebraska K-12 Foreign Language Frameworks*, teaching strategies, learning scenarios, and resource lists exist only as tools to help teachers help their students develop skills for life-long learning and understanding.

Planning for Diverse Learning Needs in the Classroom

Teachers who want to meet the diverse learning needs of their students must analyze the instructional demands of their curriculum, identify the learning abilities and needs of their students, and make adaptations to meet the diverse learning abilities and needs in their classrooms. An *adaptation*, as defined here, does not change the intended outcome of the lesson. For some students, however, a *modification*—which changes the intended outcome—may be appropriate. Teachers are encouraged to work with special education teachers and gifted coordinators to design modifications in lessons to meet the needs of these students.

A decision-making process called INCLUDE was developed by Marilyn Friend of Indiana University. This seven-step approach helps teachers plan how to accommodate the diverse learning needs in their classroom:

1. **I**dentify classroom environmental, curricular, and instructional demands.
2. **N**ote student strengths and needs.
3. **C**heck for potential areas of student success.
4. **L**ook for potential problem areas.
5. **U**se information gathered to brainstorm instructional adaptations.
6. **D**ecide which adaptations to implement.
7. **E**valuate student progress.

Each student brings different abilities and learning needs to the classroom. Identification of these is necessary before appropriate instructional strategies can be designed that will lead to success in learning for each student. The information in this section is directed toward the following groups:

- ◆ Students with diverse talents (*multiple intelligences*)
- ◆ Students with high abilities (*gifted*)
- ◆ Students with specific learning needs and/or difficulties (*special education*)

Each classroom will also have students from different ethnic, cultural, linguistic and socio-economic backgrounds. These diversity factors are not addressed in this document, but recognizing and acknowledging these differences is important to any effective learning environment.

Student Characteristics and Classroom Challenges

▼ Students with Diverse Talents (multiple intelligences)

One way to describe students is to discern the variety of talents and abilities that each brings to the learning experience. Each student has a unique combination of strengths and weaknesses. Howard Gardner (1983) grouped these capabilities into seven comprehensive categories or *intelligences*. Recently, an eighth intelligence has been added. Thomas Armstrong (1994) described the intelligences as they pertain to students in the classroom:

Linguistic intelligence—students are *word smart* and have the capacity to use words effectively, orally or in writing. It includes the ability to manipulate the structures, sounds, and meaning of language.

Logical-Mathematical Intelligence—students are *logic smart* and have the capacity to use numbers effectively and to reason well. It includes the ability to perform processes such as categorization, classification, inference, generalization, calculation, and hypothesis testing.

Spatial Intelligence—students are *picture smart* and have the ability to perceive the visual-spatial world accurately and to perform transformation upon those perceptions. It includes the capacity to visualize and to graphically represent visual or spatial ideas.

Bodily-Kinesthetic Intelligence—students are *body smart* and have expertise in using their whole body to express ideas and feelings, and facility in using their hands to produce or transform things.

Musical Intelligence—students are *music smart* and have the ability to perceive, discriminate, transform, and express musical forms. It includes sensitivity to rhythm, pitch or melody, and tone color of a musical piece. A student's understanding may be either figural/intuitive or formal/technical.



Gardner's Multiple Intelligences



Linguistic Intelligence
-word smart-



Logical-Mathematical Intelligence
-logic smart-



Spatial Intelligence
-picture smart-



Bodily-Kinesthetic Intelligence
-body smart-



Musical Intelligence
-music smart-



Interpersonal Intelligence
-people smart-



Intrapersonal Intelligence
-self smart-



Naturalist-Physical World Intelligence
-nature smart-

Interpersonal Intelligence—students are *people smart* and can perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include the ability to respond to cues such as facial expressions, voice, and gestures.

Intrapersonal Intelligence—students are *self smart* and have the ability to act adaptively on the basis of their self-knowledge. This includes awareness of inner moods, intentions, motivations, temperaments, and desires; and also the capacity for self-discipline, self-understanding, and self-esteem.

Naturalist-Physical World Intelligence—students are *nature smart* and sensitive to the intricacies and subtleties of the connectedness in nature. They are able to listen, watch, observe, classify, categorize, discern patterns, and appreciate nature through a variety of activities in the outdoors (Fogarty, 1997).

Areas of challenge in the classroom

There are four key points (Armstrong, 1994) to remember when designing instructional strategies for multiple intelligences:

1. Everyone has some abilities in each of the seven intelligences. Some students will function at high levels in all or most of the seven intelligences; others may appear to struggle in all areas. Most students will fall somewhere in between, with strengths in some areas and weaknesses in others.
2. Most students can develop each intelligence to an adequate level of competency. With appropriate encouragement, enrichment, and instruction, virtually everyone is capable of performing at a reasonably high level in each of the intelligences (Gardner, as cited).
3. Intelligences work together in complex ways. Gardner proposed that no intelligence exists solely by itself. They are defined individually for theoretical study; but in real-life contexts, the intelligences are interwoven with each other.
4. There are many ways to be intelligent within each category. A student may perform well in one aspect of an intelligence while struggling in another area of the same intelligence. For example, a student may have difficulty reading and yet be highly linguistic orally with a well-developed vocabulary.

Using a variety of instructional techniques and strategies will accommodate the diverse talents within a classroom and will ensure that each student will be able to experience success in some areas and challenge growth in others. (See *Learning Theories and Instructional Models*, page 263, and *Strategies in the Foreign Language Classroom*, page 301.)

▼ **Students with High Abilities (gifted)**

Students with high abilities are those who give evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields. Gifted students are those who excel markedly in the ability to think, reason, judge, invent, or create. (See *Appendix A*, page 337, for a full description.) Barbara Clark (1983) identified several characteristics gifted students exhibit and their potential challenges in the traditional classroom. These are shown in Figure A.

Figure A: Characteristics and classroom challenges of students with high abilities (adapted from Clark, 1983)

Characteristics	Potential Classroom Challenges
◆ Ability to handle extraordinary quantities of information with unusual retentiveness	◆ Student may express boredom with the regular curriculum and be impatient waiting for other students.
◆ Ability to comprehend information beyond the abilities of their peers	◆ Student may dislike repetition; possibly may have poor interpersonal relationships with other students.
◆ Unusual curiosity and varied interests	◆ Student may have difficulty conforming to group tasks; may take on too many projects at once and overextend.
◆ High level of language development	◆ Student may be seen as a “show off” by peers and adults.
◆ High level of verbal ability	◆ Student may dominate classroom discussions; may use verbalism to avoid tasks and difficult thinking.
◆ Unusual capacity for processing information	◆ Student may dislike routine and drill; may resent being interrupted; may be perceived as too serious.
◆ Accelerated pace of thought processes	◆ Student may become frustrated with inactivity and the absence of progress.
◆ Flexible thought processes	◆ Student may be seen as disruptive or disrespectful to authority and traditions or to the idea of a single right answer.
◆ Creativity, particularly an ability to synthesize, delay closure, see unusual and diverse relationships, and to produce original ideas and solutions	◆ Student may have difficulty with conformity; may deal with rejection by becoming rebellious.
◆ Ability to think in abstract terms and form concepts	◆ Student may reject or omit detail, question other’s generalizations, and show frustration with other student’s lack of ability to understand concepts or generalizations.
◆ Evaluative approach to others and themselves	◆ Student may be perceived as superior and too critical; may become discouraged from self-criticism, won’t try new ideas; may be intolerant of students of lesser abilities.
◆ Persistent goal-directed behavior	◆ Student may be perceived as stubborn, willful, and uncooperative.
◆ Large accumulation of information about emotions that has not been brought to awareness	◆ Student may be vulnerable to criticism of others, have a high level of need for success and recognition, be a perfectionist.
◆ Keen sense of humor that may be gentle or hostile	◆ Student may use humor for critical attack upon others resulting in damage to interpersonal relationships.



High-ability learners, cont.

High-ability learners present challenges for teachers who must design learning opportunities to help them more nearly achieve their potentials. Lessons that are adapted to meet the needs and abilities of high-ability learners may also help alleviate difficulties that some gifted students experience in their interactions with other students in the regular classroom. (See *Gifted and High-Ability Learners*, page 268.)

▼ Students with Specific Learning Needs (special education)

While all students have unique learning needs, some students are posed with particular challenges in the traditional learning environment. *Rule 51, Nebraska Department of Education, Regulations and Standards for Special Education*, identifies these as students with:

- ◆ autism
- ◆ behavioral disorders
- ◆ hearing impairments
- ◆ subaverage general intellectual functioning
- ◆ orthopedic impairments
- ◆ health impairments that limit strength, vitality, or alertness
- ◆ specific learning disabilities
- ◆ speech impairments
- ◆ traumatic brain injury that results in functional disability or psychosocial impairment
- ◆ visual impairment

(See *Appendix B*, page 338, for full definitions.)

Areas of challenge in the classroom

Special education students predictably may present challenges in the traditional classroom and would benefit from adaptive strategies in:

- ◆ spelling
- ◆ reading—paragraphs, directions for work, maps and charts, visually crowded layouts
- ◆ writing—sentence formation, pertinent details, sequence, physically difficult
- ◆ note taking—physical difficulty, inability to readily grasp concepts
- ◆ vocabulary—comprehension and memory
- ◆ organization—may be unprepared for class or have incomplete assignments
- ◆ following directions—reading, remembering, comprehending
- ◆ social skills with peers and adults
- ◆ listening -- inattentive, distractible

Students who have been identified and placed in a special education category may be provided with assistive technologies or other special assistance to accommodate their needs; however, teachers can also adapt lessons to better meet their specific needs. Other students in the classroom who have difficulties in these areas will also benefit from these adaptive strategies. (See *Learning Theories & Instructional Models*, page 263, and *Strategies in the Foreign Language Classroom*, page 301.)

△ △ △

Strategies for Diverse Learners

Learning Theories & Instructional Models

Introduction

There are many different ways to look at learning capabilities, learning needs, and learning styles. Each has specific implications for instructional strategies. By employing a variety of instructional strategies in the classroom, teachers will provide for the specific learning needs of individual students and enhance the learning of all students. The learning theories and general instructional strategies that are addressed in this section include:

- ◆ Multiple intelligences
- ◆ Gifted students in the classroom
- ◆ Bloom’s taxonomy
- ◆ Thematic units
- ◆ Graphic organizers

Multiple Intelligences

Howard Gardner (1983) identified seven *intelligences* as a way to view different cognitive strengths and contrasting cognitive styles. From this he constructed his model of multiple intelligences to describe how individuals use their intelligences to solve problems and fashion products (Armstrong, 1994). Recently, he has identified an eighth intelligence (Fogarty, 1997). The intelligences identified by Gardner are:

- ◆ linguistic intelligence
- ◆ logical-mathematical intelligence
- ◆ spatial intelligence
- ◆ bodily-kinesthetic intelligence
- ◆ musical intelligence
- ◆ interpersonal intelligence
- ◆ intrapersonal intelligence
- ◆ naturalist-physical world intelligence

In the classroom teachers can meet these diverse talents by:

- ◆ Identifying each student’s strengths (see Figure A--*Checklist for Students*, for a student self-test)
- ◆ Planning lessons and learning activities to accommodate the variety of intelligences in the classroom (see Figure B--*Planning Model for Multiple Intelligences*)
- ◆ Also see *Ideas for Exhibitions and Projects*, page 192 in the *Nebraska K-12 Foreign Language Frameworks’* section on assessment, for an extensive list of specific learning activities that will fit into strategies for multiple intelligences.



Figure A: Multiple Intelligences Checklist for Students

Adapted by R. Mook from Armstrong (1992). Naturalist intelligence adapted from Fogarty (1997).

Multiple Intelligences Checklist

This checklist has no right or wrong answers. No one intelligence category is better than others. We all have some intelligences that are stronger and some that are weaker. This checklist will give clues about how you learn best and also about strengths that may guide you in career choices. Put a check mark beside each item that sounds like you.

► Linguistic Intelligence

- I enjoy reading books.
- I like to tell jokes and stories.
- I enjoy word games like Scrabble, anagrams, or crossword puzzles.
- I am a good speller.
- English, social studies, and history are easier for me than math and science.
- I have a good memory for names, places, dates, and/or trivia.
- I am a good writer.

► Logical-Mathematical Intelligence

- I can compute math problems quickly in my head.
- Math and science are among my favorite subjects in school.
- I enjoy games like chess, checkers, and other strategy games.
- I like working on logic puzzles or brainteasers.
- I like to think about the way things work.
- I can double or triple a cooking recipe or other measurement without having to put it down on paper.
- I believe that most things have a logical, rational explanation.

► Spatial Intelligence

- I can see clear visual images when I close my eyes.
- I can read maps, charts, and other diagrams more easily than written directions.
- I enjoy art activities.
- I like to solve jigsaw puzzles, mazes, and "Where's Waldo" type puzzles.
- I tend to doodle or draw on my papers.
- I like to watch movies, slides, or other visual presentations.
- I enjoy building three-dimensional constructions with Legos or other supplies.

► Bodily-Kinesthetic Intelligence

- I am good at sports.
- I have a hard time sitting still for very long.
- I like to take things apart and put them back together again.
- I like working with my hands in activities such as model-building, sewing, pottery, weaving, carving, or carpentry.
- I often like to spend my free time outdoors.
- My best ideas come to me when I'm out for a walk, a jog, or some other kind of physical activity.
- I frequently use hand gestures when I'm talking to someone.

... continued

Figure A: Multiple Intelligences Checklist, page 2

► **Musical Intelligence**

- _____ I frequently listen to music.
- _____ I enjoy singing along to music I hear.
- _____ I can usually tell when something is off-key.
- _____ I often make tapping sounds or sing little tunes while working, studying, or learning something new.
- _____ If I hear a musical selection once or twice, I can usually sing or play it back fairly accurately.
- _____ I play a musical instrument.
- _____ I can easily keep time to a piece of music.

► **Interpersonal Intelligence**

- _____ I'm considered a person who other people come to for advice.
- _____ I prefer group activities to being alone.
- _____ I like to get involved in social activities at school and in my community.
- _____ When I've got a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- _____ I am concerned about others and how they feel.
- _____ I consider myself a leader (or others have called me that).
- _____ I feel comfortable, even with people I don't really know.

► **Intrapersonal Intelligence**

- _____ I consider myself to be very independent.
- _____ I prefer to study, work, or play alone.
- _____ I see myself as a loner (or others see me that way).
- _____ I have a special hobby or interest that I keep pretty much to myself.
- _____ I have some important goals for my life that I think about on a regular basis.
- _____ I would prefer to spend a weekend alone in a cabin in the woods, rather than at a fancy resort with lots of people around.
- _____ I can accurately express how I'm feeling.

► **Naturalist-Physical World Intelligence**

- _____ I prefer to spend a lot of my time outdoors
- _____ I am good at working and playing with animals
- _____ I collect things from nature and know their names
- _____ I study the weather and follow weather phenomenon
- _____ I often do experiments to find out what will happen
- _____ I watch birds and insects and study their habits
- _____ I like to hike, climb, hunt, and/or fish

Totals: Put the number of checkmarks that you made under each intelligence in the spaces below:

Linguistic: _____ Logical-Mathematical: _____ Spatial: _____ Bodily-Kinesthetic: _____

Musical: _____ Interpersonal: _____ Intrapersonal: _____ Naturalist-Physical World: _____

Your name: _____

Figure B: Planning Model for Multiple Intelligences

Planning for Multiple Intelligences in the Classroom

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
Linguistic 	Verbalizing, hearing, and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humor or telling jokes Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling Words--used in reading, writing, speaking
Logic-Mathematical 	Conceptualizing it, quantifying it, thinking critically about it	How can I bring in numbers, calculations, logic, classifications, or critical-thinking skills?	Abstract symbols, formulas Calculation Counting Deciphering codes Finding patterns Forcing relationships Graphic organizers Number sequences Outlining Problem solving Syllogisms
Spatial 	Drawing it, sketching it, visualizing it	How can I use visual aids, visualization, color, art, or metaphor?	Active imagination Color schemes Designs and patterns Drawing Guided imagery Mind mapping Painting Pictures Pretending Sculpture/models
Bodily-Kinesthetic 	Dancing it, building a model of it, doing a hands-on activity related to it	How can I involve the whole body or use hands-on experiences?	Body language Dancing--folk or creative Drama/acting Inventing Martial arts Mime Physical gestures Physical exercises Playing sports and games Role-playing

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
<p>Musical</p> 	<p>Singing it, chanting it, finding music that illustrates it, putting on background music while learning it</p>	<p>How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?</p>	<p>Creating music Environmental sounds Humming Listening to music Music performance Music composition, creation Percussion vibrations Rhythmic patterns Singing Tonal patterns Vocal sounds and tones</p>
<p>Interpersonal</p> 	<p>Working on it with another person or group of people</p>	<p>How can I engage students in peer-sharing, cooperative learning, or large-group simulation?</p>	<p>Collaboration skills Cooperating Cooperative learning Empathy practices Giving feedback Group projects Intuiting others' feelings Listening Person-to-person communication Receiving feedback Sensing others' motives Talking to others Teamwork/division of labor</p>
<p>Intrapersonal</p> 	<p>Relating it to a personal feeling or inner experience</p>	<p>How can I evoke personal feelings or memories, or give students choices?</p>	<p>Being alone Complex guided imagery "Centering" practices Emotional processing Focusing/ concentration skills Higher-order reasoning "Know thyself" practices Metacognition techniques Mindfulness practices Silent reflection methods Telling about feelings Telling about thinking Thinking strategies</p>
<p>Naturalist-Physical World</p> 	<p>Observing it, classifying it, appreciating it</p>	<p>How can I relate the student's learning to the physical world?</p>	<p>Discovering, uncovering Observing, watching Forecasting, predicting Planting Comparing Displaying Sorting and classifying Photographing Building environments</p>

Gifted and High-Ability Learners

The presence of gifted and high-ability learners in a heterogeneous classroom can present unique challenges for the teacher in designing appropriate learning strategies that will engage these students in learning that helps them achieve their potentials. Some researchers argue that there must be a concentrated focus on differentiating the learning environment and curriculum to provide the motivation and achievement sought for these learners (Shore & Delacourt, 1996). Others contend that instructional practices associated with programs for gifted learners are practices that would benefit *all* learners. In addition, the variety of learning levels and abilities within the gifted-student population itself may require modified instructional strategies to address the various learners' profiles (Tomlinson, 1996).

The following profile of gifted/high-ability learners and instructional strategies (*Figure C*), the planning model for academic diversity (*Figure D*), and the planning model for modification and adjustment (*Figure E*) will assist teachers in designing effective learning environments and activities for the gifted/high-ability learners in their classrooms. The models also provide a foundation of good instructional strategies that will benefit *all* learners.

Figure C: Profile of Gifted/High Ability Learners (adapted from Clark, 1983)

Profile/ Characteristics	Instructional Needs	Best Learning Situation	Classroom Strategies
◆ Extraordinary quantity of information, usual retentiveness]	Exposure to new and challenging information, opportunity to acquire early mastery of basic skills	Individualized learning; out-of-classroom experience	Information organized at different levels of difficulty, self check, pre and post tests, a variety of teaching and learning methods at each level
◆ Advanced comprehension	Access to challenging curriculum and intellectual peers	Self-selected flexible groupings, opportunities to attend advanced-level classes or courses	Group discussion on selected topics, independent study on advanced topics of interest, access to advanced materials
◆ Unusual curiosity, varied interests	Exposure to/opportunity to pursue a wide variety of subjects and topics	Independent study, mentors, simulations	
◆ High level of language development	Opportunity to encounter and use increasingly difficult vocabulary and concepts	Work with academic peers	Write (book, journal, play, television script), read advanced-level reading materials, make presentations to other classrooms on an interest area
◆ High level of verbal ability	Opportunity to share ideas verbally and in depth	Self-selected flexible groupings	Work on projects of interest to the student that involve communication and an exchange of opinion in a wide variety of ways
◆ Unusual capacity for processing information	Exposure to large variety of ideas at various levels of complexity	Learning centers, assignments, and projects available at many levels in a variety of subjects	Projects involving problem finding, problem focusing, problem solving, research skills

Figure C: Profile of Gifted/High Ability Learners, cont.

Profile/ Characteristics	Instructional Needs	Best Learning Situation	Classroom Strategies
◆ Accelerated pace of thought processes	Exposure to ideas, content, subject matter presented at an appropriate individual pace of learning	Acceleration, self pacing	Individualized curriculum, advanced placement, early entry, off-grade classes, cluster grouping
◆ Flexible thought processes	Opportunity to approach problems and learning in diverse ways	Lesson plans	Teacher acceptance of flexible thinking, unusual products, open-ended assignments, opportunities to do things in different ways, varied instruction
◆ Creative--synthesizes, delays closure, sees unusual, diverse relationships, generates original ideas and solution	Opportunity to have incubation time, to delay closure, to "mess around" with materials and ideas, to have creative-thinking training	Flexibility in deadlines and assignments, individual conferences, integrated curriculum over a large block of time	Individual deadlines, continuous progress assessment, present complex problems without one right answer, a classroom atmosphere (teacher acceptance) of respect for unusual ideas, provide time for thinking and reflection, unstructured periods of time for exploring materials and ideas, problem-solving activities
◆ Ability to think in abstract terms and form concepts	Exposure to abstractions; opportunity to form generalizations, to use and design conceptual frameworks, to seek order and consistency, to develop a tolerance for ambiguity	Individual contracts, learning centers, access to the community, small-group work, an opportunity to spend time with experts in the students' areas of interest	Inquiry skills, opportunities to analyze their own learning, communication and decision making, individualized projects, integrated curriculum, simulations
◆ An evaluative approach to others and themselves	Exposure to people of varying abilities/talents; setting realistic short-term goals; opportunity to develop skills in data evaluation using criteria, decision making, and problem solving	Flexible grouping, individualized learning	Self evaluation and cooperative evaluation experiences, experience and practice in goal setting and goal evaluation, experience and practice in decision making and problem solving
◆ Persistent goal-directed behavior	Opportunity to pursue interests beyond the allotted time, to set and evaluate priorities	Flexible scheduling, individualized instruction	Self-selected projects, developing interests
◆ Large accumulation of information about emotions that has not been brought to awareness	Opportunity to process the emotional meaning of experience, to become aware of emotions of self and others	Learning centers, individual activities, small discussion groups, whole-class discussion	Task cards and group discussion about emotions and feelings, awareness exercises
◆ Keen sense of humor (gentle or hostile)	Opportunity to learn how one's behavior affects the feelings of others	Whole class and group discussions	Exercises and activities that help students understand humor

Figure D: Adapted from C.A. Tomlinson, 1996/1997

Planning Model for Academic Diversity and Talent Development

<p>The Learning Environment is effective when it provides:</p>	<ul style="list-style-type: none"> ◆ Active orientation--students are doers rather than receivers ◆ Continual assessment and adaptation--of learner readiness, understanding, interest, and learning profile to promote growth ◆ Flexible grouping patterns--working independently; as part of a whole; in a variety of groups ◆ Escalating expectations--communication of expectations and guidance toward continual growth in understandings and skills 		
<p>Principles for Curriculum Development</p>	<p>Content is best understood and retained when it is:</p> <ul style="list-style-type: none"> ◆ concept and generalization based ◆ highly relevant ◆ coherent ◆ transferable ◆ powerful ◆ authentic 	<p>Processes that help learners make sense of ideas should be:</p> <ul style="list-style-type: none"> ◆ concept and generalization driven ◆ focused ◆ high level ◆ purposeful ◆ balance critical and creative thought ◆ promote cognition and metacognition 	<p>Products achieve best results when:</p> <ul style="list-style-type: none"> ◆ tasks are concept and issue centered ◆ skills of planning are taught ◆ skills of production are taught ◆ application of all key skills and understandings are required ◆ skills of the discipline are used ◆ real problems/audiences are addressed ◆ multiple modes of expression are used
<p>Instructional Strategies</p>	<p>Differentiation is provided through:</p> <ul style="list-style-type: none"> ◆ multiple texts and supplementary print resources ◆ varied computer programs ◆ varied audio visuals ◆ varied support mechanisms ◆ varied time allotments ◆ interest centers ◆ contracts ◆ compacting ◆ triarchic-based orientation ◆ complex instruction ◆ group investigation 	<p>Differentiation is provided through:</p> <ul style="list-style-type: none"> ◆ tiered assignments ◆ learning centers ◆ triarchic model assignments ◆ multiple intelligence assignments ◆ graphic organizers ◆ simulation ◆ learning logs ◆ concept attainment ◆ concept development ◆ synectics ◆ complex instruction ◆ group investigation 	<p>Differentiation is provided through:</p> <ul style="list-style-type: none"> ◆ tiered product assignments ◆ independent study ◆ community-based products ◆ negotiated criteria ◆ graduated rubrics ◆ triarchic-based orientations ◆ multiple intelligence-based orientations ◆ complex instruction ◆ group investigation

Adjusting for Academic Diversity

Academic tasks may be adjusted and modified based on the level of readiness, ability, and interest of each learner. Learners who are struggling or who are new to a learning situation, concept, or idea would benefit from tasks at the lower end of the adjustment continuum. Learners who have high ability in an area and readily grasp the ideas and concepts because of prior readiness or interest, will benefit from academic tasks at the high end of the continuum. A planning model for modification and adjustment for academic diversity is shown in Figure E.

