

Appendix

Resources: Lesson and Curriculum Materials	230
Assessment Strategies	
Rubric for Interpersonal Task	230
IPA Project Description	231
IPA Student Feedback Sheet	232
IPA Interpretive Task Worksheet.....	234
Portfolio Project Description: Spanish	236
Mapping Planet Earth	
Am Stram Gram	237
Sports Stats	
Sports Questionnaire	238
Daily Routines	
Japanese Bilingual Bicultural Program: Scope and Sequence.....	240
Fruits of the Americas	
Fruits of the Americas.....	241
Fruits: How Are They?	242
Communicating About Sports	
Winter Olympics Worksheet	243
Skit Card	244

A Cajun Folktale and Zydeco

The Potato	246
Story Map	248

Touring a French City

Building Guidelines	249
Building Rubrics.....	250

Food Facts and Stories

Food Guide Pyramid Worksheet.....	251
-----------------------------------	-----

Comparing Communities

Le Conditionnel - Oral Exercise	252
---------------------------------------	-----

Interpreting *La Belle et la Bête*

<i>La Belle et la Bête</i> Activity.....	254
Menu: Le Chateau de la Bête	255

Performing With Confidence

Rubric for LOTE Tasks	257
-----------------------------	-----

Sports in Action

Sport in Deutschland: Student Work	258
--	-----

U.S. and Italian Homes

Card Game Instructions	260
Email Rubric	261

Happy New Year!

Jigsaw Readings	262
-----------------------	-----

Promoting Attractions of Japan	
Video Project Guidelines	264
Video Project Rubric	265
Russian Cities, Russian Stories	
Read-to-Write Activity: Student Work	266
Travel Story	268
Routes to Culture	
Mini-Stories	269
Mini-Story Worksheet	271
Interpreting Picasso's <i>Guernica</i>	
Painting Interpretation Web: Student Work	272
Creating Travel Advice	
Florida Worksheet: Student Work	273
Letter Writing Task.....	276
Politics of Art	
Rules for Debate.....	277
Debate Worksheet: Student Work	279
Glossary	281
General Resources	285
Credits	288

TEACHING FOREIGN LANGUAGES K-12

Overview Tapes: Assessment Strategies > Resources

Rubric for Interpersonal Task

Rubric for Interpersonal Task

	5 Exceeds 4	3 Meets 2	1 Not There Yet 0
Comprehensibility: How well are they understood?	Understood by native speaker	Understood by teacher	Difficult to understand
Vocabulary Use: How extensive and applicable is their vocabulary?	Uses a wide variety of vocabulary appropriate to the situation	Uses basic vocabulary appropriate to the situation	Vocabulary limited or recourse to English
Communication Strategies: How do they maintain communication?	Uses a variety of communication strategies	Uses one communication strategy	Lack of communication strategies

_____ /15

Communication Strategies for Novice-Level Learners

- Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message
- Primarily use facial expressions and gestures to indicate problems with comprehension
- Use a simple expression for clarification: *Pardon, Comment? Je ne comprends pas, Je ne sais pas*



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TEACHING FOREIGN LANGUAGES K-12

Overview Tapes: Assessment Strategies > Resources

IPA Project Description

Integrated Performance Assessment
High School of Science & Technology
Springfield, MA
(IPA)

The family of the late Carole Fredericks (Classical High School, 1971, Springfield, MA) has requested your help. Carole rose to the top of the musical charts in France, but is not well known in her own city and country.

She is featured in a French musical video "A Nos Actes Manqués" with two celebrated members of her musical trio. You'll watch the video and try to understand the message of the lyrics.
(interpretive mode)

Next, you'll interview a classmate to discuss music in general, and this song in particular. You'll discuss music you listened to when you were younger, and also chat about good deeds in life.
(interpersonal mode)

Finally, you'll write a review to introduce Carole and her music to another student who has never listened to her music. You may incorporate a PowerPoint presentation if you choose.
(presentational mode)



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TEACHING FOREIGN LANGUAGES K-12

Overview Tapes: Assessment Strategies > Resources

IPA Student Feedback Sheet > Page 1

Performance Assessment Unit: Student Feedback Sheet

SITE: HSST Teacher: Gadbois
 Class: Language Fr Level: 4
 Assessment Unit: Famous Person (Carole Fredericks)
 Student Name: _____ Student ID: _____

Interpretive Rubric Intermediate Learner

Text types: Longer, more detailed conversations and narratives, simple stories, correspondence and other contextualized print within familiar contexts

Interpretive	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Literal Comprehension: Word recognition Main idea detection Supporting detail detection	✓ Identifies most supporting details.	Identifies the main idea(s) of the intermediate-level text. Identifies some supporting details.	Recognizes key words or phrases embedded in familiar contexts. Does not identify the main idea(s) of the intermediate-level text. Identifies few supporting details.
Interpretive Comprehension: Word inferences Concept inferences Author/cultural perspectives Organizational principles	✓ Infers meaning of unfamiliar words in new contexts. Infers and interprets the author's intent.		

Evidence of strengths: *ability to infer meaning*
clear rationalization
good vocabulary knowledge

Examples of where you could improve: *add to your "vocabulary word bank" whenever you spot an unknown word*

Other comments:



IPA Student Feedback Sheet > Page 2

Performance Assessment Unit: Student Feedback Sheet

SITE: HSST Teacher: Gadbois
 Class: Language Fr Level: 4
 Assessment Unit: Famous Person (Carole Fredericks)
 Student Name: _____ Student ID: _____

Interpretive Rubric Intermediate Learner

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Interpretive	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Literal Comprehension: Word recognition Main idea detection Supporting detail detection		✓	
		Identifies the main idea(s) of the intermediate-level text.	Recognizes key words or phrases embedded in familiar contexts. Does not identify the main idea(s) of the intermediate-level text.
	Identifies most supporting details.	Identifies some supporting details.	Identifies few supporting details.
Interpretive Comprehension: Word inferences Concept inferences Author/cultural perspectives Organizational principles			
	Infers meaning of unfamiliar words in new contexts.		
	Infers and interprets the author's intent.		

Evidence of strengths: *clear, visual perception noted in Parts 1, 3, 4
fine ability to guess meaning (Part 5)*

Examples of where you could improve: *Be careful when looking at a "strong" verb like tuer. Increase, build up vocabulary in French to enable you to do better in Part 2.
Also, trust cognates to guide you somewhat.*

Other comments:



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TEACHING FOREIGN LANGUAGES K-12

Overview Tapes: Assessment Strategies > Resources

IPA Interpretive Task Worksheet > Page 1

Famous Person Integrated Performance Assessment
Intermediate Level
High School of Science & Technology, Springfield, MA

Portrait: Intro to Carole Fredericks, du trio *Fredericks Goldman Jones*

French Interpretive Task

1. Main idea: Answer in one sentence in English: What is the point (main theme) of this song?

2. Supporting details: For each of the following ideas listed below,

- circle the letter of each idea below mentioned in the song;
- write the letter of the idea next to where it appears in the song;
- write the phrase or thought *en Français* in the space below.

a. The artist mentions "paths not taken."

b. The song mentions "saying things without thinking about them first."

c. The artist mentions "things he never noticed which were happening near him."

d. The artist mentions "music that others created."

e. He mentions "the mother of his children."

f. The song includes comments about "despair and fear."

g. In the song, the artist mentions "sibling rivalry."

h. The song stresses the "repercussions of war."



IPA Interpretive Task Worksheet > Page 2

3. What role does Carole Fredericks play in the musical video "A Nos Actes Manqués"? Answer in one sentence in either French or English.

4. Does this song (as seen in the musical video) leave you with a sense of joy, sorrow, or both emotions? Justify your answer in one or two sentences, in either French or English, using ideas found in the song to support your response.

5. **Guessing meaning from context:** Based on this song, write what the following underlined words probably mean in English.

a. aux malentendus aux mensonges, à nos silences (2nd stanza)

b. aux douleurs qui ne me touchent plus (4th stanza)

c. aux trahisons que je n'ai pas vraiment regrettées (5th stanza)



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TEACHING FOREIGN LANGUAGES K-12

Overview Tapes: Assessment Strategies > Resources

Portfolio Project Description: Spanish

Portfolio Project: Spanish 4B Write & Illustrate a Read-Along Story Book

Write an original children's story. The story must be at least 200 words long. The story must include at least two characters who will have "speaking" parts. It must include a vocabulary list of 20 words on a separate page that will help a young reader understand the story.

Also, the story must use complex grammar structures. Strive to move verb use through a variety of necessary conjugations. Confirm your structure in verb charts. Proofread for subject-verb agreement. Then proofread again for adjective-noun agreement. At this point, incorrect conjugations are irresponsible and unacceptable. Yes, accents belong in the Spanish language; use them where they are required. As you write your original story, remember to keep page "scenes" in mind.

Your book must have at least six "spreads" but no more than ten.

The spreads may include original art, modified Web or magazine illustrations, and pop-up pages for interest.

Your finished project must also include a cassette tape or disk of your read-along version of your story. Remember that you will be acting out at least two voices and a narrator. Sound effects add dimension to this reading. Be sure to include a consistent sound that will indicate to the young reader to turn the page.

You will be graded on originality of story, oral reading facility, and caliber of book mock-up.