Figure E: Planning Model for Modification and Adjustment for Academic Diversity
Adapted from C.A. Tomlinson, 1996/1997

Modifying and Adjusting for Academic Diversity in Content, Processes, Products, and Strategies			
Learning Area	Continuum of Adjustment for Diversity in Learner's Level of Readiness, Ability, and/or Interest		
	▶ ▶ ▶ ▶ ▶ <i>slide adjustment button to learner's appropriate level</i> ▶ ▶ ▶ ▶ ▶		
<ul style="list-style-type: none"> ◆ information, ideas, materials, applications ◆ representations, ideas, applications, materials ◆ resources, research, issues, problems, skills, goals ◆ disciplinary connections, directions, stages of development ◆ applications, insight transfer ◆ solutions, decisions, approaches ◆ process, research, products ◆ planning, designing, monitoring ◆ pace of study, pace of thought 	Foundational		Transformational
	Concrete		Abstract
	Simple		Complex
	Fewer facets		Multi-facets
	Smaller leap		Greater leap
	More structured		More open
	Clearly-defined problems		Fuzzy problems
	Less independence		Greater independence
	Slower		Quicker

Bloom's Taxonomy of Thinking

Bloom's Taxonomy is a model that focuses on six levels of thinking. The six levels roughly form a two-tiered arrangement that represents levels of complexity in thinking. *Knowledge* and *comprehension* are the lower or more concrete levels of thinking. *Analysis*, *evaluation*, and *synthesis* represent higher or more complex levels of thinking. The *application* level, which falls between the lower and higher levels, can be very concrete or very complex depending on the task.

A variety of instructional strategies and products may be categorized for each level of thinking. Teachers who design a variety of learning activities that require different levels of thinking will provide appropriate opportunities for the diverse number of students whose thinking levels range throughout the spectrum.

Figure F provides a model for instructional planning based on Bloom's taxonomy of thinking. Also see Bloom's taxonomy as applied to foreign language, page 307.

Figure F: Planning Model using Bloom's Taxonomy (adapted from Winebrenner, 1992)

Level	Definition	Instructional Strategies	Activities, Tasks, & Products
Lower, less complex, more concrete levels	Knowledge	<ul style="list-style-type: none"> • ask • define • describe • discover • identify • label • list • listen • locate • match • memorize • name • observe • recite • recognize • remember • research • select • state • tell 	<ul style="list-style-type: none"> • books • diagrams • events • exams • facts in isolation • films • filmstrips • magazine articles • models • newspapers • people • plays • quiz • radio • recordings/ records • tapes • television shows • tests • text readings • vocabulary • workbook pages
	Comprehension	<ul style="list-style-type: none"> • ask • change • compare • convert • defend • discover • distinguish • edit • explain • express • extend • generalize • give examples • identify • illustrate • infer • interpret • listen • locate • match • observe • paraphrase • predict • relate • research • restate • rewrite • show symbols • summarize • transform • translate 	<ul style="list-style-type: none"> • casual relationships • comparison of like/unlike items • conclusion/implication based on data • diagrams • drama • drawing • events • films • filmstrips • graph • magazines • models • newspapers • outline • own statement • people • photograph • radio • response to questions • revision • skit • speech • story • summary • tape recording • television

Figure F: Planning Model using Bloom's Taxonomy

Level	Definition	Instructional Strategies	Activities, Tasks, & Products
Level depends on complexity of task	Application	<ul style="list-style-type: none"> • apply • build • change • choose • classify • construct • cook • demonstrate • discover • dramatize • experiment • interview • list • manipulate • modify • paint • prepare • produce • record • report • show • sketch • solve • stimulate • teach • use guides, charts, maps 	<ul style="list-style-type: none"> • artwork • collection • crafts • demonstration • diagram • diorama • diary • drama • forecast • illustration • list • map • meeting • mobile • model • painting • paper which follows outline • photographs • project • puzzle • question • recipe • scrapbook • sculpture • shifting smoothly from one gear into another • solution • stichery
	Analysis	<ul style="list-style-type: none"> • advertise • analyze • categorize • classify • compare • contrast • differentiate • dissect • distinguish • infer • investigate • point out • select • separate • solve • subdivide • survey 	<ul style="list-style-type: none"> • argument broken down • chart • commercial • conclusion checked • diagram • graph • parts of propaganda statement identified • plan • prospectus • questionnaire • report survey • report • solution • survey • syllogism broken down • word defined
Higher, more complex, more abstract levels	Synthesis	<ul style="list-style-type: none"> • combine • compose • construct • create • design • estimate • forecast • hypothesize • imagine • infer • invent • predict • produce • rearrange parts • role-play • write 	<ul style="list-style-type: none"> • advertisement • article • book • cartoon • experiment • formation of a hypothesis or question • game • invention • lesson plan • machine • magazine • new game • new product • new color, smell, taste • news article • pantomime • play • poem • puppet show • radio show • recipe • report • set of rules, principles or standards • song • speculate on or plan alternative courses of action • story • structure • television show
	Evaluation	<ul style="list-style-type: none"> • appraise • choose • compare • consider • criticize • critique • debate • decide • discuss • editorialize • evaluate • give opinion, viewpoint • judge • prioritize • recommend • relate • summarize • support • weigh 	<ul style="list-style-type: none"> • conclusion • court trial • critique • debate • decision • defense/verdict • discussion • editorial • evaluation • group discussion • group • letter • news item • panel • rating/grades • recommendation • self-evaluation • standard compared • standard established • survey • valuing

Thematic Learning

Thematic learning is a way to plan curriculum that meets the diverse needs and abilities of students. When properly designed, thematic units are appropriate for students at all ability levels (Winebrenner, 1996). Themes provide organizing centers for:

- ◆ Connecting various disciplines or subject matter content (see *Frameworks Goal 3*, page 51).
- ◆ Developing learning activities around the eight intelligences (see *Multiple Intelligences*, pages 257 and 263).
- ◆ Providing learning opportunities that require different levels of thinking (see *Bloom's Taxonomy of Thinking*, page 272).

A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with other disciplines in a team or block-scheduling situation. Winebrenner (1992, page 74) provides a graphic organizer that connects subject areas and student capabilities around a main theme as shown in Figure G. Fogarty (1997, page 48) shows how activities for multiple intelligences might be planned in a theme organized around the Olympic Games--or Games of Life--in Figure H.

Figure G: Thematic Unit Design (Winebrenner, 1992)

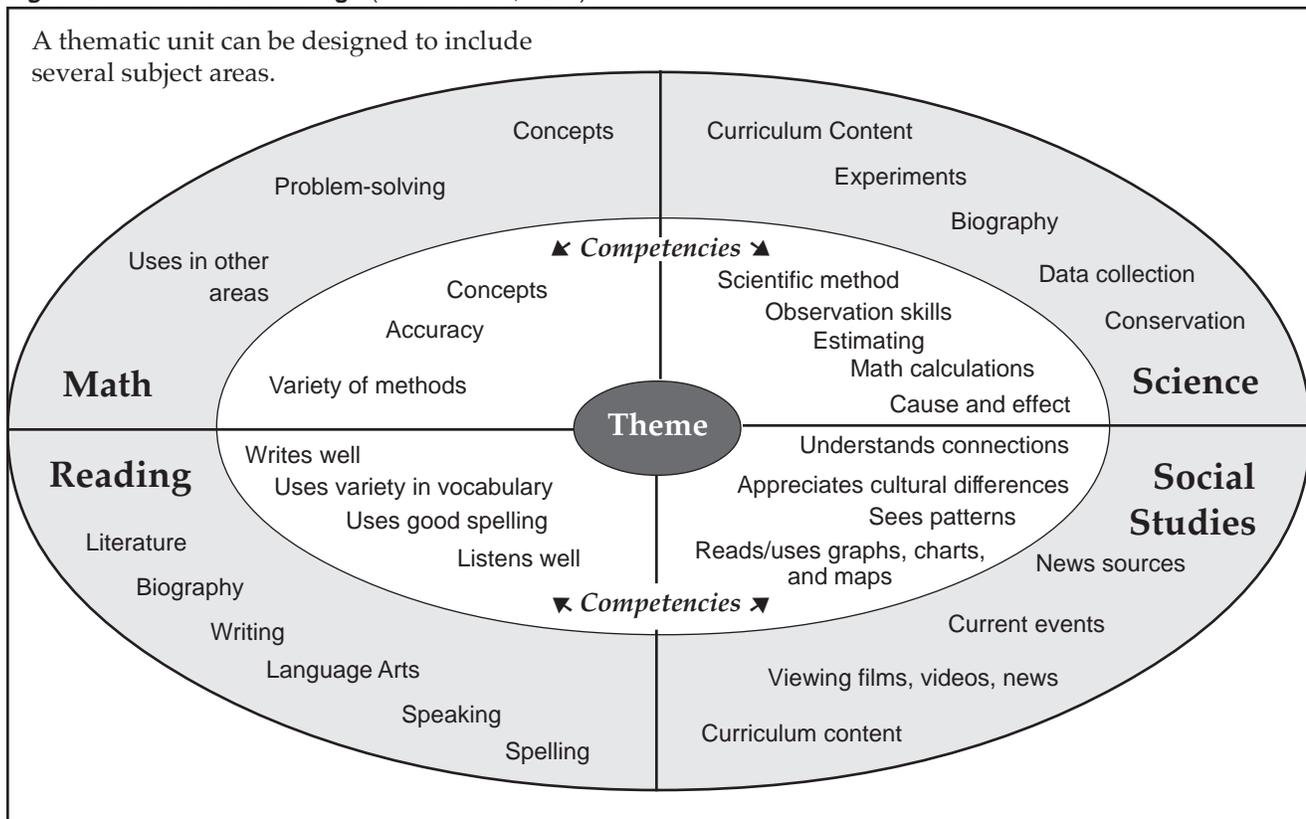


Figure H: Multiple Intelligences Grid of Life (Fogarty, 1997)

Multiple Intelligences Grid of Ideas <i>The Olympic Games or Games of Life</i>							
Verbal	Logical	Spatial	Bodily	Musical	Interpersonal	Intrapersonal	Naturalist
Biographies	Graphic arts	Greek architecture	Fitness	National songs	Teamwork	Individual achievement	Nutrition
Writing about heroes	Biochemistry	Pottery	Sports	Raps	Cooperation	Pride	Health
Historical fiction	Laws of physics	Paintings	Practice	Practicing music	Competition	Sense of accomplishment	Wellness
Myths	Statistics	Posters	Routines	Relaxation music	Sportsmanship	Logs	Biochemistry
Literature	Percentages	Photos	Regimens	Meditation	Coaching	Journals	Climate
News reporting	Logical thinking	Graphic organizers	Physical therapy	Composing	Mentoring	Psychology of peak performance	Culture
Expository writing	Sequences	Graphs	Conditioning	Performing	Global relationships	Endurance	Biofeedback
Features	Cause/effect	Visualization techniques	Experiences	Selecting appropriate music	Conflict management		Altitudes

Designing a Thematic Plan

Another way to use thematic learning is to use the theme as a tool for designing activities requiring different levels of thinking that allow for differences among students in readiness, interest, and ability. Winebrenner (1992) presents an outline for planning a thematic unit and a template for planning learning activities. These have been adapted for use with the *Nebraska K-12 Foreign Language Frameworks* in Figures I and J, respectively. An example of a thematic unit in the foreign language classroom is shown on page 308.

Figure I: Designing a Thematic Plan
(adapted from Winebrenner, 1992)

Steps for Designing a Thematic Plan for Students with Varying Abilities	
<p>Step 1:</p> <p>Choose a theme that may be used to incorporate many expected learner outcomes. The theme should be broad enough to apply to several topics within the same theme. Examples: Conflict, Civilizations, Mammals. Write the theme on the line provided on the planning chart (<i>Figure K</i>).</p> <p>Step 2:</p> <p>Create several contexts/outcomes of what students should know and be able to do from all subject areas that students will experience during the thematic unit. (<i>See the Frameworks section on Curriculum Planning.</i>) Write these in the appropriate section on the planning chart.</p> <p>Step 3:</p> <p>Determine the essential skills and knowledge that all students will need for mastery and add them to the planning chart.</p> <p>Step 4:</p> <p>Using the chart on page 272 (<i>Bloom's Taxonomy of Thinking</i>) as a reference, design instructional activities that will give students experience in mastering the essential skills and knowledge and achieving the desired outcomes. Working across the planner--that is, horizontally-- enter the activities making sure that each activity is appropriate for achieving the specific context and outcome of what students should do and what the</p>	<p>product should be. By working horizontally rather than vertically gives teachers the opportunity to design activities from the lower, concrete levels to the higher levels of thinking.</p> <p>Winebrenner (1992) suggests that teachers should design the higher-level activities so that gifted/high-ability students may not have to do the literal activities in order to achieve the outcomes. Other students will need teacher direction with the literal activities <i>before</i> moving on to the higher-level activities.</p> <p>Step 5:</p> <p>Add the activities to the planning chart, making sure that each activity teaches the essential skills and knowledge defined in step three and that activities requiring higher levels of thinking are included.</p> <p>Step 6:</p> <p>If the theme unit is carried out over a long period of time, a contract or work log may be created to help teachers and students manage doing different activities at different times. (<i>See Portfolio Management, page 155.</i>)</p> <p>Step 7:</p> <p>Decide the methods of assessment and provide the evaluation criteria and standards with students before they begin their work. (<i>See the Frameworks section on Assessments.</i>)</p>

Figure J: Thematic Unit Planner (adapted from Winebrenner, 1992)

Theme: _____

Unit Context/Outcomes: _____

Thematic Unit Planner

Context/ Outcomes	Essential Skills/ Knowledge Needed	Thinking Activities Lower level, concrete thinking <i>Knowledge-Comprehension-(Application)</i>	Thinking Activities Higher level, more abstract <i>(Application) Analysis-Synthesis-Evaluation</i>

Graphic Organizers

Graphic organizers are valuable tools to use when working with students with diverse abilities. The organizers can facilitate learning and may be useful in bridging the wide spreads of learning levels within a classroom (Winebrenner, 1996). Bellanca (1992) and Winebrenner (1996) see graphic organizers as a way to help students

- ◆ connect new information to old;
- ◆ discover patterns in what they learn;
- ◆ control how and what they learn by employing a variety of learning tools;
- ◆ create internal motivation to think and problem-solve; and,
- ◆ become active learners.

Graphic organizers provide alternative ways to organize information and content for different types of learners (multiple intelligences). When students work together to complete an organizer, it promotes cooperative learning among a diverse group of students.

The graphic organizers on the following pages are arranged alphabetically by title and numbered. Each is designed to help develop specific thinking skills as shown in Figure K. Detailed information about teaching and using these organizers may be found in Bellanca (1992), Winebrenner (1996), and Mikulecky (1985) as cited by Hudelson (1992).

Figure K: Thinking skills aided by graphic organizers

Thinking Skills	Graphic Organizers																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
	5 Ws	Cause/Effect Chart	Cause/Effect-Multiple	Comparison Chart	Concept Ladder	Decision-Maker's Chart	Fat/Skinny Questions	Fishbone	Frame	Gathering Grid	KWPL	Mapping	PMI	Prediction Tree	Problem-Solving Chart	Question Matrix	Scale	Structured Overview	T-Chart	Timeline	Venn Diagram	
Alternative-seeking						✓									✓							
Analyzing		✓	✓	✓		✓	✓			✓	✓				✓	✓	✓					✓
Brainstorming					✓	✓																
Categorizing					✓														✓			
Cause/effect		✓	✓																			
Comparing/contrasting				✓			✓			✓						✓						✓
Deciding/decision-making						✓						✓										
Evaluating	✓					✓		✓			✓		✓		✓							
Gathering	✓							✓				✓							✓			
Inferring		✓	✓											✓								
Inquiring							✓						✓									
Investigating							✓															
Listing													✓					✓				✓
Predicting											✓			✓								
Priority-setting															✓							
Problem-posing															✓							
Recalling											✓											
Sequencing	✓								✓						✓					✓		
Specifying																			✓			
Summarizing	✓								✓				✓									

The 5 Ws *

Purpose:

To ask questions that require the learner to gather and summarize information

Thinking Skills:

Gathering, evaluating by criteria, sequencing, summarizing

How to Use:

Ask and answer who? what? when? where? why? and construct a one-sentence summary of the data.

Example:

Who?	What?	When?	Where?	Why?
Alice	fell down a rabbit hole	she was chasing the rabbit	in Wonderland	she was very curious
<p>Summary sentence: Because Alice was very curious, she chased a rabbit and fell down the rabbit hole in Wonderland.</p>				

* As illustrated and described in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____				
<h2 style="margin: 0;">The 5 Ws Information Chart</h2>				
Who?	What?	When?	Where?	Why?
<p>Summary Sentence: _____</p> <p>_____</p> <p>_____</p>				

Graphic Organizer 2

Cause and Effect Flow Chart *

Purpose:

To show how an event or condition resulted in a particular situation or effect

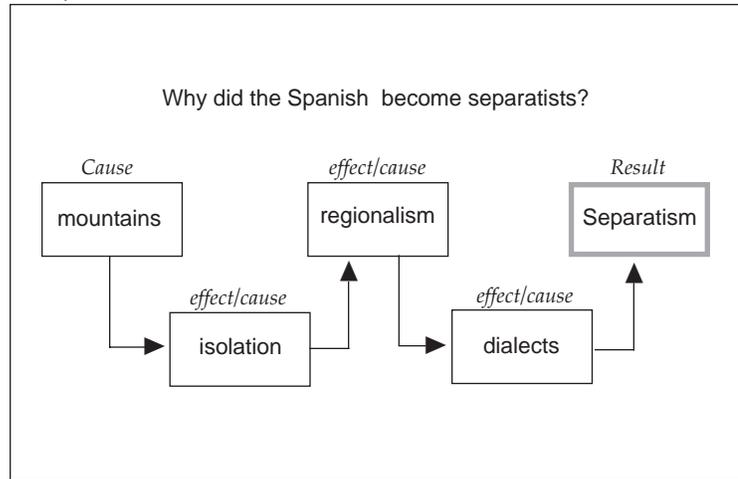
Thinking Skills:

Inferring, analyzing, cause / effect

How to Use:

Pose a question about a situation and answer it by analyzing the events, conditions, or causes that led to a particular result.

Example:



* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Cause & Effect Flow Chart

Question: _____

Cause

effect/cause

Result

effect/cause

effect/cause

Cause and Effect Flow Chart with Multiple Causes *

Purpose:

To show the events or conditions that led to a particular situation or effect

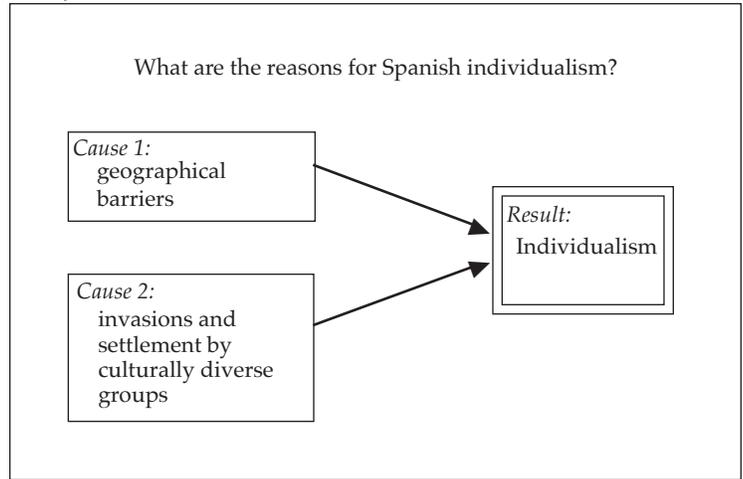
Thinking Skills:

Inferring, analyzing, cause/effect

How to Use:

Pose a question about a situation and answer it by analyzing the events, conditions, or causes that led to a particular result.

Example:



* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Cause & Effect Flow Chart with Multiple Causes

Question: _____

Cause 1: _____

Cause 2: _____

Cause 3: _____

Cause 4: _____

Result: _____

Graphic Organizer 4

Comparison Chart *

Purpose:

To show similarities and differences between two or more topics (people, places, events, or ideas)

Thinking Skills:

Comparing, contrasting, analyzing

How to Use:

Write the topics in the top row of the grid; write the elements for comparison in the left column; write appropriate data in the remaining columns.