Suggestions for story:

- Fable—a story whose characters are animals and emphasizes a moral
- Legend of creation—a story that explains why a thing of nature exists
- Children's interest story that teaches a lesson

¡Diviértanse!



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TEACHING FOREIGN LANGUAGES K-12

French: Mapping Planet Earth > Resources

Am Stram Gram

Am Stram Gram

Am, stram, gram,
Pique et pique et colégram
Bourre et bourre et ratatam
Am, stram, gram.

[Note: This rhyme contains nonsense words, and thus has no direct translation.]



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TEACHING FOREIGN LANGUAGES K-12


German: Sports Stats > Resources

Sports Questionnaire > Page 1

Sportarten Umfrage































Was spielst du gern?



gola! 



Was spielst du nichtgern?

































Name	Fussball	Baseball	Tennis	Basketball	Softball	Amerikanische Fussball
Z.B. Frau G.						
1. Karalise						
2. C.C.						
3. Raquel						
4. Candice						



Sportarten Umfrage

Was spielst du gern?  *Solala*  Was spielst du nichtgern? 

Name	Fussball	Baseball	Tennis	Basketball	Softball	Amerikanische Fussball
Z.B. Frau G.						
1. Zach						
2. Nathan						
3. Chris						
4. Blake						



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TEACHING FOREIGN LANGUAGES K-12

Japanese: Daily Routines > Resources

Japanese Bilingual Bicultural Program: Scope and Sequence

Clarendon Japanese Bilingual Bicultural Program K-5 Standards-based Japanese Scope & Sequence

	K	1	2	3	4-5
Self	<ul style="list-style-type: none"> Name Color Numbers 1-20 Animals 	<ul style="list-style-type: none"> Name Grade Birthday Animals 	<ul style="list-style-type: none"> Name Grade Birthday Animals Colors Body, health 	<ul style="list-style-type: none"> Name Grade Age Birthday Food Colors Body, health 	<ul style="list-style-type: none"> Name Grade Age Birthday Food Pets Hobbies, sports Instruments Future plans Fashion show Body, health
Family	<ul style="list-style-type: none"> Members Colors Food 	<ul style="list-style-type: none"> Members Colors Food Animals 	<ul style="list-style-type: none"> Members Colors Food Animals 	<ul style="list-style-type: none"> Members Colors Food Animals Birthdays Hobbies 	<ul style="list-style-type: none"> Members Ages Birthdays Hobbies, sports Food Pets Phone number Address
School	<ul style="list-style-type: none"> Directions Objects Greetings Colors, shapes 	<ul style="list-style-type: none"> Directions Objects Greetings Colors 	<ul style="list-style-type: none"> Directions Objects Calendar Weather Numbers 1-50 	<ul style="list-style-type: none"> Directions Objects Calendar Weather Numbers 1-100 School rooms 	<ul style="list-style-type: none"> Directions Objects Calendar Weather School rooms School subjects
Food	<ul style="list-style-type: none"> Fruits Vegetables Colors 	<ul style="list-style-type: none"> Calendar 1-31 Fruits Vegetables Colors 	<ul style="list-style-type: none"> Fruits Vegetables Favorite dish Family 	<ul style="list-style-type: none"> Fruits Vegetables Favorite dish Family American food 	<ul style="list-style-type: none"> Fruits Vegetables Japanese food/dishes Ingredients Shopping Money 1-10,000 Restaurant, ordering
Home	<ul style="list-style-type: none"> Family Colors Shapes Animals 	<ul style="list-style-type: none"> Family Bed, chair Big, small Animals 	<ul style="list-style-type: none"> Phone number Family members Animals Own room Objects 	See family unit	<ul style="list-style-type: none"> Daily routine Wake up... sleep Rooms in the house Objects in the house Location of objects
Nature	<ul style="list-style-type: none"> Pet animals Zoo animals Farm animals 	<ul style="list-style-type: none"> Ocean animals Story animals 	<ul style="list-style-type: none"> Bay Area animals Habitats Food they eat 	<ul style="list-style-type: none"> Bay Area animals Habitats Food they eat Animal movements 	<ul style="list-style-type: none"> Weather Pen pal letters Community Holidays



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Fruits of the Americas > Resources

Fruits of the Americas

Frutas en America

Responde:

1. ¿Qué frutas hay en Estados Unidos?
2. ¿Qué frutas hay en Argentina?
3. ¿En qué países hay frutillas?
4. ¿En qué países hay naranjas?
5. ¿Qué país tiene más frutas?
6. ¿A qué país te gusta más por sus frutas?
7. Dibuja en el mapa donde hay bananas y coco.