Example:

	Hunters	Gatherers
Food Supply		
Shelter		
Divisions of Labor		
Social Structure		

** As illustrated by Mikulecky (1985) as cited in Hudelson, 1995*

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____		
Comparison Chart		
	<i>Topic 1</i>	<i>Topic 2</i>
<i>Element 1</i>		
<i>Element 2</i>		
<i>Element 3</i>		
<i>Element 4</i>		

Concept Ladder *

Purpose:

To arrange information about a person, item, or topic into an organized framework

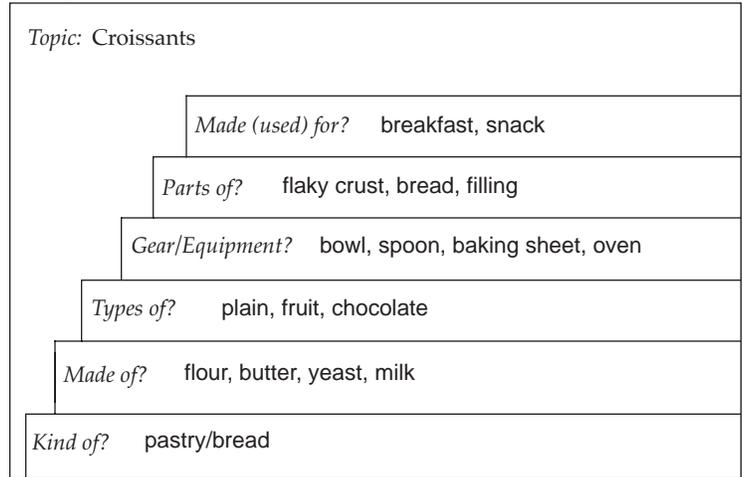
Thinking skills:

Listing, categorizing, brainstorming

How to Use:

Label each “rung” of the ladder with a characteristic of the person, thing, or idea. Fill in the frames with appropriate information.

Example:



* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Concept Ladder

Made (used) for?

Parts of?

Gear/Equipment?

Types of?

Made of?

Kind of?

Decision-Maker's Flow Chart *

Purpose:

To make a judgment or determination by following a detailed structure of steps

Thinking skills:

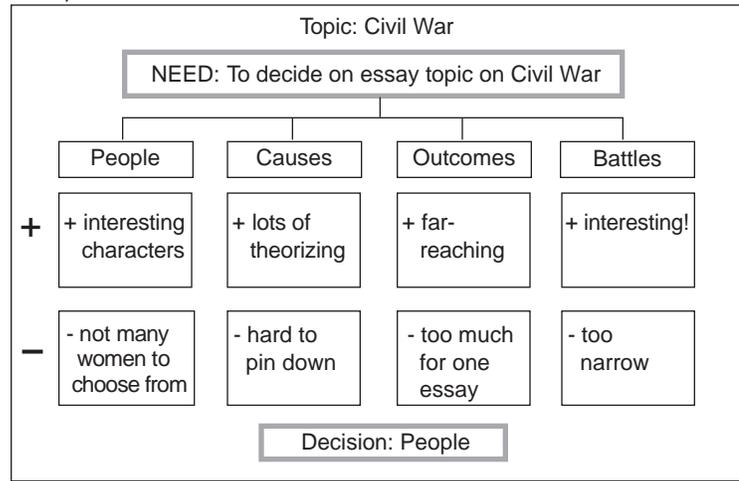
Alternative seeking, evaluating, brainstorming, analyzing, deciding

How to Use:

Reach a decision by examining:

- Need--a requirement, duty, or obligation
- Alternatives--a choice limited to one of two or more possibilities
- Consequences--positive and negative effects, results, or outcomes of something

Example:



as illustrated and described in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Decision Maker's Flow Chart

NEED:				
	Alternative 1:	Alternative 2:	Alternative 3:	Alternative 4:
+				
-				
DECISION:				

Fat & Skinny Questions

Purpose:

To practice forming factual and complex thought questions

Thinking Skills:

Inquiring, investigating, analyzing, compare/contrast

How to Use:

Create skinny (factual) questions--What is...? When did...? Can...? Will...? Is it true that...?

Use the skinny questions to lead into fat (complex) questions--Explain why.... What if...? Predict what would happen if... Why do you believe...?

Example:

FAT?	Skinny?
Why do you think Lindbergh called his plane "The Spirit of St. Louis?"	Who made the first trans-atlantic flight?
What difficulties do you think he might have had finding a plane?	What was the name of his plane?
Explain why his arrival in Paris was such a big celebration.	What was his destination?

** As described and illustrated in Bellanca, 1992*

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____	
<h2>Fat and Skinny Questions</h2>	
FAT?	Skinny?

The Fishbone *

Purpose:

To gather information from a reading selection and to summarize it

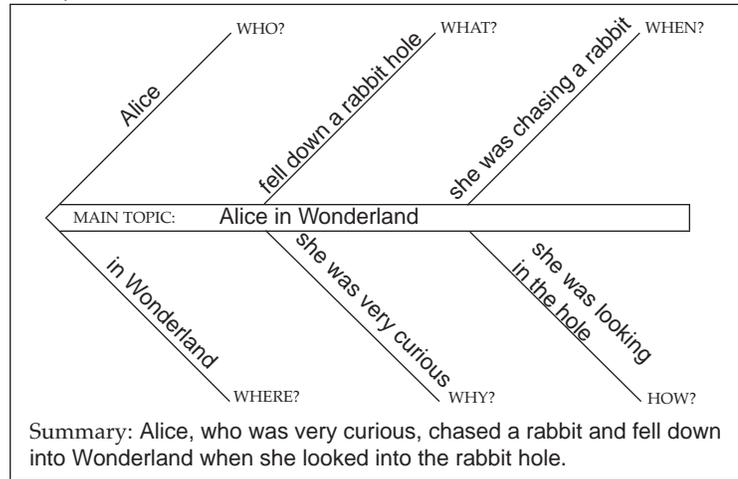
Thinking skills:

Gathering, evaluating by criteria, summarizing

How to Use:

Complete the fishbone by identifying the main topic of the selection and then finding and filling in the answers to who, what, when, where, why, and how. Summarize the information into a single sentence.

Example:



* As illustrated and described in Winebrenner, 1996

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

The Fishbone

WHO?

WHAT?

WHEN?

MAIN TOPIC: _____

WHERE?

WHY?

HOW?

Summary sentence: _____

The Frame *

Purpose:

- To sequence story events
- To outline sequential events or materials
- To encourage translation of ideas from print into a different mode of expression

Thinking Skills:

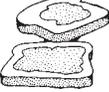
Sequencing, perceiving time-sequenced relationships

How to Use:

Gather information and place it in an order by time or by concept development. Pictures may be used, as in a comic strip.

* As described and illustrated in Bellanca, 1992

Example:

Title: How to make a peanut butter and jelly sandwich			
1.  Take two pieces of bread,	2.  some jelly,	3.  and some peanut butter.	4.  Use a knife
5.  to put the peanut butter and jelly on the bread.	6.  Put the two pieces of bread together.	7.  Serve with milk.	8.  "Bon Appetit!" Eat the sandwich.

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____		Topic: _____	
The Frame			
Title: _____			
1.	2.	3.	4.
5.	6.	7.	8.

Gathering Grid *

Purpose:

To make subtle distinctions between similar ideas, people, events, places in a matched- structure format

Thinking Skills:

Analyzing, comparing, contrasting

How to Use:

Gather information on the grid by grouping common elements in the center column. Complete the information for each specific column.

Example:

BUSH	REAGAN	PRESIDENTS	LINCOLN	WASHINGTON
50	50	states	Kept as is	13 Colonies
Republican	Republican	party	Republican	
Iraq	Grenada	war(s)	Civil	Revolutionary
CIA	Movies	known for	Gettysburg Address	Cherry Tree

** As described and illustrated in Bellanca, 1992*

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Gathering Grid

K W P L *

Purpose:

To use prior knowledge about something as a bridge to a new concept or lesson

Thinking skills:

Recalling, analyzing, evaluating

How to Use:

K= Know--brainstorm and list what you already know about a topic

W= Want to Know--write questions about what you want to learn

P= Predict--predict what you will learn

L= Learned--review the topic after studying it and write what you learned

** As described and illustrated in Bellanca, 1992 and Winebrenner, 1996*

Example:

Topic: Illinois			
K	W	P	L
Lake Michigan	Who started Chicago?	name of person or group	the Aldermen talk too much childhood, teen years
Chicago/biggest city	Why is Chicago the windy city?	weather patterns, dates, historical period, Lincoln biography	
Abe Lincoln	When did Lincoln live in Illinois?	state history, location of city	in Sangamon County, Sangamon river
Chicago Bears	Why is the capital here?	maps, type of soil and terrain	
Corn crops	Where are Illinois' biggest farms?		
Springfield/capital			
Prairies			
Farms			

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____			
K W P L			
K	W	P	L

Graphic Organizer 12

Mapping * (also called concept web or semantic map)

Purpose:

To identify characteristics or attributes of a topic and group them in a visual pattern to show a concept

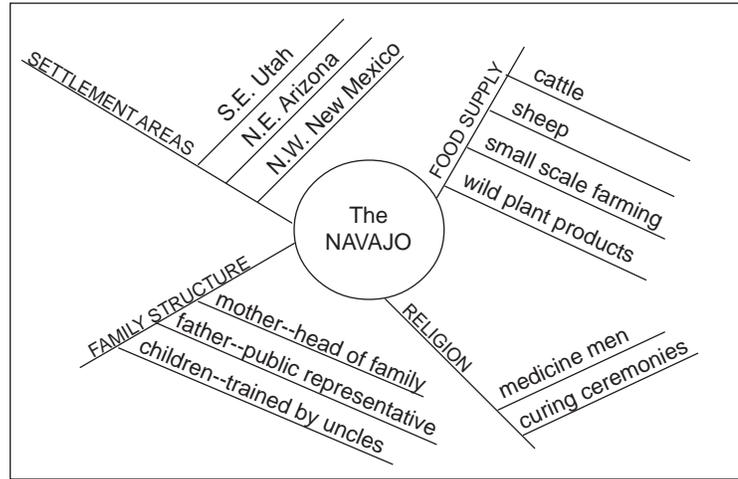
Thinking Skills:

Listing, gathering, summarizing

How to Use:

Choose a category or topic and identify its characteristics or attributes. Create subcategories to describe the characteristics or attributes.

Example:



* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Webbing

P M I *

Purpose:

To evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions

Thinking Skills:

Evaluating, inquiring, decision-making

How to Use:

P = Plus--write down what you like or enjoy about a topic
 M = Minus--write down what you dislike about a topic
 I = Interesting Questions--write down what you would like to know about a topic or its pluses or minuses

Example:

Issue: Being a Cheerleader	
P (+)	exercise, hard work, friends, fun, sports, popular, discipline, teamwork, well liked, uniforms, dance, ready for high school
M (-)	hard work, cliché, practice time, snobs, discipline, phony, not a real sport, sexist
I (?)	How much skill does it take? How do they pick cheerleaders? How does cheerleading hurt or help our grades? Why does our class have the best squad? Why aren't there boy cheerleaders for girls' teams?

* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____	
P M I	
Issue: _____	
P (+)	
M (-)	
I (?)	

Prediction Tree *

Purpose:

To make predictions about a character or event in a reading selection

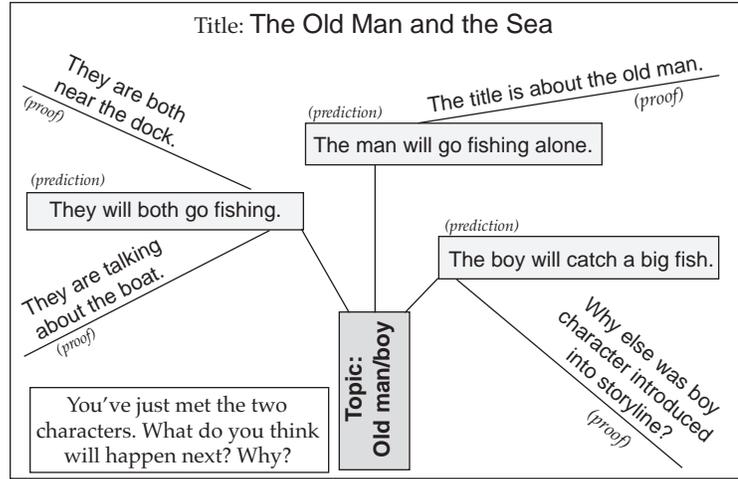
Thinking Skills:

Predicting, inferring

How to Use:

Project ahead in a story by listing possible or probable outcomes. Support the predictions with clues or proof.

Example:



* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Prediction Tree

Title: _____

The template is a Prediction Tree structure with a central vertical box labeled "Topic: _____". Three lines branch out from this central box to three empty rectangular boxes:

- Top box: (prediction). A diagonal line from the top left points to it with the text "(proof)".
- Bottom-left box: (prediction). A diagonal line from the bottom left points to it with the text "(proof)".
- Bottom-right box: (prediction). A diagonal line from the bottom right points to it with the text "(proof)".

 A diagonal line from the top right points to the top box with the text "(proof)".

Question: _____

Problem-Solving Chart *

Purpose:

To pose and solve problems

Thinking Skills:

Problem posing, alternative seeking, analyzing, evaluating, sequencing, priority setting

How to Use:

Apply an IDEAS framework to a problem scenario or assess knowledge of a concept or event.

I = Index the facts as you see them.

D = Define problem.

E = Expand on possible alternatives.

A = Adopt a criterion.

S = Select and sell your idea to others involved.

Example:

Problem: Noise in Cafeteria	
I	- Students yell across table, clash trays, high pitch
D	- Students not controlling loudness
E	- Quiet signs and signals - Air raid siren - Ban the noisiest - Quiet-checker at table
A	- Students can hear to the other end of table - Students use "six-inch" voices
S	- Table-checker and signal; have all students practice

* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____	
Problem-Solving Chart	
Problem: _____	
I	
D	
E	
A	
S	

Question Matrix *

Purpose:

To compare and contrast attributes, qualities or characteristics

Thinking Skills:

Analyzing, comparing/contrasting

How to Use:

Put answers to a factual question about two or more objects, individuals, or ideas in a matrix format.

In a situation matrix, replace the question column with personal characteristics of persons in fiction or history (e.g., thoughtful, caring, brave). In the right columns enter situations in which the person(s) displayed the characteristic.

** As described and illustrated in Bellanca, 1992*

Example:

Subject: Two Countries		
	Mexico	Canada
Who are the natives?		
What Europeans first settled?		
What are the chief products today?		
How does the economy of each compare?		

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____		
Question Matrix		

The Scales *

Purpose:

To weigh, evaluate, or make balanced judgments about facts, ideas, or values

Thinking Skills:

Analyzing, evaluating, decision-making

How to Use:

Choose a topic to evaluate. Choose two items related to the topic. Identify a criterion to evaluate the items. List attributes, characteristics, or descriptions to evaluate the item against the criterion. "Weigh" the item that best fits the criterion.

Example:

Subject: The Seasons		
WINTER sharp outlines snow blanket winterwonderland quiet snowballs		SUMMER many colors green and fresh flowers gardens shade vegetables
Criterion: Most beautiful		

* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

The Scales

Subject: _____

<u>Item 1</u>		<u>Item 1</u>
---------------	--	---------------

Criterion: _____

Structured Overview *

Purpose:

To group similar items and list characteristics or attributes in a visual pattern

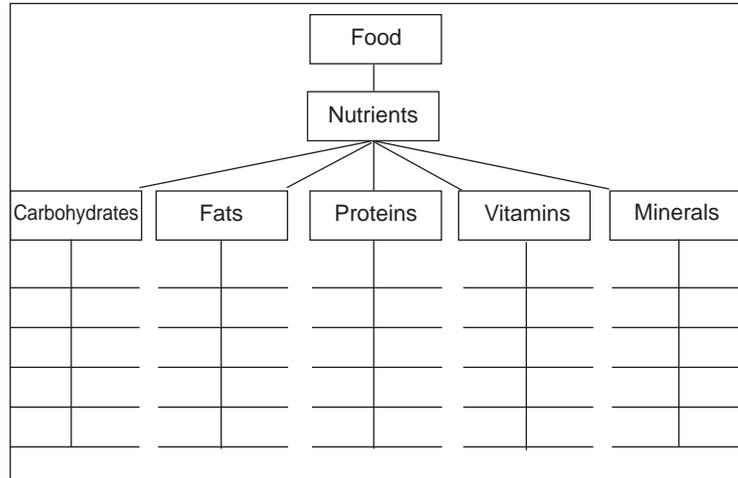
Thinking Skills:

Listing, gathering

How to Use:

Determine a category or topic that shares common characteristics or attributes. Create subcategories to describe the characteristics or attributes.

Example:



* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Structured Overview

[]				
[]				
[]	[]	[]	[]	[]

T-Chart *

Purpose:

To clarify central concepts or ideas; to collect specific examples for an idea or behavior

Thinking Skills:

Specifying, categorizing

How to Use:

In the "looks like" column, list all the behaviors or observable characteristics related to a topic; in the "sounds like" column, list all the sounds or audible characteristics, including possible verbal messages.

Example:

CONSENSUS	
Looks like:	Sounds like:
nodding head	"I can live with it."
eye contact	"Good idea."
smile	"That will help us."
attention	"I see your point."

* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____		Topic: _____	
T-Chart			
Title: _____		_____	
Looks like:		Sounds like:	

Venn Diagram *

Purpose:

To show characteristics that are shared and different between similar ideas, people, events, and places

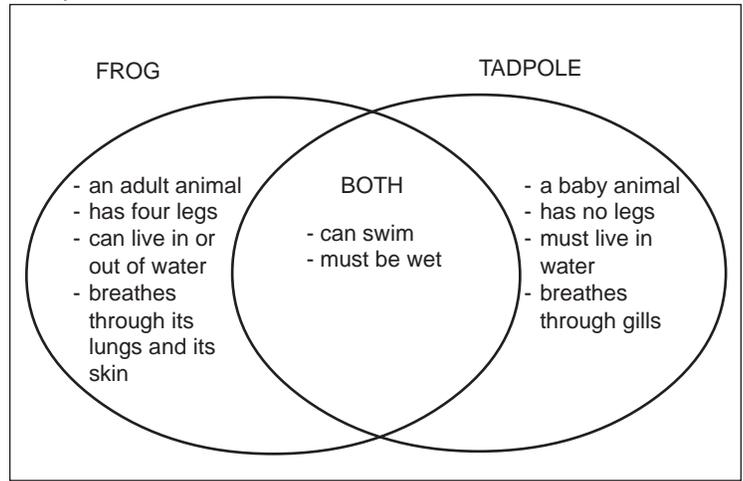
Thinking Skills:

Analyzing, comparing, contrasting

How to Use:

In the shared space, list characteristics that are the same for each item; in the single spaces, list the characteristics that are different.

Example:



**as illustrated by Mikulecky (1985) as cited by Hudelson, 1995*

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____

Venn Diagram

Item 1: _____ Item 2: _____

Both

Strategies for Diverse Learners In the Foreign Language Classroom

Introduction

This section focuses on strategies for planning instruction to meet diverse learning needs in the foreign language classroom. Much of it is based on the learning theories and instructional models that were discussed in previous sections.

The first part of the section contains general strategies for diverse learners in the foreign language classroom (*Figure M*). The series of suggestions are grouped to address specific kinds of learning needs, but the strategies also may be beneficial to other students in the same classroom. The teaching strategies are followed by an example of the use of Bloom's taxonomy in the foreign language classroom (*Figure N*) and an example of a thematic unit designed for a foreign language class (*Figure O*).

Sample units make up the rest of this section. The units correlate with learning scenarios in the *Nebraska K-12 Foreign Language Frameworks* and provide models of how the learning scenarios may be adapted to address diverse learning needs.

Figure M: General Strategies in the Foreign Language Classroom

Teaching Strategies for Students with Diverse-Learning Needs

General considerations for meeting student needs:

Selecting and using the following approaches will add variety to classroom teaching and, more importantly, will assist the wide variety of learners within the classroom toward mastering the concepts of a lesson.

- ◆ Relate learning activities to personal real-life skills and experiences.
- ◆ Model assignment expectations by showing an example of the product.
- ◆ Limit expectations to two or three well-developed concepts per unit.
- ◆ Be aware of academic levels of students so that reading, vocabulary, and other issues can be addressed.
- ◆ Use projects rather than traditional testing for evaluation.
- ◆ Concentrate on student strengths and bring those strengths into the lesson.
- ◆ Use concise written and oral directions.
- ◆ Provide lecture outlines.
- ◆ Pre-teach concept vocabulary; use pre-reading clues.
- ◆ Use pictures, concept mapping, webbing, and graphic organizers.
- ◆ Require short answers as well as long essay answers; e.g., testing, oral response
- ◆ Create large and small group activities.
- ◆ Use multiple intelligences approaches to teach the same lessons.

▷▷▷

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

The following suggestions are grouped to address specific kinds of learning needs, but the strategies also may be beneficial to other students in the same classroom.

► To ensure student success with *reading* . . .

- ◆ use pre-reading and post-reading activities to pre-teach or reinforce main ideas.
- ◆ use before, during, and after reading strategies; e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary
- ◆ provide advanced organizers when showing videos.
- ◆ use peer tutoring.
- ◆ provide audio-taped materials (text or study guides).
- ◆ teach self-questioning.
- ◆ paraphrase key points and/or have students paraphrase key points
- ◆ summarize key points and/or have students summarize key points
- ◆ label main ideas.
- ◆ label 5W's - who, what, when, where, why.
- ◆ allow highlighting of texts, passages, key words, or concepts.
- ◆ use visual imagery.
- ◆ explain idioms that appear in reading passages.
- ◆ allow silent pre-reading.
- ◆ allow partner reading.
- ◆ use computer programs or games.
- ◆ allow students to quietly read aloud (sub-vocalization).
- ◆ use graphic organizers.
- ◆ use preparatory set; i.e., talk through what a reading passage is about using new vocabulary and concepts.

► To ensure student success with *writing* . . .

- ◆ shorten writing assignments.
- ◆ require lists instead of sentences.
- ◆ dictate ideas to peers.
- ◆ provide note takers.
- ◆ allow student to use a tape recorder to dictate writing.
- ◆ allow visual representation of ideas.
- ◆ provide a fill-in-the-blank form for note taking.
- ◆ allow student to use a computer for outlining, word-processing, spelling, and grammar check.
- ◆ provide a structure for the writing.
- ◆ allow collaborative writing.
- ◆ provide a model of the writing.
- ◆ allow use of different writing utensils and paper.
- ◆ use a flow chart for writing ideas before the student writes.
- ◆ brainstorm a word bank of possible words that would be needed prior to the writing activity.
- ◆ narrow the choice of topics.
- ◆ grade on the basis of content; do not penalize for errors in mechanics and grammar.
- ◆ allow choices of manuscript, cursive, keyboarding.
- ◆ allow different positions of writing paper and/or surfaces.

► **To ensure student success with *speaking* . . .**

- ◆ give sentence starters.
- ◆ use graphic organizers to organize ideas and relationships.
- ◆ use visuals.
- ◆ allow extra response time for processing.
- ◆ use cues and prompts to help the student know when to speak.
- ◆ use partners.
- ◆ phrase questions with choices embedded in them.
- ◆ use choral reading or speaking.
- ◆ use rhythm or music.
- ◆ allow practice opportunities for speaking.
- ◆ practice role playing activities.

► **To ensure student success with *attending* . . .**

- ◆ use preferential seating.
- ◆ use proximity to measure on-task behavior.
- ◆ provide opportunities for movement within a lesson.
- ◆ use self-monitoring strategies.
- ◆ provide a structure for organization.
- ◆ help the student set and monitor personal goals.
- ◆ provide alternative work areas.
- ◆ decrease distractions.
- ◆ use active learning to increase opportunities for student participation.
- ◆ provide opportunities to change tasks or activities more frequently.
- ◆ break tasks into the smallest possible chunks.
- ◆ provide reminder cues or prompts.
- ◆ use private signal to cue appropriate behavior for more difficult times.
- ◆ teach skills of independence; e.g., paying attention.
- ◆ provide definite purpose and expectations especially during unstructured activities.
- ◆ prepare the student for changes in the routine.
- ◆ use computers.
- ◆ use graphic organizers.
- ◆ reduce assignment length.

► **To ensure student success with *following classroom rules* . . .**

- ◆ teach rules and expectations.
- ◆ model and role-play rules and expectations.
- ◆ post rules and expectations.
- ◆ teach skills of independence.
- ◆ be consistent.
- ◆ use proximity.
- ◆ have students set personal goals.
- ◆ use self-monitoring strategies.
- ◆ use positive correction prompts.
- ◆ teach and use positive and negative consequences.

► **To ensure student success with *organizing* . . .**

- ◆ use graphic organizers.
- ◆ use semantic mapping.
- ◆ teach time-management skills.
- ◆ post sequence of events.
- ◆ teach use of folder, notebooks, etc.
- ◆ teach how to clean a desk or locker.
- ◆ use assignment sheets.
- ◆ model how to think aloud when organizing a certain project.
- ◆ allow students to brainstorm and prioritize the important parts of a project or assignment.

► To ensure student success when *working in groups* . . .

- ◆ teach group rules and expectations.
- ◆ teach skills of independence; e.g., bridging phrases, disagreeing agreeably, voice level.
- ◆ teach manageable strategies for moving in and out of groups within the classroom setting.
- ◆ post rules and expectations.
- ◆ give adequate time but not “fooling around” time.
- ◆ be in close proximity to groups as they work.
- ◆ teach students to self-monitor group progress.
- ◆ assign student roles or responsibilities in the group.
- ◆ teach a signal for getting attention of all groups.
- ◆ practice and assess student behaviors in small-group settings
- ◆ use cooperative learning strategies.
- ◆ use a wide variety of groupings; e.g., flexible, cluster, skill

► To ensure student success with *understanding new concepts* . . .

- ◆ pre-teach new concepts.
- ◆ identify priority learning from less important material
- ◆ provide adequate time.
- ◆ provide meaningful practice, review, repetition.
- ◆ use flow charts.
- ◆ connect previous learning to new information.
- ◆ use multiple means of learning the same material (visual, auditory, tactile).
- ◆ have student set personal goals.
- ◆ use peer tutors.
- ◆ use multiple intelligences information to deliver material in a variety of ways.
- ◆ use cooperative learning and small groups.
- ◆ provide cues.

► To ensure student success with *retaining and retrieving information* . . .

- ◆ use multi-modalities (visual, auditory, tactile) to teach the same concept.
- ◆ teach vocabulary in context.
- ◆ use cues, prompts.
- ◆ use graphic organizers.
- ◆ use frequent repetition of key points.
- ◆ break down instructional units into smaller steps.
- ◆ show relationships among concepts through graphs, outlines, and webbing.
- ◆ use color coding to show concepts and relationships.
- ◆ use peer tutors.
- ◆ highlight important information.
- ◆ teach mnemonics as a memory tool.
- ◆ teach visual imagery.
- ◆ use rhythm, music, and movement.
- ◆ use lists.
- ◆ use matrix to organize information; allow students to construct some of their own.
- ◆ use pictographs.

► **To ensure student success with *representing new learning in assessment* . . .**

- ◆ use a variety of authentic assessments.
- ◆ establish criteria and expectations prior to instruction.
- ◆ teach test-taking strategies.
- ◆ teach the format of an upcoming test.
- ◆ allow adequate time for test taking.
- ◆ allow paper-pencil tests to be taken in a different space.
- ◆ allow a variety of ways to respond; e.g., orally, pictorially, tape recording,
- ◆ give choices.
- ◆ assess learning continuously over time, not just at the end of a unit of study.
- ◆ use rubrics.
- ◆ use self-assessment tools.

► **To ensure student success with *motor skills, mobility, posture maintenance, manipulation of materials* . . .**

- ◆ allow alternatives to writing.
- ◆ allow adequate time for manipulation of materials.
- ◆ allow different postures.
- ◆ use physical cues
- ◆ use easy-to-handle concrete examples and models.
- ◆ position materials for easy access and individual use.
- ◆ provide adaptive equipment.
- ◆ be aware of the impacts of room arrangement.
- ◆ be aware of the impacts of the physical positioning of the individual.
- ◆ use bold outlines on maps and charts.
- ◆ use peer tutors.
- ◆ be aware of tasks that require eye movement from one plane to another.
- ◆ be aware of the student level of fatigue.
- ◆ position all participants at the same eye level during small-group discussion.

► **To ensure student success with *hearing-impaired learners* . . .**

- ◆ provide preferential seating.
- ◆ use visual cues (overheads, drawings, maps, demonstrations, visual samples of new vocabulary).
- ◆ face student directly when speaking.
- ◆ emphasize key points; don't overload with information.
- ◆ repeat or rephrase what other students say--hearing what other students say is often difficult for hearing-impaired students.
- ◆ highlight text and study guides.
- ◆ provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- ◆ use peer tutoring.
- ◆ use study sheets to organize information.
- ◆ pre-teach vocabulary.
- ◆ use captioned videos, films, etc.
- ◆ show videos or visuals before presenting information to provide a knowledge base for students.
- ◆ use alternative testing methods.
- ◆ minimize background noise.
- ◆ simplify vocabulary.
- ◆ use pre-printed outline of materials.



► To ensure student success with *visually-impaired learners* . . .

- ◆ describe what you are doing.
- ◆ provide preferential seating.
- ◆ provide material in large or braille print.
- ◆ give student an individual copy of visual information presented to the group.
- ◆ use black and white printed handouts.
- ◆ use audio-taped books.
- ◆ use tactual materials to represent concepts-- contact a vision consultant to assist with the design.
- ◆ be aware of lighting requirements.
- ◆ stand away from window glare when talking to the student.
- ◆ allow extra time to complete a task.

► To ensure success with *gifted and high ability learners* . . .

- ◆ allow for choice within assignments and projects.
- ◆ use compacting.
- ◆ allow students to make independent plans for independent learning.
- ◆ provide mentoring or apprenticeship with professionals.
- ◆ teach entrepreneurship.
- ◆ use theory of multiple intelligences.
- ◆ use tiered assignments which are more complex or abstract.
- ◆ use Socratic questioning.
- ◆ use critical and creative questioning strategies.
- ◆ use open-ended questioning strategies.
- ◆ use interdisciplinary units.
- ◆ allow in-depth enrichment learning.
- ◆ allow time with like-intellectual peers.
- ◆ use accelerated pace of instruction.
- ◆ allow dual enrollment or early admission opportunities.
- ◆ remove time and space restrictions to allow for a long-term integrated plan of study.
- ◆ provide more difficult or abstract resources.
- ◆ allow for concrete or real-life investigations and explorations.
- ◆ teach coping skills.
- ◆ allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.
- ◆ clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.

△ △ △

Figure N: Bloom's taxonomy

Bloom's Taxonomy and the Nebraska Foreign Language Frameworks

Adapted by Marie Trayer, Frameworks Project (1997) Note: *Beginning, Developing and Expanding* refer to the Frameworks progress indicators.

Knowledge/Comprehension (Beginning)	Application (Beginning, Developing)	Analysis (Developing, Expanding)	Synthesis (Developing, Expanding)	Evaluation (Developing, Expanding)
<p><i>What students will do:</i></p> <ul style="list-style-type: none"> ◆ Write telegrams ◆ Arrange lines of dialogues ◆ Fill out authentic forms from the target country ◆ Explain proverbs, slang ◆ Listen for sequence ◆ Explain the "What? Who? Where? How? Why?" ◆ Give description of scenes from a video presentation ◆ Describe pictures from the target country ◆ Define words ◆ Listen and paraphrase in English a conversation heard in the target language ◆ Draw picture from verbal information of a target culture's scene or object 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> ◆ Dub cartoons, T.V. shows ◆ Command others step-by-step to prepare a typical cultural dish ◆ Produce questions with correct pronunciation ◆ Apply a cultural custom to a real-life situation in the target country ◆ Interview classmates on their daily activities ◆ Plan a menu for occasions typical of the target culture ◆ Make shopping lists for various cultural social events ◆ Apply rules of correct cultural protocol while dining in the target country ◆ Classify words, poems, authentic materials, genre ◆ Apply gestures learned to an authentic situation ◆ Apply reading strategies to understand authentic texts 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> ◆ Identify elements of a particular literary form ◆ Analyze the lyrics of popular songs to compare both cultures' perspectives ◆ Compare points of view found in two editorials ◆ Analyze a story, poem, and other authentic materials ◆ Analyze a scene in the target culture ◆ Find evidence to support opinion ◆ Compare students' customs with the target culture's ◆ Conduct a survey and analyze the results ◆ Analyze the typical foods of the target country for nutritional value ◆ Identify the best route to an historic site in the target country ◆ Play the role of a tourist who bargains for merchandise in the target country 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> ◆ Write an alternative ending to a story ◆ Predict consequences if other historical events would have resulted differently ◆ Write titles for a play, story, or article ◆ Write headlines in newspaper style on current issues in the target country ◆ Predict future events ◆ Write a diary of an imaginary trip ◆ Extend a story ◆ Hypothesize the reaction to different situations based on the cultural beliefs ◆ Compose a poem, skit, role-play, advertisement ◆ Create hypothetical real-world situations found in the target culture ◆ Create an informal 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> ◆ Prioritize solutions to cultural dilemmas ◆ Express and justify opinions on creative products of the culture ◆ Give and support opinions about issues ◆ Evaluate TV shows, movies, cartoons ◆ Write an editorial giving and supporting own opinion ◆ Express the pros and cons of policies ◆ Give and support the decision in a mock trial ◆ Write an ambassador with suggestions for the resolution of a real-world problem ◆ Justify decisions of sites to visit in the target culture ◆ Read an editorial in a target-country newspaper; respond and send response ◆ Evaluate best World Wide Web pages for sources in the target country

Thematic Unit Plan

Theme: Civilizations

Unit Context/Outcome: Students demonstrate an understanding of the relationship between the perspectives and products / contributions of the Hispanic civilizations from past to present.

Context/ Outcomes	Essential Skills/ Knowledge Needed	Thinking Activities Lower level, concrete thinking <i>Knowledge-Comprehension-(Application)</i>	Thinking Activities Higher level, more abstract <i>(Application)-Analysis-Synthesis-Evaluation</i>
<p>▶ Context/Outcome # 1</p> <p>Students demonstrate an understanding of the relationship of products / contributions of pre-columbian civilizations.</p>	<ul style="list-style-type: none"> ◆ information access skills-library, Internet compare/contrast skills ◆ identification of key concept skills ◆ evaluation skills ◆ identification of perspectives and contributions 	<ul style="list-style-type: none"> ◆ Go to library /search Internet and record information on the pre-columbian civilizations ◆ Find pictures of the products / contributions and prepare visuals 	<ul style="list-style-type: none"> ◆ Select pre-columbian civilization that you believe to be the most advanced. Support answers. ◆ Simulate an auction of pre-columbian “legal” artifacts to museum curators. Create exhibits for pre-columbian civilizations. ◆ Prepare an action plan for stopping the illegal plunder and sale of pre-columbian artifacts. Mail your plan to the appropriate government agency.
<p>▶ Context/Outcome # 2</p> <p>Students reinforce and further knowledge of other disciplines through the foreign languages by comparing pre-columbian and present-day Latin American civilizations.</p>	<ul style="list-style-type: none"> ◆ information access skills-library, Internet compare /contrast skills ◆ identification of key concept skills ◆ interview skills ◆ computation skills for converting calendars and codes 	<ul style="list-style-type: none"> ◆ Find the formulas for calculating the calendars and codes. Interview “world” history teachers to find out definition of civilization and information on present-day Latin American perspectives and contributions 	<ul style="list-style-type: none"> ◆ Prepare a presentation demonstrating the influence of pre-columbian civilizations to present-day Latin American society to give in Spanish, math, and social studies classes, and to a community Hispanic organization.

Sample Units

The sample units in this section have been adapted to accommodate different abilities, learning styles, and special learning needs. Several of the units are based on the learning scenarios of the *Nebraska K-12 Foreign Language Frameworks* and show how a scenario may be adapted for specific learning needs. Others were copied with permission from *Teaching Strategies for Students with Diverse Learning Needs*, an addendum to the *Nebraska Social Studies Framework* (1996). The Social Studies units correlate well with activities in the foreign language classroom and illustrate how foreign language can connect with other disciplines (Frameworks Goal Three).

Adapting a Unit to Accommodate Special Learning Needs

The first sample unit is based on the foreign language learning scenario, *House and Home* (page 100) and illustrates the many ways a unit might be adapted to ensure success by students with a diversity of learning needs in the foreign language classroom. The area(s) of special learning needs for which each strategy might be used effectively is indicated with a check mark. (Also see the strategies listed for these areas beginning on page 301.)

Sample 1

Title: Strategies for “House and Home”

Strategy: Providing alternative strategies for communication

Activity Summary:

Students create a house and home
Based on Learning Scenario: *House and Home*, page 100

Intended Level: Beginning

Reflects Frameworks:

Goal One: Communication

- | | |
|--------------|---|
| Standard 1.1 | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| Standard 1.2 | Students understand and interpret written and spoken language on a variety of topics. |
| Standard 1.3 | Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. |

Context/Outcomes:

The student will be able to convey information by describing a house plan in the target language.

Strategies for Implementation and Planning:

See charts on pages 310 and 311.

▷▷▷

Strategies for Diverse Learners

Strategies for Planning and Implementation--House and Home, cont.

<p>The check marks indicate areas of learning needs that may benefit from the following strategies as adapted for the learning scenario, House and Home, page 100.</p>	reading	writing	speaking	attending	following rules	organizing	group work	new concepts	remembering	new learning	motor skills	hearing-impaired	visually-impaired	gifted/high-ability
1. Students use KWL chart—"what I know, what I want to know, and what I have learned" (see example on page 289)			✓	✓	✓			✓						✓
2. Teacher models vocabulary with visuals			✓					✓	✓					
3. Vocabulary practice options:														
• non-verbal learners physically choose the correct response	✓		✓	✓				✓						
• cut pictures of house vocabulary items out of catalogs							✓	✓			✓			
• label pictures with target vocabulary				✓				✓		✓				
• make flashcards for practice								✓		✓				
• recognition level matching words and pictures-concentration game								✓	✓					
• pronunciation and written response (take dictation)									✓	✓				
• practice one-on-one with other students using flashcards				✓		✓	✓	✓	✓					
• quantity production of vocabulary - timed									✓	✓				
• proficient learners model pronunciation to others			✓	✓			✓		✓			✓		
• provide additional vocabulary for proficient learners				✓										✓
• students learn vocabulary and test out to do enrichment activities										✓				✓
4. Alternative strategies for communication														
• Students point to items described by a speaker.				✓		✓		✓		✓				
• Teacher provides structure for oral presentations: give outline, sentence starters, or examples to follow; e.g., " My house has . . ." or "In my house there are.. ."			✓	✓				✓		✓				
• Students use note cards to read from or to support presentation.			✓	✓							✓			
• Teacher prepares cloze activity in which students fill in blanks identifying rooms of a house and the contents.	✓	✓								✓				✓
• Students read the presentation.	✓									✓				
• Students write the presentation.			✓							✓				
• Students speak without cues.			✓							✓				
• Students respond spontaneously.	✓	✓								✓				
• Students respond to questions at various levels.	✓	✓	✓							✓				
• Students compare two house plans.										✓				✓
• Students role play a real-estate agent describing the characteristics of two or three different houses to a buyer.				✓				✓		✓				✓
• Students use computer to design a presentation.				✓						✓				✓
• Students design a web page.				✓						✓				✓

<p>The check marks indicate areas of learning needs that may benefit from the following strategies as adapted for the learning scenario, House and Home, page 100.</p>	reading	writing	speaking	attending	following rules	organizing	group work	new concepts	remembering	new learning	motor skills	hearing-impaired	visually-impaired	gifted/high-ability
<p>5. Students create a web chart of vocabulary for each room in the house plan; students use dictionaries to create or fill in the webs. Students create webs at all levels of complexity</p>	✓	✓	✓	✓		✓	✓	✓	✓	✓				
<p>6. Contracting: Students contract for a grade according to the number of projects completed from a given list of activities/projects. Organizational management techniques:</p>														
<ul style="list-style-type: none"> • Use preset timelines to help students avoid procrastination. 	✓	✓	✓	✓	✓	✓	✓			✓				✓
<ul style="list-style-type: none"> • Use progress logs to document progress throughout the contract period. 				✓	✓	✓		✓						✓
<ul style="list-style-type: none"> • Establish criteria for success. <i>(See section on assessments.)</i> 				✓	✓			✓	✓					✓
<p>7. Tiered Assignments: The teacher varies the levels of activities to ensure that students can apply concepts at their instructional level. The teacher chooses and assigns a task and presentation according to a student's skill and instructional level. Example: Step #4-creating house visuals--concrete to more abstract</p>														
<ul style="list-style-type: none"> • Students cut pictures of rooms out of the newspaper and identify them using target vocabulary 	✓	✓		✓				✓		✓				
<ul style="list-style-type: none"> • Students orally or physically identify rooms in a doll house or three-dimensional model 		✓	✓	✓				✓		✓				
<ul style="list-style-type: none"> • Students draw and identify parts of a dreamhouse 				✓				✓	✓	✓		✓		✓
<ul style="list-style-type: none"> • Students use a computer to generate a floor plan 				✓				✓	✓	✓				✓
<ul style="list-style-type: none"> • Students perform role plays; e.g., a real estate agent trying to sell a house, an architect designing a house, or an artist decorating a home 				✓				✓		✓				✓
<p>8. Questioning techniques: Base questions on Bloom's Taxonomy</p>														
<ul style="list-style-type: none"> • Knowledge: "What is this?" (given a picture) 														
<ul style="list-style-type: none"> • Comprehension: "What is next to the bathroom?" (given a picture) 														
<ul style="list-style-type: none"> • Application: "In what room would you put the sofa?" 														
<ul style="list-style-type: none"> • Evaluation: "What is your favorite room in the house and why?" "Which is your favorite house plan and why?" 														

△ △ △

Sample 2

Title: Strategies for “Dining” (*high-ability learners*)

Strategy: Providing challenging options for the high-ability learner

Activity Summary:

Students explore and experience the dining practices of the target culture.
Based on Learning Scenario: Dining, page 93

Intended Level: Beginning

Reflects Frameworks:

Goal One: Communication

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

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes

Goal Two: Cultures

Standard 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.

Goal Three: Connections

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

Goal Four: Comparisons

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal Five: Communities

Standard 5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Context/Outcomes:

Students identify the similarities and differences between dining practices in the U.S. and the target country.

Strategies for Implementation:

1. Set up learning center options:
 - ◆ Using realia/authentic menus, students analyze costs and currency of the target culture compared to the U.S.
 - ◆ Using menus from the target culture, students make inferences about what food is popular and compare it to a restaurant in their own city using a Venn diagram.
 - ◆ Students use the Internet, interviews with native speakers, and the library to research and prepare a presentation for the class on the dining practices of the target culture and the U.S.
 - ◆ After studying four authentic menus, students write descriptions of each restaurant and provide a rating for each and explain why.

2. Students create an authentic menu including prices, beverages, lunches, dinners, type of restaurant, etc.
3. After studying menus from the target culture, students go to a similar restaurant with their families and make inferences between a U.S.-style restaurant and one from the target culture and present their observations to the class.
4. Students write a letter to the person responsible for the school cafeteria and ask for new selections of ethnic food from the target culture.
5. Students find and prepare a recipe from the target culture at home and make a report to the class about their families' preferences.

Materials/Resources Needed:

- ◆ computer capability
- ◆ Internet
- ◆ authentic menus
- ◆ library
- ◆ calculators
- ◆ currency exchange chart
- ◆ currency of the target culture

△ △ △

Sample 3

Title: Strategies for “Dining” (*multiple modalities*)

Strategy: Teaching to multiple modalities

Activity Summary:

Students practice vocabulary to be used in the learning scenario.
Based on Learning Scenario: Dining, page 93

Intended Level: Beginning

Reflects Frameworks:

Goal One: Communication

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

Context/Outcomes:

Students understand, interpret, and express opinions about a menu in the target language.

Strategies for Implementation:

Practicing food vocabulary listed on the menu for:

- ◆ Auditory learners
 1. The teacher continuously repeats the menu food items in the target language.
- ◆ Visual learners
 1. The teacher repeats the menu food items/list using flashcards with the words and pictures on each card.
 2. The teacher uses props (e.g., plastic food) while repeating the food items/list. Kinesthetic learners.
- ◆ Kinesthetic learners
 1. Students use gestures imitating how they eat certain foods when they hear the vocabulary word; e.g., peeling a banana.
 2. Students hold up representations, pictures, or written vocabulary words to answer questions asked in the target language about the menu items/list.
 3. Students retrieve items (props) they hear in the target language and bring them to other students.

Materials/Resources Needed:

- ◆ Flashcards of food and drinks that include both a picture and the word written in the target language on the same side as the picture.
- ◆ Props or representations of foods; e.g., plastic fruit

△ △ △

Title: Strategies for “Dining” (*reading/attending/organizing*)**Strategy:** Ensuring success with reading, attending, and organizing**Activity Summary:**

Students explore and experience the dining practices of the target culture.
Based on Learning Scenario: Dining, page 93

Intended Level: Beginning**Reflects Frameworks:**

Goal One: Communication

Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Cultures

Standard 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.

Goal Four: Comparisons

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Context/Outcomes:

Students identify the similarities and differences between dining practices in the U.S. and the target culture.

Strategies for Implementation:

1. Pre-reading activity: Students use a compare-and-contrast diagram (Venn or other) to brainstorm ideas from their own dining experiences and answer questions about what they ate, at what time, with whom, etc. Students fill out the section of the diagram that refers to dining characteristics in the U.S.
2. Students watch a video clip showing persons from the target culture eating a meal and write down the dining characteristics of the target culture that they observe on the video.
3. Students read English text about dining customs of the target culture — one person records the key points, one person reads the text, one person reads the questions about the text. All students answer.
4. As a class, students fill in dining characteristics of the target culture on the diagram.
5. As a class, students discuss and write similarities (or differences) between the two cultures.

Materials:

Black Line Masters—*Reading Instructions that Make Sense*

△ △ △

Sample 5

Title: Strategies for “Fashion Show” (*high-ability learner*)

Strategy: Providing critical thinking tasks for the high-ability learner; Bloom’s taxonomy

Activity Summary:

Students communicate about clothing.
Based on Learning Scenario: Fashion Show, page 95

Intended Level: Developing

Reflects Frameworks:

Goal One: Communication

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Cultures

- Standard 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.

Goal Four: Comparisons

- Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Context/Outcomes:

Students express their likes or dislikes about clothing and describe selected clothing items in the target language.

Strategies for Implementation:

1. Students research holidays or special events in the target culture, looking for differences in attire for those events. (*Bloom’s–analysis*)
2. Using familiar vocabulary words from the target language, students write an invitation to a gathering (formal or informal); e.g., a swimming party, a trip. (*Bloom’s–synthesis*)
In a follow-up activity, classmates randomly pick one of the invitations and describe appropriate clothing items to pack for the activity.
3. Students design (draw or sew) a costume from the target country or region and describe it in a presentation in the target language to an audience. (*Bloom’s–synthesis*)
4. Students use Internet, e-mail, or write to a pen pal from the target region to obtain pictures of people in the target culture wearing current clothing styles; e.g., photos of the pen pal and friends, pictures from magazines and newspapers, etc. (*Bloom’s–application*)
5. Using HyperStudio, students create a format of a department store with a variety of clothing and prices. A situation is set up in which a person traveling in the target culture has lost a suitcase and must use a specified (assigned) amount of money to replace the most important clothing items for the rest of the visit. After making the “purchases,” the student (player) communicates orally or in writing why each item was chosen. (*Bloom’s–synthesis, evaluation*)

Materials/Resources Needed:

- ◆ research materials on cultural events and holidays in the target culture
- ◆ list of names and addresses for pen pals
- ◆ computer/Internet/HyperStudio

Title: Strategies for “Fashion Show” (*multiple modalities*)**Strategy:** Teaching to multiple modalities (visual and kinesthetic learners)**Activity Summary:**

Students practice vocabulary for a role play about clothing.
Based on Learning Scenario: Fashion Show, page 95

Intended Level: Developing**Reflects Frameworks:**

Goal One: Communication

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Context/Outcomes:

Students express their likes or dislikes and describe clothing items in the target language.

Strategies for Implementation:

1. Teacher and/or students use gestures to mimic vocabulary words while saying the word; e.g., glove—mimic putting on a glove.
 2. Students use dolls or paper dolls and describe what they are wearing, changing outfits one or more times.
 3. Students attach flash cards of clothing vocabulary words in the target language to a poster or live model to indicate where/how the clothing is worn.
 4. Students bring in and label different clothes to be used as props (see #5).
 5. Teacher/students provide scenarios of different activities on a trip. Students, using a suitcase and clothing props, pack appropriate clothing for the activity, situation, or weather, describing the clothing and explaining why it was chosen.
- ◆ Variation:
Students translate invitations written by a classmate (see “Fashion”—high-ability learner). Using provided clothing and a suitcase, students pack the suitcase with appropriate clothing for the occasion.

Materials/Resources Needed:

- ◆ clothing items
- ◆ vocabulary cards
- ◆ dolls or paper dolls with different changes of clothes

△ △ △

Sample 7

Title: Strategies for “Guide through A City” *(multiple intelligences, high-ability learner)*

Strategy: Providing options for high-ability learners and multiple intelligences

Activity Summary:

Read a written paragraph and follow directions given in the paragraph to draw a path on a city map.
Based on Learning Scenario: Guide through a City, page 99

Intended Level: Beginning

Reflects Frameworks:

Goal One: Communication

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

Goal Two: Cultures

Standard 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.

Goal Three: Connections

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

Goal Four: Comparisons

Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Context/Outcomes:

The student will be able to understand and respond to given directions when following/drawing a path on a map.

Strategies for Implementation:

◆ Multiple intelligences:

1. Spatial/Visual intelligences

- Teacher shows differences between cities in the target culture using diagrams on an overhead transparency. (Obtain maps from travel agencies or Internet map sites.) Students create their own maps.

2. Spatial/Linguistic intelligences

- Students reproduce a city to scale using posterboard, plastic cut into sections, or transparencies adding stores or shops, as appropriate. Using the model/map, students choose routes to different sites. Students work in groups of three and give and follow directions in one of the following ways:

Variation #1:

- Student 1 writes directions to a site and tells student 3 the intended destination.
- Student 2 follows the written directions to point out the route on the model/map.
- Student 3 judges whether the intended destination is reached.
- Students rotate in the roles of persons 1-3.

Variation #2:

- Student 1 reads his/her own directions
- Student 2 listens to the directions and points out the route (or uses a model car) on the map/model.
- Student 3 listens and assesses the accuracy of the directions and the response to the directions.
- Students rotate in the roles of persons 1-3.

Variation #3:

- Students 1 and 2 stand back to back; each has a map.
- Student 1 verbally gives directions while tracing a route on the map.
- Student 2 listens to the directions and points out the route on the second map.
- Student 3 observes and evaluates.
- Students rotate in the roles of persons 1-3.

3. Logical/Mathematical Intelligence

Students estimate /record distances in kilometers for routes and compare the routes.

4. Intrapersonal intelligence

Students imagine being lost in the city and identify their personal feelings about the situation.

5. Linguistic intelligence

Students imagine being lost in a city/place and ask for directions.

◆ High-ability learners:

1. After testing out/demonstrating proficiency, native speakers or proficient learners choose alternative learning tasks; e.g., researching points of interest in a city for a vacation or trip and explaining how they would travel from place to place.

2. Tiered Assignments

In a scavenger hunt for various levels of instruction (from concrete to abstract tasks):

- Require students to locate fewer items; provide fewer and less complex directions; start with a familiar place and provide peer or staff support, if needed
- Provide additional directions that are more complex; students move through more locations, independently. Students record the route on a map or diagram.
- Provide complex directions through many locations and/or with greater difficulty in the sequence of directions. Students record the route.
- Students design a scavenger hunt for peers and design an answer key to be used with the hunt.

3. Interest Centers

Students are assigned centers of different cities in the target culture and draw maps illustrating points of interest in those cities. Students explain a map and give directions to the points of interest; e.g., the Eiffel Tower in Paris, France.

Materials:

- ◆ City map with written directions relevant to that map

△ △ △

Title: The Family Tree *(with strategies for special learning needs)*

Strategy: Providing options for special learning needs using graphic organizers; charts, maps

Activity summary:

Students explore family name, derivation, heritage, genealogical connections.
Based on teacher-designed unit that spans the school year.

Intended level: beginning and developing

Reflects Goals and Standards:

- Goal 1: Communication
Standard 1.1 Students . . . provide and obtain information . . .
- Goal 2: Cultures
Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied . . .
- Goal 3: Connections
Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
- Goal 4: Comparisons
Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Context/Outcomes:

Students recognize that cultures use different patterns of family structures and customs and apply this knowledge to their own culture.

Steps for Planning and Implementation (Unit)

1. Students “search for self,” in which they study their given and family names to establish an understanding of their own heritage and add significance to their study of language and culture. *[Note: Give students who have no knowledge of family heritage the opportunity to create an imaginary family and origin—some creative ones might include a child as result of an alien visit to this planet or a famous person’s name]*
 - ◆ Use the official name that has been given to the individual. Access a variety of sources to aid in research; for example, resources on names collected by the library/media specialist, websites, and family members.
 - ◆ Students explore how they received their given and family names; for example, what their parents may have debated and discussed before deciding on the name. (See Graphic Organizer A for collecting information.)
 - ◆ Students research the significance or “meaning” of their names. Special attention should be given to the name as a reflection of a cultural heritage. Resources might include books on selecting a baby’s name, or name dictionaries.
 - ◆ Students research the genealogical heritage of their names. (Resources might include web sites such as Ellis Island and Salt Lake City.)

- ◆ Students develop family trees or other products to introduce their families to the class.
 - Students may brainstorm possible ways to show significant aspects of their family; for example, their ethnic heritage, genealogy, country/city of origin, length of time in the U.S.
 - Students should be offered choices as to how the material they gather on their families will be presented to the class to allow for individual expression and talents. Choices of products to share might be: a coat of arms, rap, song, poem, pictures or symbols to represent family members, a collage, a video tape of family interviews.
2. The activities of “search for self” begins an opportunity to collect in a portfolio materials studied during the first year of a foreign language. Students continue to add materials about family and cultural identity to the portfolio during the first year of their foreign language study. Additional products would revolve around the target language family created (in Step 3) and reflect the students’ growing abilities to master vocabulary (family members, body parts, clothing, etc.) and demonstrate increasing proficiency. Both written and audio presentations may be included.
 3. Students create a target-language family of 12 to 20 members.
 - ◆ The class creates the family by working in groups. Each group is assigned a particular task—to create the characters, draw, color, etc. This could also be arranged as a collaborative project in which smaller groups of students are individually responsible for the tasks that need to be completed.
 - ◆ Students brainstorm information about the family; such as, names, ages, occupations, the city in which they live.
 - ◆ Place the family depiction in the classroom for reference during the course of the school year. (Make individual copies for students to put in their portfolios.) The target-language family can be used for generating oral communication involving feelings, physical and personality characteristics, or school subjects; such as, classes the individuals liked or needed to complete to prepare for current occupation.
 4. Students study aspects related to the target-language family throughout the school year and add products created to their portfolios.
 - ◆ Students consider and discuss the world-view of families, then learn about families in the target-language culture; for example, family dynamics (who is in control), relationships among family members, etc.
 - ◆ Students investigate the foreign city selected for the target-language family, learn the city’s history, customs, interesting sites, etc.
 5. Bring the unit full circle by the end of the school year. The class began by individually researching their names and then spreading their base of information to names of families in the target culture and places in foreign lands. The focus now returns to the “individual” interest by investigating information about the students’ own city and expanding it to include other community members. Create a large map with in-roading trails illustrating the various origins and heritages of the students in the class.
 - ◆ Some students could demonstrate their math skills by illustrating the percentage of individuals who are of a particular ancestry; such as, British, German, or Mexican.
 - ◆ Some students might talk to older family members or visit retirement homes to talk with individuals regarding their memories of changing neighborhoods and how different ethnic groups were received. (See Graphic Organizer B.)



Family Tree, cont.

- ◆ Some students might research old newspaper stories, pictures, and headlines as a way to demonstrate changes as different cultural groups joined and were assimilated into the community.
- ◆ The map and the information gathered can be shared with the city council, community outreach organizations, social studies classes within the school, and other interested groups and organizations.
- ◆ Individuals who like to work interpersonally (multiple intelligences) might interview an ESL student and together create that student's coat of arms, symbols representing the ESL student's family, or a collage to share with the class.

Adaptations for students with special needs

1. Organizing information
 - ◆ Prepare a list of sources for students to use to research their names. Students should have had previous training on how to use sources (Internet, web sites, almanacs, etc.).
 - ◆ Provide an example of a completed search.
 - ◆ Provide a graphic organizer that students may use to gather required information (see Graphic Organizer C).
 - ◆ Family tree project: Provide a variety of graphic organizers to which students add information. (See graphic organizers D for examples.)
 - ◆ Allow choices for products in which students will share the information with the class.
2. Acquisition of vocabulary
 - ◆ Provide an array of visuals (flash cards, game activities, computer games, other books, periodicals) as a means to learn new vocabulary.
 - Provide materials that may used in the resource room, if applicable, or at home.
 - ◆ Provide opportunities for repetition.
 - ◆ Allow practice with a partner (less threatening for student).
3. Other suggestions for this unit:
 - ◆ As students move from one concept to another, bring closure to previous a unit or build upon it before moving to the next concept or unit.
 - ◆ Use a camera or video tape recorder so students may demonstrate a concept rather than give a written presentation.
 - ◆ When students work in groups, assign specific duties to each member so that students are not overwhelmed with decisions.
 - ◆ Be specific about deadlines. Give students a written itinerary/outline of the unit and include a detailed description of projects with due dates.

Materials/Resources Needed:

- ◆ references for researching names and their meanings--books, web addresses

Graphic Organizer A: Significance of one's name

Questions	<i>How did I get my name?</i>	<i>What does my name mean?</i>	<i>Where does my name come from?</i>	<i>Nicknames</i>	<i>Who else shares my name?</i>
Names					
First (Given)					
Middle (names)					
Last (Family)					

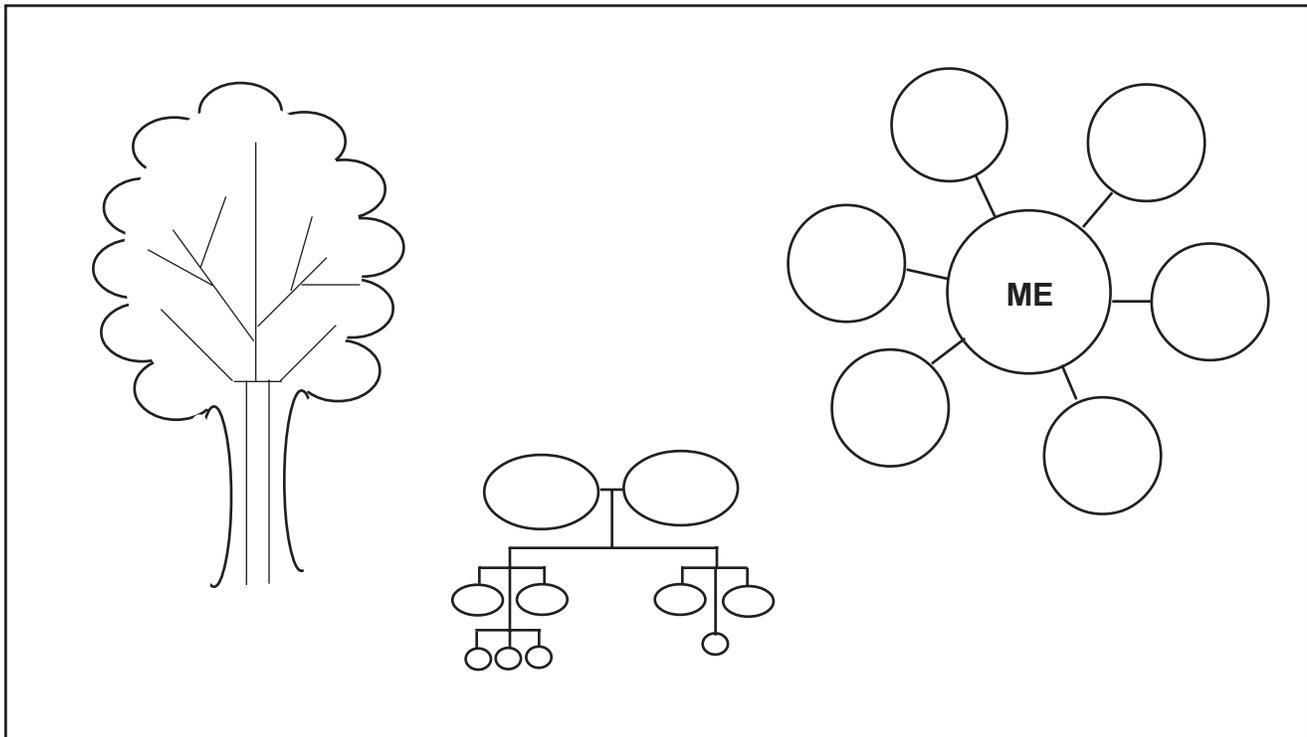
Graphic Organizer B: Interviewing a family member (or elderly member of the community)

Question: Where were you born?	Answer:
Question: Where were your parents born?	Answer:
Question: When did you arrive in this area?	Answer:
Question: Describe an event you remember from your childhood.	Answer:
Question: How do you celebrate Christmas, Hannukah, Easter or other major holidays?	Answer:

Graphic Organizer C: Information about student's own name

Name	Meaning of Name	Origin	Ethnic Origin
First (Given)			
Middle (names)			
Last (Family)			

Graphic Organizer D: Examples of a family tree



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Title: People, Places, and Environments

from *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*

Strategy: Flexible Outlining for Writing

Concept: How does the culture shape individual identity?

Activity: Write a paper explaining how the student's culture has influenced his/her life.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes:

Culture
Individuals, Groups, and Institutions

Outcomes:

The learner will organize appropriate data from the data bank and produce a written report.

Procedures:

- ◆ The writing activity would be preceded by a class discussion on aspects of our culture and local population groups (see example matrix form for technique).
- ◆ Using the headings in the matrix, the students will write their own personal data on sticky notes, one item per sheet (see example).
- ◆ Some items may need to be researched at home or through extended family.
- ◆ Students then cluster their sticky notes into appropriate categories that would provide connections for writing.

Teacher Tips:

- ◆ Sticky notes can be structured into work webs, charts, or outlines depending upon the nature of the task. Some students benefit from being able to physically manipulate the information rather than outlining in linear form. Writing from a personal viewpoint is easier for many students with language difficulties.
- ◆ Other possibilities for organizing ideas for writing include webs (made with pictures and/or words), outlines, matrixes, starter questions, and/or prompts.
- ◆ Alternative options for written assignments include using a word processing program, dictating into a tape player or to a scribe, picture representation, or using a generic form where students fill in the blanks.

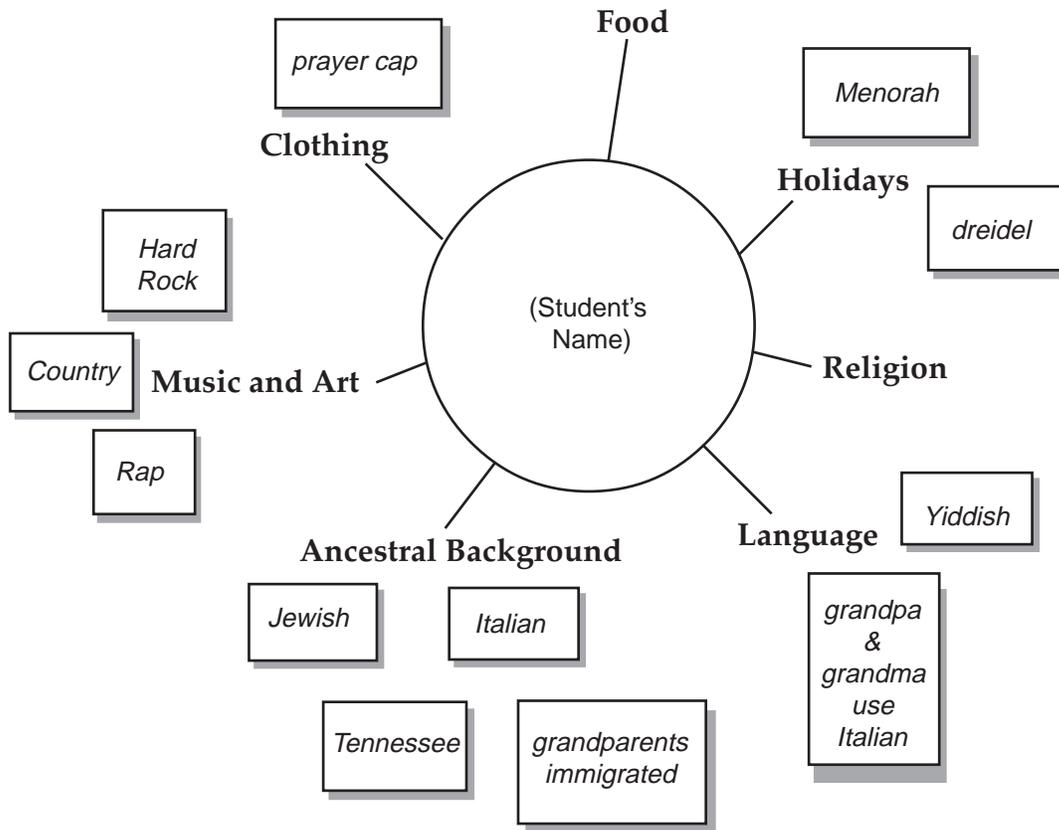
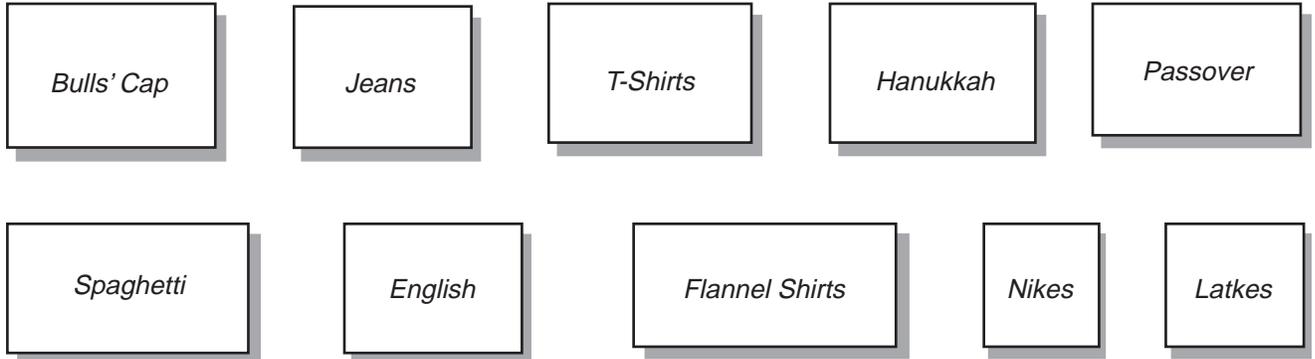
Resources:

- ◆ Lots of sticky note



Samples of Flexible Outlining for Writing

Students notes would be clustered on word web.



Title: Cultures

from *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*

Strategies: Webbing

Concept: How/Why are cultures different or similar from place to place?

Activity: Use of webbing technique to understand the reasons and effects of migrations on the culture of the country of origin and the country of destination.

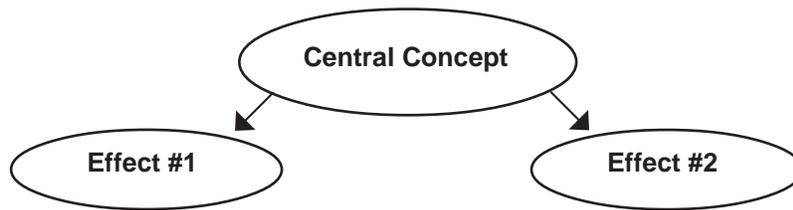
Intended Student Level for this Example: Middle or Secondary Levels

Connecting Themes: Time, Continuity, and Change

Outcomes:

To determine the impact of migration on the culture and society in the country of origin and the country of destination.

Procedures: Show students an example of the web format:



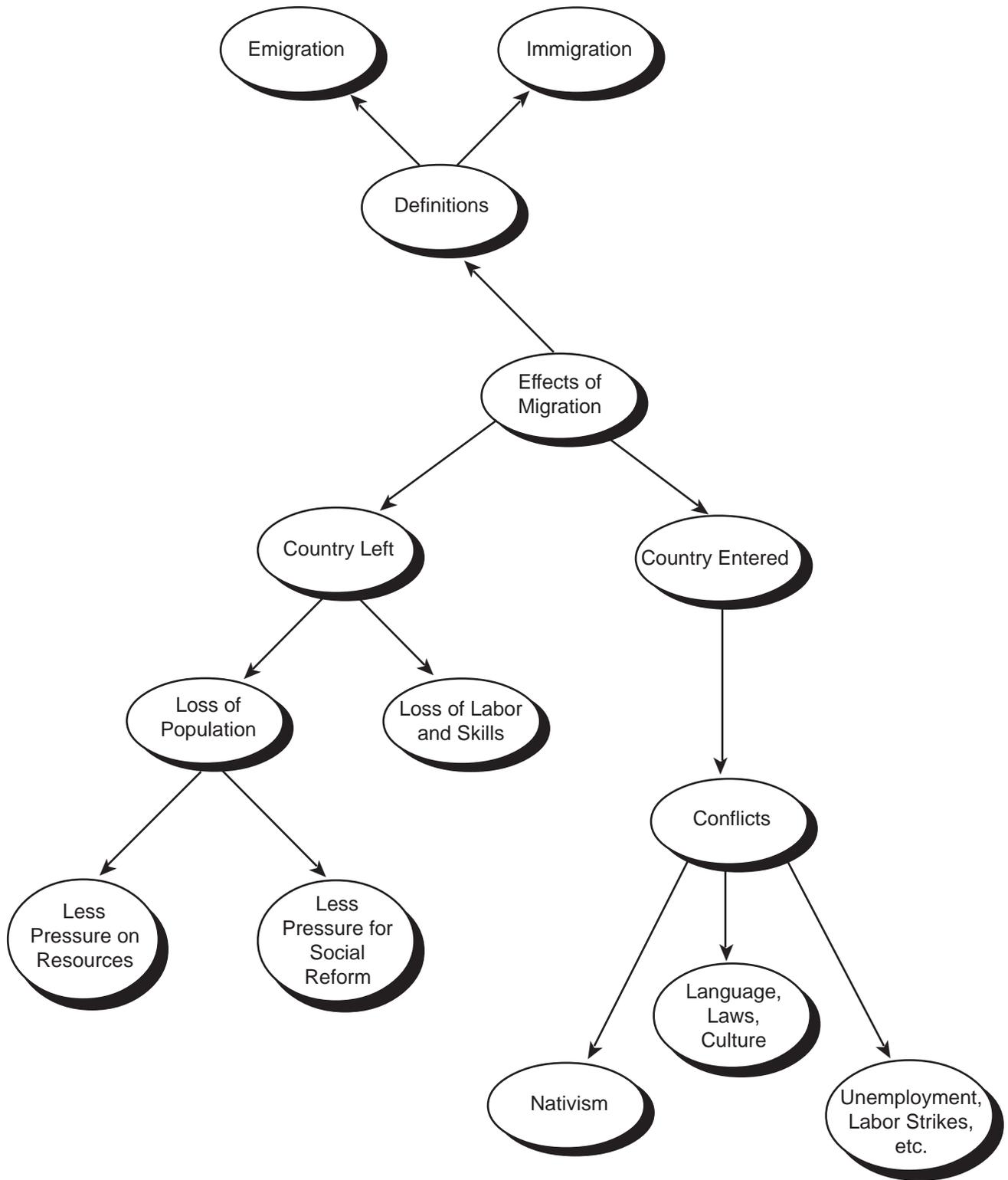
Evaluation:

- ◆ Allow the use of the web on the unit test.
- ◆ Write a journal from the view of a migrant and show how the migration affected the country one left and the country to which one went.
- ◆ Journals could be modified by use of pictures, etc.

Teacher Tips:

- ◆ Practice webbing technique with family tree.
- ◆ Do a hanging classroom mobile.
- ◆ Pictorial representation of family tree including food, culture, language, traditions, etc.
- ◆ Follow-up activity could lead to a debate on the effects on society of providing social services to non-citizens. Discuss also why some countries won't allow for naturalization or emigration.
- ◆ Food day could add an interesting motivation for this activity.
- ◆ Interview relatives or neighbors in the community about their migration experiences.
- ◆ Provide guidelines, examples, leading questions, existing historical diaries for student journals.
- ◆ What aspects of your physical or cultural makeup can you trace through the family tree?
- ◆ What factors caused your ancestors to move from one place to another?
- ◆ Provide large print or tactual mapping materials.

Sample of Webbing: Effects of Migration



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Title: Global Connections

from *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*

Strategies: Interviewing

Concept:

How do global connections affect the needs and wants and, therefore, production, distribution, and consumption of goods and services?

Activity:

Use of interviewing techniques to explore and determine the reasons for global connections of local businesses.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes:

People, Places, and Environments
Production, Distribution, and Consumption
Science, Technology, and Society
Time, Continuity, and Change

Outcomes:

To develop an interview document for the purpose of surveying businesses on the topic of global connections.

Procedures:

- ◆ Pre-teaching the concept of global connections.
- ◆ Check clothing labels or “made in” statements of household or school equipment or products.
- ◆ Use telephone directory or chamber of commerce information to compile list of local businesses.
- ◆ Have a representative from the chamber of commerce speak to the class about the importance of foreign markets to the local community.
- ◆ Write letters or make calls to a business to set up the student interviews.
- ◆ Get parent and school permission forms signed and arrange for transportation (interviews could be done at school).
- ◆ Have students develop the interview form with teacher supervision.
- ◆ Do class role playing of a model interview.
- ◆ Conduct the interview. Consider taking camera, video cam, audio recorder, etc. to record the interview.
- ◆ Analyze the reasons for global connections.
- ◆ Write, map, chart, graph, picture, etc. the presentation.
- ◆ Write thank you notes.

Teacher Tips:

- ◆ Follow the world and local news to make connections between foreign and local events.
- ◆ Follow a foreign-owned company on the stock market to see relationship of world events to stock values.
- ◆ Discuss the issue of “Buy American.”
- ◆ Allow choice of individual, paired, or small group interview.
- ◆ Be careful with accuracy of direct quotes.
- ◆ Research use of child labor in foreign industries.
- ◆ Create and play a “Jeopardy” style game of foreign companies and products.
- ◆ Presentations could also be made to the chamber of commerce, city council, etc.
- ◆ Practice webbing with family tree.

Evaluation:

- ◆ Evaluation would be met appropriately by the presentation.
- ◆ Write a journal explaining how the student accomplished the task.
- ◆ Journals could be modified by use of pictures, etc.

Resources:

- ◆ Print: directory, city map, newspaper
- ◆ Electronic: use of Internet to find information about foreign companies
- ◆ Print: resources from state or local history association
- ◆ Electronic: genealogy home pages, etc.

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Strategies for Diverse Learners

Glossary

assessment	process of gathering information to monitor progress and make educational decisions
compacting	streamlining work that may be mastered at a pace appropriate to student ability
concept diagram	specific type of graphic organizer used to present vocabulary which includes definitions and characteristics
concept map	graphic organizer showing relationships among concepts of instruction as well as characteristics of the concept
cooperative learning	student-centered instructional approach in which students work in small mixed-ability groups with a shared learning goal
disability	condition characterized by a physical, cognitive, psychological, or social difficulty so severe that it negatively affects student learning. In the Americans With Disabilities Act, a disability is defined as a condition that limits some major life activity.
gifted/high-ability	demonstrated ability for above average performance in one or several areas, including ability, leadership, specific academic subjects, creativity, athletics, or the visual or performing arts
graphic organizer	visual format that helps students to organize their understanding of information being presented or read, and the relationships between various parts of the information
mnemonics	a device or code used to assist memory by imposing an order on the information to be remembered
multiple intelligences	a concept proposed by Howard Gardner (1993) that suggests there are seven types of intelligences (<i>An eighth intelligence was added in 1997.</i>)
rubric	an assessment tool listing expected student accomplishments, and a corresponding score for each area

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semantic mapping a process to develop an internal schema for thinking about relationships in concepts by developing word association maps.

self-questioning strategy in which students are taught to guide their performance by asking themselves relevant questions.

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Strategies for Diverse Learners

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Strategies for Diverse Learners—Appendix A

Gifted Children and Learners with High Ability

Selected Portions of the Nebraska Revised State Statutes, 1996—Article XI: *Special Populations and Services*

79-1105. State Department of Education; education for gifted children; consultant; employ; gifted children, defined.

The State Department of Education has authority to employ a special consultant trained and experienced in the field of special education for gifted children. Such consultant shall encourage, advise, and consult with each school of the state in the development and implementation of plans for special education of gifted children. For purposes of this section, gifted children means children who excel markedly in ability to think, reason, judge, invent, or create and who need special facilities or educational services or both such facilities and services in order to assist them to achieve more nearly their potentials for their own sakes as individuals and for the increased contributions they may make to the community, state, and nation.

79-1106. Learners with high ability; purpose of sections.

The purpose of sections 79-1106 to 79-1109 is to assist and encourage all school districts in the development, improvement, and implementation of educational programs or services that will serve the educational needs of learners with high ability at levels appropriate for their abilities.

79-1107. Learners with high ability . . . defined.

(3) Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those capabilities fully.

Strategies for Diverse Learners—Appendix B

Special Education Programs

Selected Portions of Title 92 Nebraska Department of Education Chapter 51— Regulations and Standards for Special Education Programs

003 Definition of Terms

- 03 Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
- 04 Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. The term includes the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by a child with a disability; selecting, designing, fitting, customizing, adapting, applying, retaining, repairing or replacing of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for a child with a disability, or if appropriate, that child's family; and training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the individual with a disability.

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- 08 Children with disabilities shall mean those children who have been verified by a multidisciplinary evaluation team as per 92 NAC 51 006 as children with autism, behavior disorders, deaf blindness, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services. The terms used in this definition are defined as follows:
 - 08A Autism shall mean a developmental disability which significantly affects verbal and nonverbal communication and social interaction, generally evident before the age of three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability category "behavioral disorder."
 - 08B Behavioral disorders shall mean:
 - 08B1 A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects the child's educational performance or, in the case of children below age five, development;
 - 08B1a An inability to learn which cannot be explained by intellectual, sensory, or health factors;

- 08B1b An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - 08B1c Inappropriate types of behavior or feelings under normal circumstances;
 - 08B1d A general pervasive mood of unhappiness or depression; or 08B1e A tendency to develop physical symptoms or fears associated with personal or school problems.
- 08B2 The term includes children with schizophrenia. The term does not include children with social maladjustments, unless it is determined that they have behavioral disorders. This term parallels the federal definition of seriously emotionally disturbed.
- 08C Deaf blindness shall mean concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or blindness.
- 08D Hearing impairments shall mean a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects development or educational performance. Hearing impairments shall also mean a hearing impairment, whether permanent or fluctuating, which adversely affects a child's development or educational performance. This term parallels the state and federal definitions of hearing impairments including deafness.
- 08E Mental handicap shall mean significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's development or educational performance.
- 08F Multiple disabilities shall mean concomitant impairments (such as mental handicap visual impairment, mental handicap orthopedic impairment, etc., the combination of which causes such severe developmental or educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include children with deaf blindness.
- 08G Orthopedic impairments shall mean a severe orthopedic impairment which adversely affects a child's development or educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.
- 08H Other health impairments shall mean:
- 08H1 Having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's development or educational performance.
- 08I Specific learning disability shall mean a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities; of mental handicaps; of behavioral disorders; or of environmental, cultural, or economic disadvantage.



Special Education-definition, cont.

- 08J Speech language impairments shall mean a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's development or educational performance.
- 08K Traumatic brain injury shall mean an injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
- 08L Visual impairment shall mean a visual impairment which, even with correction, adversely affects a child's development or educational performance. The term includes both partially seeing and blind.

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- 45 Special education shall mean specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a verified disability, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions. The term includes speech pathology, occupational therapy and physical therapy if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
- 46 Student assistance team (SAT) shall mean a group of persons utilizing problem solving and intervention strategies to assist the teacher(s) in the provision of general education.

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Strategies for Diverse Learners–Appendix C

Resources-Special Education

From the *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*, 1996, Nebraska Department of Education:

Content Enhancement Series: Lesson Organizer Routine, Unit Organizer Routine, Concept Mastery Routine.

Other Content Enhancement Series available through KUCRL: Chapter Survey Routine, Concept Comparison Routine, Concept Anchoring Routine.

Curriculum Consideration in Inclusive Classrooms, Facilitating Learning for All Students. Susan Stainback and William Stainback. College of Education, University of Northern Iowa. Paul Brookes Publishing, Baltimore, 1992.

Lesson Plans and Modification for Inclusion and Collaborative Classrooms. Teresa VanDover. The Master Teacher, Manhattan, KS.

When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers. Anne Corn, Iris Martinez. American Foundation for the Blind, New York, New York.

PROJECT ACCOMMODATE, Stanley F. Vasa and Allen L. Steckelberg, Department of Special Education and Communication Disorders, Barkley Memorial Center, University of Nebraska-Lincoln.

VOCAB Routine: University of Kansas Center for Research on Learning, Lawrence, KS.

For help in obtaining a consultant to assist with sensory impairment issues, contact your local Educational Service Unit or the Nebraska Department of Education, Special Populations Office (402/471-2471).

The following list contains companies who sell social studies products for the visually impaired:

American Printing House for the Blind (APH)

1839 Frankfort Avenue
P. O. Box 6085
Louisville, KY 40206-0085
502/895-2405
800/223-1839
502/895-1509 (Fax)

Independent Living Aids, Inc. (ILA)

27 East Mall
Plainview, NY 11803
800/537-2118
516/752-3135 (Fax)

- ◆ Tactile globes
- ◆ Braille maps: dual map for blind and sighted

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Resources--Special Education, cont.

LS&S Group

P. O. Box 673
Northbrook, IL 60065
847 / 498-9777
800 / 468-789
800 / 317-8533 (TTY)
847 / 498-1482 (Tax)
LSSGRP@aol.com (e-mail)

- ◆ Large Type World Atlas for Partially Sighted
- ◆ Raised Line Drawing Kit

Prose & Cons Brail Unit

P. O. Box 2500
Lincoln, NE 68542-2500
402 / 471-3161 ext. 3373

- ◆ Braille Maps: Atlas 5 vol.

The Lighthouse, Inc.

36-02 Northern Blvd.
Long Island City, NY 11101-1614
800 / 829-0500

- ◆ Hammond Large-Print World Atlas
- ◆ Tactile Map of U.S.
- ◆ Tactile Map of Europe
- ◆ Hi Marks (glue-like substance for tactile shapes / lines)
- ◆ Raised Line Drawing Kit

Recording for the Blind (textbooks on tape)

20 Roszezl Road
Princeton, NJ 08540
800 / 221-4792

Resources/Training Available

Strategies requiring specific in-service training obtainable through the Nebraska Department of Education Support Cadre (402 / 472-6297).

- ◆ Test Taking
- ◆ First Letter Mnemonics
- ◆ Sentence Writing
- ◆ Self-Questioning
- ◆ Paraphrasing
- ◆ Visual Imagery
- ◆ LINC'S (Vocabulary Memorization)
- ◆ Slant

Strategies for Diverse Learners—Appendix D

Resources-Foreign Language & Learning Disabilities

From *Minibib* (May 1994). ERIC: Clearinghouse on Language and Linguistics—Center for Applied Linguistics. Compiled by Craig Packard.

ARTICLES

- EJ 474 345 Majhanovich, Suzanne. "The Mainstreamed Environment in Canada: Is There a Place in French Immersion for Learning Disabled Students?" *Canadian Journal of Special Education*; v9 n1 (1993) p67-72.
- A review of 30 years' experience with French immersion second-language instruction concludes that most children with learning disabilities can benefit from a bilingual (immersion) approach—perhaps more than from traditional instruction.
- EJ 459 726 Ganschow, Leonore; and Others. "Factors Relating to Learning a Foreign Language among High- and Low-Risk High School Students with Learning Disabilities." *Applied Language Learning*; v3 n1-2 (1992) p37-63.
- The results of a factor analysis on a battery of native- and foreign-language aptitude tests given to 80 high school students in first-semester language classes identified 29 high- and 36 low-risk students, and 15 with learning disabilities. (68 references)
- EJ 455 880 Sparks, Richard L.; and Others. "Use of an Orton-Gillingham Approach to Teach a Foreign Language to Dyslexic/Learning-Disabled Students: Explicit Teaching of Phonology in a Second Language." *Annals of Dyslexia*; v41 (1991) p96-118.
- The multisensory structured language approach described here adheres to the direct and explicit teaching of phonology, serving as an alternative instructional strategy for dyslexic/learning-disabled or at-risk students. It is possible to adapt the approach to teach Spanish.
- EJ 450 071 Sparks, Richard L.; and Others. "Diagnosing and Accommodating the Foreign Language Learning Difficulties of College Students with Learning Disabilities." *Learning Disabilities Research and Practice*; v7 n3 (Sum 1992) p150-60.
- Following an historical overview of the foreign language learning difficulties of students with learning disabilities, the authors describe an assessment model for diagnosing learning problems. Discussion of the role of diagnosticians, counselors, and academic service providers touches on problem identification, accommodation, and course substitution or waiver.
- EJ 439 572 Javorsky, James; and Others. "Perceptions of College Students with and without Specific Learning Disabilities about Foreign Language Courses." *Learning Disabilities Research and Practice*; v7 n1 (1992) p31-44.
- A comparison of student attitudes suggests that learning disabled students' language learning difficulties relate not to motivation or anxiety but rather to the students' oral and written language problems.
- EJ 439 424 Ganschow, Leonore; and Others. "Identifying Native Language Difficulties among Foreign Language Learners in College: A 'Foreign' Language Learning Disability?" *Journal of Learning Disabilities*; v24 n9 (Nov 1991) p530-41.
- Comparison of 15 successful and unsuccessful college foreign-language (FL) learners found significant intergroup differences in performance on the MLA aptitude test, tests of written and oral language in both syntactical and phonological domains, and math calculation. Results suggest that students with FL learning difficulties may have underlying language problems.
- EJ 429 881 Fradd, Sandra; Bermudez, Andrea B. "POWER: A Process for Meeting the Instructional Needs of Handicapped Language-Minority Students." *Teacher Education and Special Education*; v14 n1 (Win 1991) p19-24.
- The field-tested instruction and assessment model described fosters development of second-language skills by integrating writing with listening, speaking, reading, and problem solving. The model draws upon elements of process-oriented instruction, whole language learning, cooperative learning, cognitive mapping, and reading and writing across the curriculum. >>>

Resources-Foreign Language & Learning Disabilities, cont.

- EJ 410 315 Hughes, Charles A.; Smith, Judith Osgood. "Cognitive and Academic Performance of College Students with Learning Disabilities: A Synthesis of the Literature." *Learning Disability Quarterly*; v13 n1 (Win 1990) p66-79.

A review of 26 articles, which include information about college language learners, focuses on levels of intellectual functioning, reading and mathematics achievement, written language, and foreign language performance and also discusses needs and implications for providing service to the students.

DOCUMENTS

- ED 355 834 Barr, Vickie. *Foreign Language Requirements and Students with Learning Disabilities*. ERIC Digest. Apr 1993. ERIC Clearinghouse on Languages and Linguistics. Washington, DC. 4p.

There is a dilemma for learning-disabled students facing foreign language requirements at colleges and universities, even though Section 504 of the 1973 Rehabilitation Act allows (but does not require) waiver of such requirements. Discussion addresses: waivers and course substitutions (and alternatives); teaching foreign languages to these students; and the Orton Gillingham Technique.

- ED 345 536 Coven, Ludmilla. *Curriculum issues: Second Language Acquisition for Special Needs Students*. Jan 1992. 9p.

Following a brief survey of changing rationales for the study of foreign languages (FL's), the discussion lists major objections to teaching FL's to learning disabled students before attempting to refute these objections using results of recent research.

- ED 335 812 Welch, Olga M.; Hodges, Carolyn R. *Pilot Project TSD: A Study of Foreign Language Academic Self-Esteem, and Achievement Motivation in Hearing-Impaired Adolescents*. Aug 1990. 44p.; [Paper copy not available—microfiche format only.]

Fourteen hearing-impaired 11th-grade students, evaluated to explore the relationship between self-esteem and achievement motivation, participated in experimental and control group settings in a computer-assisted vocabulary-building program in either English only or English and Wortgefacht (a computerized German language-learning program). The experimental group students showed generally better results than did those in the control group.

- ED 292 335 Myer, Bettye J.; Ganschow, Leonore. "Profiles of Frustration: Second Language Learners with Specific Learning Disabilities." 1988. 23p; In: Lalande, John F. II, Ed., *Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of the Central States Conference on the Teaching of Foreign Language*—ED 292 332. [Paper copy not available—microfiche format only.]

Recent research has identified some of the problems facing capable, college-bound, learning-disabled students, whose disabilities are diverse and lacking any single, unifying profile. Adaptive cognitive strategies applicable to foreign language learning, together with the provision of academic options, make for flexibility in the direction that such students' language learning may take.

- ◆ Citations with EJ numbers are journal articles from *Current Index to Journals in Education*. They are available in libraries, through interlibrary loan, or, in many instances, from UMI Article Clearinghouse, 300 North Zeeb Road, Ann Arbor MI 48106. Telephone 800-521-0600.
- ◆ Citations with ED numbers may be read on microfiche in institutions with an ERIC collection or ordered in microfiche or paper copy from EDRS (CBIS Federal), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone 800-443-3742.
- ◆ For the location of the ERIC collections in your area, write to ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd Street NW, Washington DC 20037.

This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002010. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

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Teacher Preparation Guidelines

Note: Several teacher preparation courses offered in Nebraska higher education institutions are intended both for teachers of English as a Second Language (ESL) and foreign language teachers. The writers of the principles and model methods courses recognize that there is a strong overlap in the preparation of teachers in each field and also that each has its own unique characteristics and needs. In this section, the terms “foreign language” and “target language” are used to refer to a course, a classroom and/or a language that is to be taught. These terms are intended to refer to the instruction in both foreign language and ESL classrooms and the preparation of teachers in both groups.

Introduction

The development of teacher preparation guidelines was a major component of the Nebraska K-12 Foreign Language Standards/Frameworks Project. The guidelines include principles and outlines of model methods courses for the preparation teachers of foreign language and ESL. The guidelines are based on current research, the *Nebraska K-12 Foreign Language Frameworks*, and the *Nebraska Teacher Preparation Guidelines*.

The principles found in this section are broad statements based on current knowledge of teaching and learning. The model methods courses are the practical applications of the principles. The courses are reflective of the *Nebraska K-12 Foreign Language Frameworks* and best practices in education. A model methods course is outlined for the secondary level (grades 7-12) and the elementary level (grades K-6).

Three committees of Nebraska educators took part in the writing of the *Teacher Preparation Guidelines*. A committee representing the Nebraska higher education institutions and Nebraska K-12 classroom teachers identified the mission statement and selected the model for the guidelines. A committee of foreign language higher-education methods instructors completed the guidelines and wrote the outcomes and components for the secondary-level methods course. A third committee of elementary foreign language teachers and a higher education representative identified the outcomes for the elementary-level methods course.

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Mission Statement:

The Nebraska Foreign Language Teacher Preparation Guidelines provide directions and support to those institutions and their respective foreign language method instructors responsible for the preparation of foreign language educators. The eleven principles outlined in this document describe the development and assessment of the knowledge and skills required for successful foreign language teaching.

Pedagogical Notes:**Language Proficiency for the Foreign Language Teacher Candidate:**

The target language is the medium of instruction and the mode of communication in today's foreign language classroom. It is, therefore, imperative that the teacher candidate should:

- ◆ be prepared to teach in the environment of the modern foreign language classroom.
- ◆ make a commitment to reach an advanced level of proficiency in the target language.
- ◆ experience the target language and culture in an immersion setting.

Reflection:

Reflection is the process of looking analytically at what you have done and what you are doing in order to make informed instructional decisions. It is an important part of the teacher preparation process and an essential component in all aspects of the methods course; for example, in the presentation, application, and assessment. Evidence of reflection may take the form of journaling, discussion, and/or self-critiques.

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Stages of Teacher Development

Stage 1: Beginning Teacher Candidate

Students are Education majors enrolled in required pre-professional education courses and foreign language courses.

Stage 2: Developing Teacher Candidate

Students are enrolled in foreign language methods courses.

Stage 3: Expanding Teacher Candidate

Students are engaged in a student-teaching experience in foreign language.

Stage 4: On-going Teacher (Professional Foreign Language Educator)

The professional foreign language classroom teacher:

- ◆ actively continues the process of implementing current best practices.
- ◆ participates in on-going staff development.
- ◆ continues to explore strategies and methods that encourage success for all learners.
- ◆ strives to be a life-long learner.

Teacher Preparation Guidelines

Principles*

Principle 1: *The teacher understands the relationship among central concepts of learning and teaching foreign languages, communicates high expectations and creates meaningful learning experiences for all students.*

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none">▶ Observes and begins to explore how content, instructional decisions, expectations, and environment influence meaningful language learning.	<ul style="list-style-type: none">▶ Understands how content, instructional decisions, expectations, and environment work together to influence meaningful learning for students.	<ul style="list-style-type: none">▶ Creates learning experiences that incorporate content, instructional decisions, expectations, and an environment conducive to meaningful learning.	<ul style="list-style-type: none">▶ Continues to research, evaluate and adjust the content, instructional decisions, expectations, and environment in order to make learning experiences meaningful for all students.

Principle 2: *The teacher understands how all students learn and develop, and can provide learning opportunities that support their intellectual and social development.*

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none">▶ Explores theories of intellectual and social development and their impact on learning.	<ul style="list-style-type: none">▶ Connects and relates developmental theories to instructional decisions.	<ul style="list-style-type: none">▶ Applies developmental theories in instructional decisions.	<ul style="list-style-type: none">▶ Researches and refines instruction based on developmental theories.

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* The Principles are modeled after the *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*. Council of Chief State School Officers/10 Massachusetts Ave. NW/Suite 700/ Washington, D.C. 20001-1431.

Principle 3: *The teacher understands how students differ in their approaches to learning and is able to adapt instructional strategies to encourage students' cognitive development.*

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none">▶ Recognizes the diversity of learning styles and thinking processes that affect student learning.	<ul style="list-style-type: none">▶ Analyzes the impact of diverse learning styles and thinking processes to produce meaningful language experiences for all students.	<ul style="list-style-type: none">▶ Creates and implements instructional strategies that address the learning styles and thinking processes of all students.	<ul style="list-style-type: none">▶ Researches, reflects, and refines instructional decision-making in order to continue to implement best practices in the classroom.

Principle 4: *The teacher creates a learning environment that encourages positive social interaction, motivation and active engagement in learning.*

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none">▶ Observes and identifies how various learning environments affect the interactions, engagement, and motivation for all students.	<ul style="list-style-type: none">▶ Analyzes how group dynamics, teaching strategies and classroom management decisions encourage positive social interaction, active engagement, and motivated students.	<ul style="list-style-type: none">▶ Creates a learning environment that fosters positive social interaction and active engagement for all students.	<ul style="list-style-type: none">▶ Applies current research to meet changing student needs in an interactive classroom.

Principle 5: *The teacher uses knowledge of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none"> ▶ Recognizes that teacher decisions and appropriate communication techniques foster independent thinking and establishes classroom climate that affects student participation, interaction, and collaboration. ▶ Observes that a teacher’s appropriate verbal, nonverbal, and media communication techniques foster independent thinking and active inquiry. 	<ul style="list-style-type: none"> ▶ Identifies and analyzes strategies and techniques that encourage student participation, interaction, collaboration, independent thinking, and active inquiry. 	<ul style="list-style-type: none"> ▶ Creates a positive learning environment by implementing strategies and techniques that foster student participation, interaction, and collaboration as well as independent thinking and active inquiry. 	<ul style="list-style-type: none"> ▶ Applies current research on effective teaching models that support interaction and collaboration among independent thinkers.

Principle 6: *The teacher plans instruction based upon curriculum goals and content which reflect student needs and the communities they represent.*

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none"> ▶ Recognizes that instructional planning involves not only curriculum goals and content but also students and the communities they represent. 	<ul style="list-style-type: none"> ▶ Analyzes instructional approaches and methods that connect curriculum goals, content, students, and their communities. 	<ul style="list-style-type: none"> ▶ Designs lessons that establish connections between curriculum goals, content, students, and their communities. 	<ul style="list-style-type: none"> ▶ Continues to develop the relationship between community and classroom.

Principle 7: *The teacher understands and uses a variety of assessment strategies to effectively evaluate all students.*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Recognizes the differences between assessment and testing and begins to explore a variety of assessment practices. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Evaluates the effectiveness of a variety of assessment practices. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Selects and uses appropriate assessment to evaluate all students. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ▶ Researches and implements effective assessment practices.
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Principle 8: *The teacher is a reflective practitioner who continually evaluates the impact of instructional decisions on others (students, parents, and professionals in the learning community).*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Recognizes the interest and role of “parent” as the first teacher. ▶ Recognizes and understands that reflection is an integral part of instructional decision making. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Gains awareness of support services available to teachers; such as, counselors, administrators, school psychologists, social workers, custodians, aides, secretaries, and others. ▶ Begins to reflect on instructional decisions and recognizes the relationship between reflective process and effective instruction. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Identifies and seeks out appropriate support services. ▶ Makes instructional decisions and evaluates their effect on the learning process. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ▶ Communicates and collaborates with parents, colleagues, and support staff. ▶ Continues to make appropriate instructional decisions by integrating current research and reflective practices.
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Principle 9: *The teacher fosters relationships with families, colleagues, and community agencies to support student learning and well-being.*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Recognizes and understands that both the school and its students are members of and a reflection of a larger community. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Identifies family, school, and community resources which support student learning and well-being. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Utilizes the support of parents, school, and community resources which contribute to student learning and well-being. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ▶ Seeks out and collaborates with families, counselors, psychologists, administrators, teachers, and community agencies and groups to maintain a supportive environment for the student.
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Principle 10: *The teacher seeks appropriate multicultural connections and integrates those perspectives into the foreign language curriculum to prepare students for participation in a global society.*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Explores multicultural concepts and contributions in our pluralistic society. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Connects classroom learning and activities to communities within the United States and the world. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ▶ Designs and implements instructional strategies that address multicultural perspectives. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ▶ Creates a multicultural environment that permeates the foreign language classroom.
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Principle 11: *The teacher seeks out opportunities to grow professionally.*

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none">▶ Gains awareness of professional activities and opportunities for professional growth; such as, state, regional, and/or national conferences.	<ul style="list-style-type: none">▶ Recognizes benefits of memberships in and the impact of professional associations on career development.	<ul style="list-style-type: none">▶ Participates in activities/opportunities for professional growth; such as, local, state, regional and national conferences.	<ul style="list-style-type: none">▶ Seeks active involvement in leadership opportunities that promote professional growth.

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Teacher Preparation Guidelines

Model Methods Course—Secondary Level

Introduction

The secondary-level model methods course is the practical application of the principles found in the *Teacher Preparation Guidelines*. Course outcomes and four course components are described in this section.

Course Outcomes

The course *Outcomes* are statements of what teacher candidates will have accomplished by the end of the course. These outcomes are direct links to the principles.

Course Components

The components of the course are:

- ◆ Content
- ◆ Delivery of Content
- ◆ Application/Practice
- ◆ Assessment

These components describe a variety of concepts (knowledge and skills), strategies, and approaches for delivering, applying, and assessing the learning of the teacher candidate. They are intended as a “menu” of possible outcomes from which methods instructors can choose as they write their courses to prepare foreign language and ESL teachers.

- ◆ The content component lists the many *concepts* that methods instructors can present in varying degrees of depth—from knowledge and understanding of the concepts to the application of them.
- ◆ The delivery of content component is a list of *strategies* the instructors can use to present the concepts.
- ◆ The application/practice component describes the *tasks* the teacher candidate may do to demonstrate understanding of the concepts presented in the course.
- ◆ The assessment component describes the *tools* the methods instructors may use to assess the quality of the learning of the teacher candidate.

Description of Course Components and Topics

A detailed description of the sub-categories of each component follows the course outline.

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Course Outcomes

The teacher candidate will:

- ▶ Create a learner-centered classroom that encourages positive social interaction, motivation, and active engagement in learning; for example, pair work and cooperative learning.
- ▶ Integrate a variety of instructional practices optimizing learning for all students.
- ▶ Demonstrate an understanding of the relationship of best practices and approaches to foreign language teaching.
- ▶ Make instructional decisions and analyze and evaluate how they affect the learning process.
- ▶ Maximize use of the target language in the language classroom.
- ▶ Recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior.
- ▶ Create long-range and daily lesson plans that integrate the *Nebraska K-12 Foreign Language Frameworks* with national and/or district guidelines.
- ▶ Design and implement a variety of assessment practices.
- ▶ Demonstrate the effective integration of technology to enhance instruction.
- ▶ Participate in professional activities and organizations.
- ▶ Demonstrate ethical conduct and professionalism.

Components of the Model Methods Course (Secondary level)

Note: The methods instructor may choose all or some of the topics under each component in the outline to prepare foreign language and ESL teacher candidates. Descriptions of the components and topics follow the outline.

▼ Content:

Concepts, knowledge, and skills needed by the teacher candidate:

Theoretical background

- ◆ Target-language learning

Instructional planning

- ◆ Nebraska K-12 Foreign Language Frameworks
- ◆ Communicative language teaching—incorporating the four skills and culture
- ◆ Assessment
- ◆ Teaching across disciplines
- ◆ Literature / Authentic texts
- ◆ Role of grammar
- ◆ Long-term, unit, and daily lesson planning
- ◆ Active / Interactive learning
- ◆ Technology
- ◆ Resource evaluation and adaptation

Approaches/Strategies

- ◆ Simulations, dramas, sketches, learning scenarios
- ◆ Grouping / pairing
- ◆ Classroom management and discipline
- ◆ Strategies to meet diverse learner needs

Role of teacher

- ◆ Reflective practitioner
- ◆ Promoter and model of life-long learning
- ◆ Communicator of high expectations for the learner

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Course components, cont.

▼ Delivery of Content:

Ways to deliver course content to the teacher candidate:

- ◆ Modeling
- ◆ Readings
- ◆ Multi-sensory presentations
- ◆ Discussion
- ◆ Cooperative groups
- ◆ Teamwork
- ◆ Technology

▼ Application/Practice:

Tasks required of the teacher candidate:

- ◆ Portfolio
- ◆ Classroom observation
- ◆ Micro-teaching
- ◆ Long-range, unit, and daily lesson plans including assessments
- ◆ Development/Adaptation of instructional materials
- ◆ Self assessment and reflection

▼ Assessment:

Ways to provide feedback and to assess the teacher-candidate's demonstration of knowledge and skills:

- ◆ Portfolio
- ◆ Journaling
- ◆ Videotapes of presentations

Description of Components of the Model Methods Course (Secondary level)

▼ Content:

*Concepts, knowledge, and skills needed
by the teacher candidate:*

Theoretical background

The basis for all the content of the course based on empirical research.

- ◆ **Target-language learning**

Knowledge of target-language acquisition theories and their implications for the language classroom.

Instructional planning

The process of deciding what will be taught and which strategies will be utilized to ensure that learning takes place.

- ◆ **Nebraska K-12 Foreign Language Frameworks**

Definition of support and parameters for the key ideas, concepts, and practices of curriculum and instructional design, development, and implementation.

- ◆ **Communicative language teaching**

- Use of methods and techniques that are appropriate for developing communicative abilities in target-language learners.

- Incorporating the four skills and culture.

- **Four Skills**

Integration of listening, speaking, reading and writing in real-world contexts on a daily basis.

- **Culture**

Connection of culture with curricular objectives and language learning. Evidence of multicultural infusion that reflects issues of diversity (e.g., contributions and influences of African-American, Asian-American, Hispanic-American, Native-American, etc.).

- ◆ **Assessment**

Knowledge and use of a variety of assessment practices; such as, rubrics, alternative, and portfolios.

- ◆ **Teaching across disciplines**

Encouragement of interdisciplinary connections through integrated curricular projects and /or teaming opportunities.

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Description of Course Components, cont.

- ◆ **Literature /Authentic texts**
 - Use of authentic target language texts; for example, children’s books, short stories, novels, poetry, newspaper / magazine articles.
 - Knowledge of the effective use of authentic target language texts in the target-language classroom.

- ◆ **Role of grammar**

Knowledge of the effect of grammar instruction on target-language acquisition. Implications for the role of grammar instruction in the communicative classroom.

- ◆ **Long-range, unit, and daily lesson plans**
 - Knowledge of the relationship among the levels of curriculum planning and the “top-down” approach used in planning; that is:
 - the entire program or course level.
 - the development of units that make up the courses.
 - the creation of daily lesson plans.
 - Application of using state and /or district curriculum guides as a basis for planning.

- ◆ **Active/interactive learning**

Knowledge of how to involve students actively by giving them ownership in the learning process.

- ◆ **Technology**

Use of VCR’s, Internet, CD-Rom, audio tapes, videodiscs, living books, television, and other computer and audio-video resources. The use of technology should enhance the curriculum goals of the class.

- ◆ **Resource evaluation and adaptation**
 - Evaluation of a variety of learning materials appropriate to content, age, and developmental level of students to identify content appropriate materials.
 - Adaptation of materials for maximum effectiveness in enhancing curricular goals.

Approaches and Strategies

Knowledge of the difference between approaches and strategies.

- ◆ **Approaches**

Theoretical or philosophical bases from which teachers make instructional decisions.

- ◆ **Strategies**

Techniques and activities that the teacher selects to achieve successful student learning

- **Simulations, dramas, sketches, learning scenarios**
Use of learning scenarios and simulations that allow students to demonstrate what they know and can do.
- **Grouping /Pairing**
Use of grouping strategies (structured, cooperative learning, pair work) to actively engage students.
- **Classroom management and discipline**
Knowledge and use of strategies that promote a positive classroom environment.
- **Strategies to meet diverse learner needs**
 - Knowledge of learning styles, multiple intelligences, cognitive theory, and special needs.
 - Use of a variety of strategies that meet the needs of diverse learners in the classroom.

Role of the teacher

Knowledge of the roles the teacher plays in the communicative language classroom.

- ◆ **Reflective practitioner**

Analysis and review of the effectiveness of instructional strategies; such as, ongoing journaling, peer evaluation, and videotaping.

- ◆ **Promoter and model of life-long learning**

Knowledge of the importance of the development of self professionally and academically as an ongoing process (life-long learning).

- ◆ **Communicator of high expectations**

Knowledge of the impact of high expectations on the learner and the need to make them appropriate to the learner's age and ability.

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Description of Course Components, cont.

▼ Delivery of Content:

Ways to deliver course content to the teacher candidate:

- ◆ **Modeling**
Opportunities to observe a variety of instructional strategies and apply them to future teaching situations.
- ◆ **Readings**
 - Exposure to and reflection on theories of target-language learning and teaching.
 - Creation of curriculum units that reflect the readings and classroom discussions and dialogue.
- ◆ **Multi-sensory presentations**
Selection of instructional strategies that provide student learning opportunities through multiple sensory approaches; such as, visuals and manipulatives.
- ◆ **Discussion**
Opportunities for classroom reaction to and discussion of course content on an ongoing basis.
- ◆ **Cooperative groups**
Participation in cooperative groups as a model for the use of the technique in the target-language classroom
- ◆ **Teamwork**
Encouragement of peer alliances to demonstrate the power of collaboration in teaching and learning.
- ◆ **Technology**
Use of current technology to gain hands-on experience for future applications.

▼ Application/Practice:

Tasks required of the teacher candidate:

- ◆ **Portfolio**
Accumulation of lessons, ideas, materials for future use as a resource in the target-language classroom.
- ◆ **Classroom observations**
Observations in target language classrooms provide opportunities for reflection on how theory connects to practice.
- ◆ **Micro teaching**
Demonstrations of lessons allow teacher candidates to apply knowledge, receive feedback, and self-evaluate.

- ◆ **Lesson plans including assessments**
Creation of daily lesson plans and sample assessments included in a typical unit.
- ◆ **Self assessment and reflection**
 - Analysis by the teacher candidate on the level of performance of the tasks.
 - Reflection on the skills and knowledge presented in course.

▼ **Assessment:**

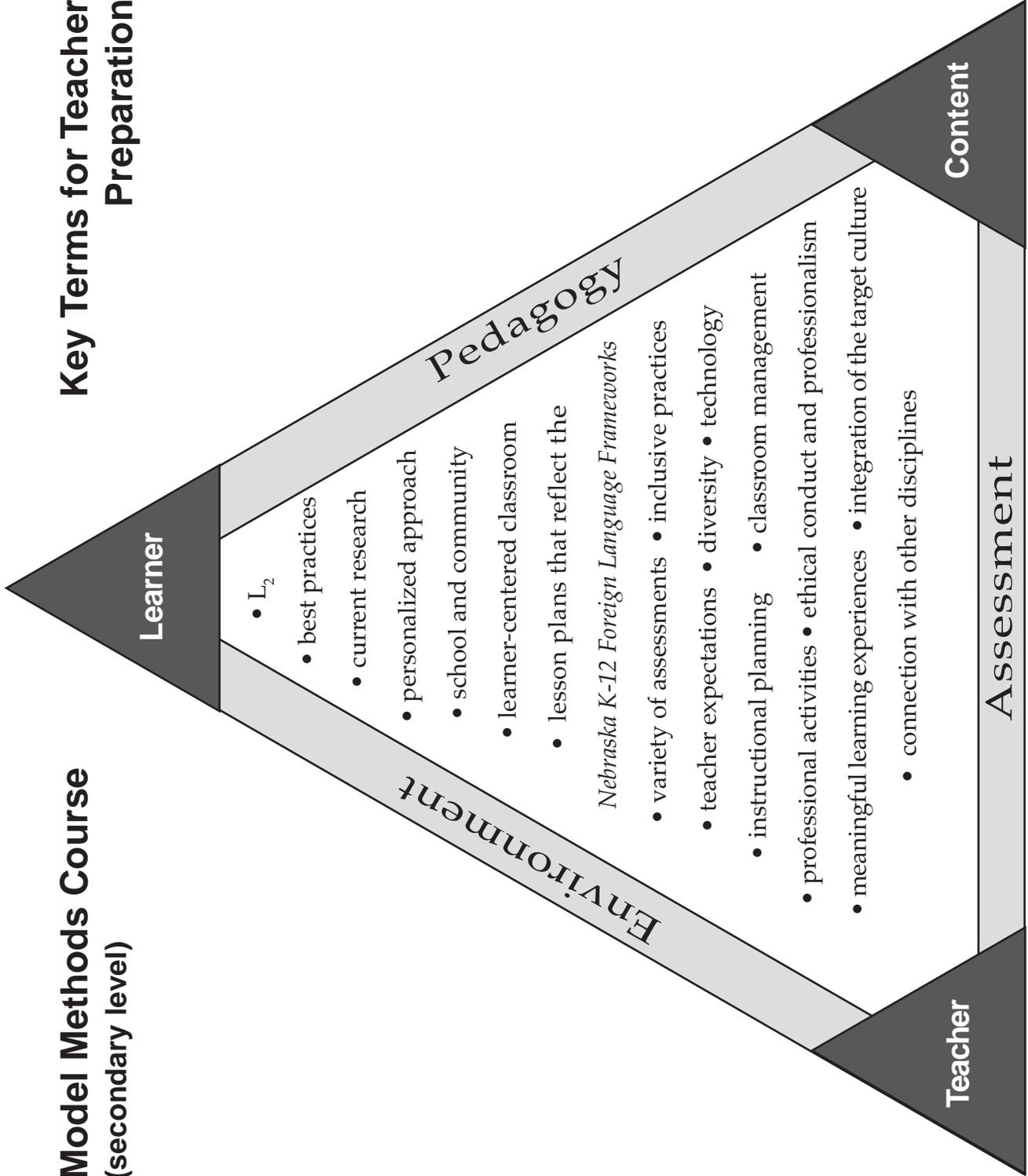
Ways to deliver course content to the teacher candidate:

- ◆ **Portfolio**
Accumulation of lessons, materials, ideas, and resources to provide evidence of growth for the purpose of evaluation.
- ◆ **Journaling**
Creation of a vehicle to frame student’s actions, reactions and reflections as a means of ongoing self-assessment.
- ◆ **Videotapes of presentations**
Videotapes of micro-teaching lessons are used for both self and teacher assessment.

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**Model Methods Course
(secondary level)**

**Key Terms for Teacher
Preparation**



Teacher Preparation Guidelines

Model Methods Course—Elementary Level

Introduction

The elementary-level model methods course is the practical application of the *Principles* found in the *Teacher Preparation Guidelines*. Course outcomes and essential skills and knowledge needed are described in this section.

The *Outcomes* recommended for the elementary-level methods are statements of what teacher candidates will have accomplished by the end of the course. These outcomes are direct links to the *Principles* of the *Teacher Preparation Guidelines*.

The *Essential Skills and Knowledge Needed* further defines the outcomes by providing examples of how foreign language and ESL teacher candidates may demonstrate achievement of the outcomes.

Course Outcomes – Essential Skills and Knowledge Needed

The teacher candidate will:

The teacher candidate is able to:

► *Create a learner-centered/child-centered classroom that encourages positive social interaction, motivation, and active engagement in learning.*

- ◆ respond to issues of class size.
 - ◆ demonstrate an understanding of the relationship between group settings and inclusive practices.
 - ◆ structure activities so that learners assume responsibility for their learning; for example, learning centers, project teaching, cooperative learning, and technology.
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► *Demonstrate optimal use of the target language in the foreign language classroom.*

- ◆ use the target language as frequently as possible and solicit its use by students.
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► *Integrate a variety of instructional practices optimizing learning for all students.*

- ◆ design and implement instructional practices that reach a range of developmental levels.

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Teacher Preparation Guidelines

Course Outcomes—Essential Skills and Knowledge, cont.

The teacher candidate will:

The teacher candidate is able to:

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- | | |
|---|--|
| <p>▶ <i>Demonstrate an understanding of best practices and approaches to foreign language teaching.</i></p> | <ul style="list-style-type: none">◆ apply techniques and strategies; such as, TPR, whole language, role play, story telling, the use of authentic texts, rhymes, cartoons, songs, games, children’s literature, puppetry, videos, dramas, sports, and multiple intelligences to maximize student learning. |
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| <p>▶ <i>Utilize the content of the K-6 elementary school curriculum.</i></p> | <ul style="list-style-type: none">◆ collect and organize materials and other resources with the other core subjects.◆ create connections to integrate other core subjects; thematic, teaming, project, performance, culture, co-curricular.◆ Reinforce literacy skills through l2 reading and writing. |
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| <p>▶ <i>Demonstrate an understanding of the variety of FLES, FLEX, and Immersion models.</i></p> | <ul style="list-style-type: none">◆ choose, analyze, and develop materials for each model.◆ design lessons that reflect content-based and /or content-enriched instruction.◆ identify variables; for example, class size, socio-economic status, diversity, time, and motivation that affect attainable language proficiency goals for each model. |
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| <p>▶ <i>Demonstrate an understanding of the developmental stages and needs of students in grades K-6.</i></p> | <ul style="list-style-type: none">◆ Apply knowledge of the developmental stages of students in grades K-7 to design strategies to meet their cognitive, physical, social, civic, and emotional needs. |
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| <p>▶ <i>Integrate aspects and behaviors of the target culture appropriate to the developmental needs and interests of students.</i></p> | <ul style="list-style-type: none">◆ identify and incorporate cultural universals.◆ access resources for cultural information; for example, community resources, internet, web, and authentic materials.◆ create concrete experiences that reflect behavior and practices of the target culture. |
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The teacher candidate will:

The teacher candidate is able to:

► *Recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior.*

- ◆ demonstrate and apply appropriate management and discipline strategies to maximize the learning of all students; for example, ADD, ADHD, LD, BD, ED.
- ◆ demonstrate and apply classroom management strategies.
- ◆ Design and implement instructional practices that reach a range of developmental levels, learning styles, multiple intelligences, and abilities; for example, inclusion, sped, gifted, and native speakers.

► *Create lesson plans using a variety of instructional practices*

- ◆ create lesson plans that:
 - incorporate the *Nebraska K-12 Foreign Language Frameworks*.
 - reflect interdisciplinary / content-based / content-enriched outcomes.
 - integrate affective components ; for example, risk-taking; safe, nurturing environment; equity; discovery and constructivism; social skills; and personal development.
 - adapt lessons that reflect diversity.
 - foster learner-centered environments.
 - demonstrate inclusive practices.
 - emanate from meaningful, purposeful, learning experiences.
 - allow for personalized instruction by encouraging reflection by both student and teacher and by involving students in decision making.

► *Design and implement a variety of assessment practices.*

- ◆ design and implement written and non-written forms of assessing and evaluating students’ progress; for example, teacher observations, student demonstrations, portfolios, rubrics, narratives, progress reports, testing, and grades.

► *Apply research on school and teacher effectiveness in classroom practices*

- ◆ apply knowledge of current research to design strategies for classroom instruction.

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Teacher Preparation Guidelines

Course Outcomes—Essential Skills and Knowledge, cont.

The teacher candidate will:

The teacher candidate is able to:

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| <p>▶ <i>Exhibit classroom practices based on current research and knowledge of target language acquisition theory</i></p> | <ul style="list-style-type: none">◆ apply research on school and teacher effectiveness.◆ apply an understanding of current target language acquisition theory. |
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| <p>▶ <i>Make instructional decisions and analyze and evaluate how they affect the learning process</i></p> | <ul style="list-style-type: none">◆ develop, adapt, and evaluate instructional materials to meet curricular goals and be developmentally and age appropriate.◆ design and adapt lessons that make effective use of given time parameters for the learner goals. |
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| <p>▶ <i>Use a variety of evaluation strategies to improve instruction and to create an articulated program.</i></p> | <ul style="list-style-type: none">◆ engage in reflective practices designed to improve instruction; for example, journal writing; videotapes; peer observation; student, peer, and supervisory feedback.◆ investigate practices designed to evaluate the effectiveness of the program.◆ explore articulation between and across levels. |
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| <p>▶ <i>Develop strategies for becoming an integral part of the school and community.</i></p> | <ul style="list-style-type: none">◆ identify the social structure of the school; for example, climate, educational philosophy, values, missions, and beliefs.◆ develop a personal support system; for example, mentors, confidante, and peer coach. |
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| <p>▶ <i>Demonstrate ethical conduct and professionalism.</i></p> | <ul style="list-style-type: none">◆ recognize the foreign language teacher's unique role as ambassador of a different culture.◆ recognize the teacher's unique role of foreign language specialist in the elementary setting.◆ explore pro-active ways to communicate the specialist's role to the families of students, colleagues, and community agencies.◆ explore pro-active way to advocate for foreign language.◆ model high ethical standards in interactions with students, families, colleagues, and community agencies. |
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The teacher candidate will:

- ▶ *Participate in professional activities and organizations, such as:*

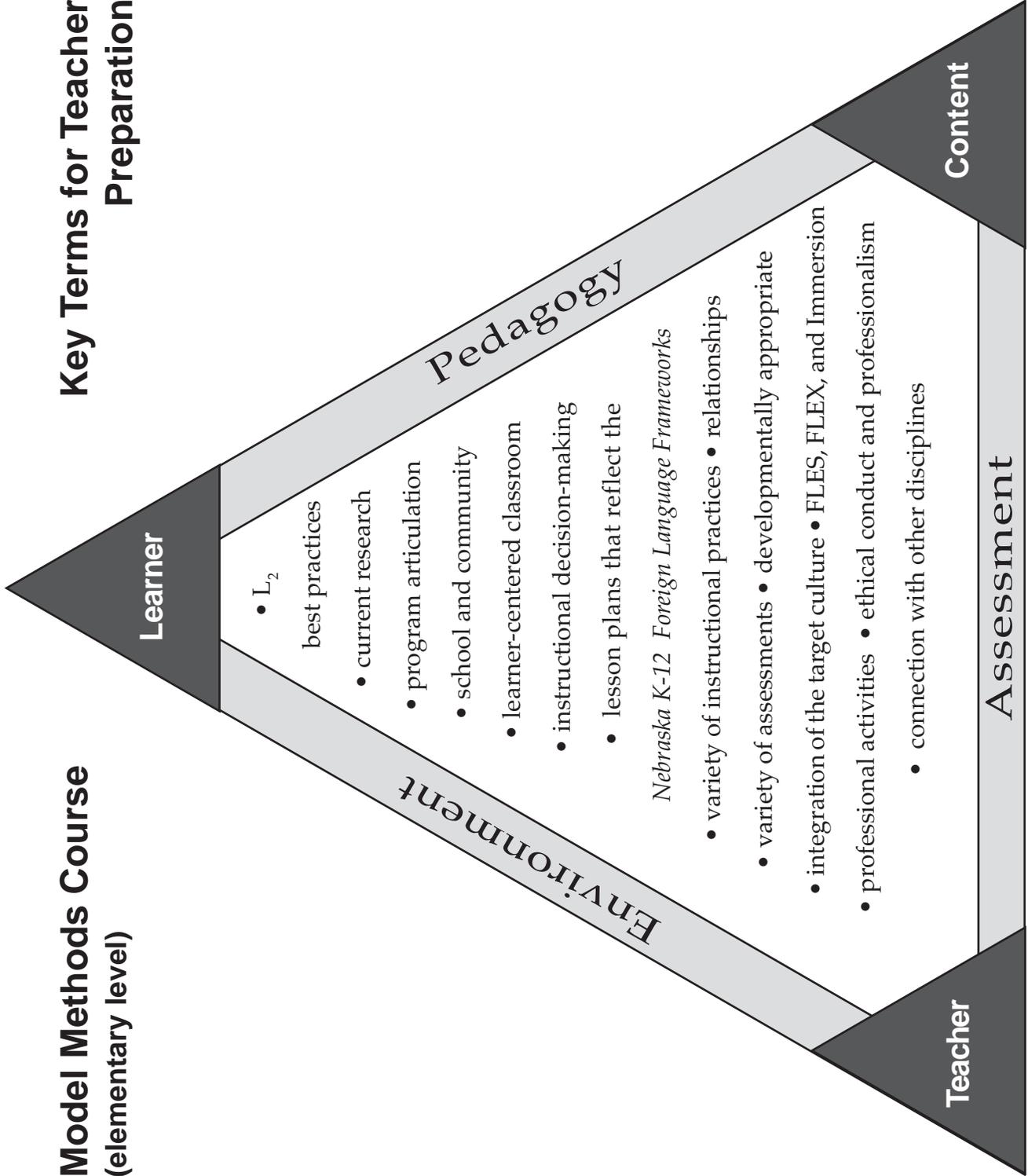
The teacher candidate is able to:

- ◆ Obtain membership and serve as an active member in organizations, such as:
 - Nebraska Foreign Language Association (NFLA)
 - National Network for Early Language Learning (NNELL)
 - Advocates for Language Learning (ALL)
 - Second Language Acquisition by Children Conference (SLAC)
 - National Association for Bilingual Education (NABE)
 - National Resource Center at Iowa State (FLES News)
 - American Council for the Teaching of Foreign Languages (ACTFL)
 - American Association for the Teaching of French
 - American Association for the Teaching of Spanish and Portuguese
 - American Association for the Teaching of German.

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**Model Methods Course
(elementary level)**

**Key Terms for Teacher
Preparation**



Abstract:

Effective Instruction in the Teaching of Second Languages

**Sharon M. Watts,
Omaha Public Schools**

As our society continues to become more globally aware, the percentage of students entering foreign/second language classrooms has dramatically increased. No longer is the foreign language classroom reserved for the gifted student only. Instead, all students are being encouraged to study foreign/second languages in order to participate linguistically and culturally in the global marketplace. There is also a diversity in our classrooms that has not been there previously. Students come to us with differences in the ways in which they learn and with their own cultural differences.

It is incumbent, then, upon those who are teaching to incorporate instructional strategies that address the needs of all the students in the classroom and that offer various paths to successful language learning. The diversity of the student population in our classrooms demands a diversity in the ways we teach these students. Teachers must understand the difference between language acquisition and language learning and use both concepts to help students gain proficiency in their new language(s). The use of tried-and-true strategies such as TESA and Cooperative Learning should be major factors in instructional planning. The focus must shift from the teacher-centered to a student-centered classroom in which the students are involved and feel comfortable as they work with their new language and culture. Students must be involved in the learning. They must be exposed frequently to authentic materials so that the real use and need of the target language is constantly emphasized. Students should also be involved in and made aware of the interdisciplinary connections as they grow in their mastery of the language. Teachers and students need to incorporate technology into both the teaching and the learning process.

Finally, just as teaching strategies and activities need to change to adjust to the full range of students in the foreign language classroom, so also assessment, both formal and informal, must reflect the way students are taught. All students can learn. It is only a matter of finding the key(s) to open the door of language learning. When the door opens, students are able to experience all the joys of discovering, experiencing, and enjoying other cultures and peoples. Through that doorway they can look beyond their own borders and truly participate in the global community and marketplace that await them.

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

Abstract:**The K-12
Foreign Language
Curriculum****L. Susan Smith,
Lincoln Public Schools**

Curriculum provides options for learning. Different levels of ability, development, and learning characteristics and styles of individual learners are expected, accepted, and used to design curriculum and are considered when making curriculum decisions. Curriculum's ultimate design should be to develop youngsters' self-esteem, sense of competence, and positive feelings toward lifelong learning (Bredenkamp, 1986).

Curriculum, the "what" of school, strongly determines learner success in acquiring a second language. Curricular communication among educators at all levels requires the willingness to compromise, to plan solid goals and objectives, and to constantly monitor progress at all levels as the key to achieving an articulated K-12 curriculum. Assessment always should be planned in tandem with curriculum in order to successfully measure learning and ensure smooth transitions between levels of learning.

The hallmark of a well-articulated, sequenced, and spiraled program is the focus on communicative acquisition. Guided by the framework of the national standards which give teachers a point of departure for learning and language objectives and of the *ACTFL Proficiency Guidelines* which identify levels of measurable proficiency, reasonable language outcomes can be determined. Based on these outcomes, communicative competence establishes the language learner as the real communicator within a highly interactive learning environment (Moeller, 1994).

If the major goal of a foreign language program is to develop in the student an ability to use the language functionally, then the curriculum reflects that same orientation. The curriculum presents the language as it is used authentically. Thus, to attain that end, curriculum must identify the ways in which the students may expect to use the language (the functions) in situations (the content/context) by incorporating the grammar and lexicon that are necessary to carry out the functions in the various context while maintaining the cultural authenticity of the language and its uses (Medley, 1987). Successful language learning activities are organized according to a communicative syllabus rather than a grammatical syllabus—grammar should not be the object of instruction for its own sake. A multicultural perspective, technology, and content connections systematically promote and develop independent learners who take responsibility for their own learning.

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Abstract:

What K-4 Students Are Expected To Know And Do In Foreign Language

**Karen Bowley,
Arnold Elementary School,
Lincoln, Nebraska**

Foreign language proficiency outcomes are directly proportional to the amount of time spent in meaningful communication (Met & Rhodes, 1990). Like other parts of the “core curriculum,” foreign language education should begin at the elementary level thus giving the opportunity and resource to *all* students at a time when multilingualism is acknowledged as a survival skill of the 21st century (A Nation At Risk, 1983; Strength Through Wisdom Report, 1979; Critical Needs in International Education: Recommendations for Action, 1983; College Board, 1981). Studies indicate that early second-language study promotes heightened awareness of the child’s first language and increases other communication skills such as reading in the first language (Kindig, 1981; Lipton, 1976). Elementary foreign language programs also demonstrate positive and reciprocal effects on the child’s social skills and level of global awareness.

Upon establishing a vision for the K-4 program, there must be a clear understanding of the kinds of instructional formats that currently exist. Each format has its own capacity to achieve certain proficiency outcomes. As educators, students, and communities in Nebraska come together to establish new programs, this information can allow them to make a more realistic match between their vision, available resources, and the expected outcomes of the program’s format.

Like middle and high school students, elementary school learners bring their own profiles of strengths and liabilities to the learning environment. The ideal K-4 program must reflect the kinds of expectations that are congruent with the cognitive, physiological, and social characteristics of each child. The five goals of the *National Standards on Foreign Language Learning* (NSFLL) offer a scaffolding from which to design the ideal classroom. Educators can create outcomes from these goals that are based on the best practices and research about successful learner-centered environments.

Foreign language instruction at the elementary level represents the optimum starting point for the nationwide movement to prepare students for communicative acquisition. The NSFLL recognizes the elementary strand as part of a well-articulated sequence of instruction for the future direction of foreign language education. Ideally, the K-4 programs will lay the foundation for functional proficiency and positive cultural connections. Referencing what the K-4 learner should know and be able to do with the goals of the Standards will initiate the student’s journey as a life-long learner and a citizen of the world.

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Abstract:**What 5-8th Grade Students are Expected to Know and Do In Foreign Language****Amy C. Vanderslice
Pound Middle School,
Lincoln, Nebraska**

The middle-level foreign language classroom can be an oasis in the early adolescent's school life when the activities meet the developmental characteristics of the early adolescent. The emphasis on positive effect in the foreign language classroom can have a profound impact on the middle school student's self-concept, thus contributing to the overall development of his/her identity and need to become part of a special group. Indeed, the group of individual students who pursue the acquisition of a second language at the middle level gain a unique perspective on their personal world and on skills related to communication in the world around them.

The middle school philosophy is congruent with current methods and strategies espoused by second-language acquisition experts who also emphasize the need for continuity in programs as students make transitions from grade level to grade level. Most middle-level programs in Nebraska are exploratory in nature and do not demonstrate an articulated sequence that bridges elementary and high school learning. The Foreign Language Exploration (FLEX) which is prevalent among Nebraska middle level and junior high schools ideally should make interdisciplinary connections for students to best conceptualize their learning.

A primary goal of a foreign language program is that students will continually increase their ability to communicate in the target language and ultimately acquire proficiency in that language. Thus, second language teaching methods and strategies must be considered when defining what the middle school student should know and be able to do in a foreign language because such methods and strategies for instruction are the critical link in fostering students' abilities to exchange, obtain, and process information in their second language.

In addition to basic communicative skills, middle-level students need the opportunity to explore and examine cultures other than their own in the context of the multicultural society in which they live. By gaining a broader multicultural perspective, students will gain insights into their own language and culture through comparison/contrast of similarities. By making specific connections across the curriculum, meaningful context makes learning substantive. The goals and strategies for the middle-level learner represent one point on the continuum of a student's educational pursuit of acquiring a second language.

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Abstract:**What 9-12th Grade Students Are Expected To Know And Do In Foreign Language**

Erin Sass
Lincoln Southeast High School,
Lincoln, Nebraska

The high school is a final, yet integral part of students' public school experiences. It is at this crossroads that many students make life decisions and form life values. High school foreign language education prepares students to interact with people from culturally diverse backgrounds and provides students with skills necessary to communicate in a globally aware society. As technology and expanding markets continue to improve connections between a more culturally diverse Nebraska and the world, the relevance and immediacy of foreign language education in Nebraska becomes increasingly evident. Foreign language education is an admission requirement into post-secondary institutions and a preferential area of training of many regional employers.

“Adolescence is not a time of rebellion, crisis, pathology, and deviance. A far more accurate vision of adolescence is of a time of evaluation, a time of decision making, a time of commitment, a time of carving out a place in the world” (Santrock, 1990, p.8). The adolescent undergoes many changes that often are categorized as biological, emotional/social, and cognitive. Adolescents display the following cognitive behaviors: 1) increased abstract thought; 2) metacognition; 3) reasoning; 4) increased ability to write and understand written products; and 5) improvement in socio-linguistic skills (Fischer & Lazerson, 1984; Santrock, 1990). High school foreign language education capitalizes on these cognitive aspects of adolescence. Foreign language education encourages exploration of global societies and helps students become more aware of their own language and culture. Students also refine their communication skills and their ability to converse in socially appropriate ways through high school foreign language courses. Foreign language education also serves as a medium to study and discuss issues relevant to adolescents; such as, dating, school atmosphere, future planning and peer and family relationships.

Given the many reasons to pursue high school foreign language study—and the developmental needs of adolescents—it is paramount that foreign language assessments reflect a variety of language uses and the interests of our students. In recent years, foreign language education has sought to facilitate communication through a proficiency-oriented approach that is based on the integration of context/topical knowledge, function/skill use, and accuracy. Instructional methods have reflected this approach, and curricular modifications continue to be made. The area which has been least responsive to the proficiency-oriented approach is assessment (Valette, 1994).

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Abstract: What 9-12th Grade Students Are Expected to Know and Do in Foreign Language, continued...

Although an increasing number of assessments reflect the precepts of proficiency, the majority of summative tools continue to measure discrete-point grammar via pen-and-paper tests. Theorists (Bartz and Strasheim, 1986; Clementi and Sandroch, 1994; Eisner, 1993; Wiggins, 1994) and students (Costello, Haszard, Podraza, and Seim, 1994) argue that more varied assessments need to be implemented. This dissonance between what is taught and what and how it is tested leads to a lack of credibility of communicative goals, due to their absence in summative assessments (Valette, 1994). It is clear, then, that assessment needs—in context, content, and method—to reflect the desired student learnings.

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Abstract:**Generative
Language Research
and Whole Language:
Theory to Practice****Jerald L. Fox
University of Nebraska at
Kearney**

The focus of second-language instruction over the past fifteen years has been centered on communicative competence. This has resulted in a variety of definitions of the concept. This paper looks at communication in second languages in terms of the four elements of communication: real-life intercourse, speech, written language, and culture. By looking at these four elements of language, we get a better understanding of the purpose of language.

The paper then turns to language acquisition—both L_1 and L_2 and generative language models—to discuss how form is connected to meaning and how the elements of language as communication are responsible for that meaning. The concept of implicit structural knowledge is discussed as is the idea of underdetermination, or the ability of children to learn more than that to which they have been exposed.

From generative theories, the paper moves to the practical application of these theories by discussing a method—whole language—and second by discussing means. A case for whole-language instruction in the L_2 classroom is made as the best way that we presently know to present language in its wholeness. Language appears to be learned in Gestalts, and whole-language models permit learners in a learning-centered model to learn language from the whole to the parts instead of learning it as a construction.

Finally, a non-mechanistic approach to planning teaching is discussed. In preparing lessons using whole language tenets, the framework of the story form is discussed as a way to present information permitting students to make meaningful connections. The story form is discussed as a very fruitful way to develop whole-language instruction in any classroom.

A sample ESL lesson is given at the end of the paper. By simply changing the language of instruction to a different target language, foreign language teachers will be able to see how the principles in this paper can be used to develop a classroom unit.

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Abstract:

Methodologies for Tomorrow

Nicole Smith
University of Nebraska-Lincoln

The purpose of this paper is to look forward to the methodologies of the future. The advances in both research and technology compel us to anticipate some of tomorrow's demands in order to imagine and develop the methodologies to be used by those instructors working to implement the five goals of the national *Standards for Foreign Language Learning: Preparing for the 21st Century*, April, 1995, Draft:

- ◆ Communicate in languages other than English
- ◆ Gain knowledge and understanding of others' cultures
- ◆ Connect with other disciplines and access new information
- ◆ Develop insight into own language and culture
- ◆ Participate in multilingual communities and global society

The emphasis on communication will lead us to shift the more mechanical aspects of language learning to a redesigned language lab. The knowledge of other cultures will come not only from textbooks but from increased exposure to authentic materials coming through diversified sources; such as, videos, videodiscs, CD-ROMs and the Internet. New models for cultural training will be borrowed from such disciplines as anthropology and psychology. Cultural analysis will replace end-of-chapter culture notes in order to develop insight first into one's own language and culture and second into the language and culture of others. Students will then be better equipped to participate in our global society. A level of achievement clearly measured against a widely recognized scale will afford our students greater opportunities for employment.

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Abstract:**Teacher Development:
A Life-Long
Learning Model****Aleidine J. Moeller
University of Nebraska-
Lincoln**

A distinction must be made at the onset regarding the terms “teacher education” and “teacher development.” Edge (1988) defines teacher education or training as something that can be presented or managed by others, whereas development is something that can be done only by and for oneself. This important distinction has strong implications for the nature of teacher education and the nature of teaching itself. It determines the nature of the techniques and approaches used in the teacher-education process. A brief description of several models of teacher education provides a knowledge base for understanding the evolution from “teacher education” to “teacher development.” According to Wallace (1991), there are currently three major models of professional education: the craft model, the applied science model, and the reflective model. The “reflective” model is a compromise solution which gives credence to both experience and to the scientific basis of the profession.

A professional teacher must have “the ability to reflect, analyze critically, select the tools and materials of teaching, and evaluate the products and performance of the learner” (Schrier & Hammadou, 1994, p.220). The National Board for Professional Teaching Standards proposed the following themes for improving teacher competence: (a) commitment to student learning; (b) knowledge of subject matter and pedagogy; (c) responsibility for managing and assessing student learning; (d) reflection and flexibility; and (e) commitment to life-long learning.

The American Association of Teachers of German based its standards on these five themes in developing their Professional Standards for Teachers of German. An examination of the five standards and the implications for teacher pre-service preparation as prepared by the American Association of Teachers can serve as a mirror for teacher education and colleges by which to evaluate their programs. Called for are a variety of field experiences, substantial requirements for oral proficiency, elaborated methods courses, and expanded views of issues facing the profession of teaching (p.18).

Researchers and scholars have underscored the importance of the subject-matter-specific pedagogical knowledge course, often termed “methods.” Shulman states that it is “the particular form of content knowledge that embodies the aspects of content most germane to its teachability” (p.9). The pedagogical dimension of subject-matter knowledge recognizes the difference between “subject matter knowledge needed for teaching” and the “knowledge of subject matter needed by an expert” in a field (Shulman, 1986). The key feature of teachers’ understanding that differs from that of other experts is the ability to make their knowledge accessible to students. The true emphasis of any educational program should be the student. Each should maximize student benefits by providing the continuity necessary to ensure that the students receive a quality education which will permit them to functionally use the second language as a life skill for the 21st Century.

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