Fruits in the Americas

Answer:

1. What fruits are there in the United States?
2. What fruits are there in Argentina?
3. In which countries are there strawberries?
4. In which countries are there oranges?
5. Which country has the most fruits?
6. Which country do you like the most for its fruits?
7. Draw on the map where there are bananas and coconuts.



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Fruits of the Americas > Resources

Fruits: How Are They?

Las Frutas

¿Como son? [How are they?]

	Frutas	Dulce [sweet]	Agria [sour]	Me Gusta [I like it]	No Me Gusta [I don't like it]
1					
2					
3					
4					
5					



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TEACHING FOREIGN LANGUAGES K-12

Chinese: Communicating About Sports > Resources

Winter Olympics Worksheet

六年级中文第九课 体育运动

Work with your friend. Use the Internet (website: www.sohu.com) to find out some information about 2002 Winter Olympic sports. Fill in the following charts in English (if you don't know the word in English, write down the Chinese characters):

- Direction:
- www.sohu.com
 - go to Sports
 - go to General Sports
 - go to 2002 Salt Lake City Winter Olympics

Countries	Number of Gold Medals	Number of Silver Medals	Number of Bronze Medals
U.S.A.			
P.R. China			

	Winter Olympic Sports	Winter Olympic Sports China Participated In
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



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TEACHING FOREIGN LANGUAGES K-12

Chinese: Communicating About Sports > Resources

Skit Card > Page 1

Skit 1

At your birthday party, someone is at your door. It's your new Chinese friend who doesn't speak English.

- Invite him/her in
- Greet
- Introduce him/her to your parents
- Find out each other's name, age
- Find out each other's interest in sports
- Ask about each other's favorite animals
- Invite your friend to play a sport tomorrow

Don't forget that your parents speak some Chinese, too. The guest should bring something for the host. Something else to say:

Zhù nǐ shēng rì kuài le! (Happy birthday to you!)

祝你生日快乐!

Skit 2

In the school hallway, you and your friend just came out of your Chinese class and bump into a new Chinese student you don't know.

- Apologize
- Greet him/her
- Introduce yourself and your friend
- Find out each other's name, age
- Find out each other's interest in sports
- Ask about each other's favorite animals
- Invite your friend to play a sport tomorrow

You can use the following language:

Wǒ huì shuō hàn yǔ. (I can speak Chinese.)

我会说汉语。

Wǒ de hàn yǔ bù hǎo. (My Chinese is not good.)

我的汉语不好。



Skit Card > Page 2

Skit 3

In your Chinese classroom, you are a teacher for 2 minutes.

- Greet everyone
- Tell them about yourself
- Find out your students' names, ages, family information
- Find out their favorite sports
- Find out their favorite animals
- Find out their parents' professions
- Review the classroom objects vocabulary

Don't forget to thank your students and say goodbye to them.

Something to say as a teacher:

Shang ke. Xia ke. Tong xue men hao. (Class begins. Class is over. Hello, students/class.)

上课，下课 同学们好。

Skit 4

You are taking your new Chinese friend around the school. You walk into another friend.

- Greet
- Introduce your friends
- Ask each other's name, age, family members
- Find out each other's interest in sports
- Ask about each other's favorite animals
- Invite your friend to play a sport tomorrow

You can use the following language:

Wǒ lái jièshào yíxià. (Let me introduce you.)

我来介绍一下。

Rènshì nǐ hěn gāoxìng. (Glad to meet you.)

认识你很高兴。



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TEACHING FOREIGN LANGUAGES K-12

French: A Cajun Folktale and Zydeco > Resources

The Potato > Page 1

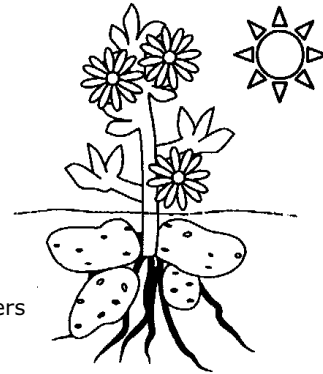
La pomme de terre [The potato]

Directions: Color the potato plant according to the description.

Indications: Coloriez la plante selon la description.

La pomme de terre est une plante avec des feuilles vertes. Les fleurs varient en couleur. Elles peuvent être blanches, jaunes, ou violettes. La tige est aussi verte. Les tubercules sont rouges. Le ciel est bleu et le soleil est jaune. La terre est noire.

[The potato is a plant with green leaves. The flowers vary in color. They can be white, yellow, or purple. The stem is also green. The tubers are red. The sky is blue and the sun is yellow. The earth is black.]



Vrai ou faux? [True or false?]

Directions: Below is a list of facts about the potato. Mark each as Vrai (true) or Faux (false).

Indications: Indiquez si les propositions sont Vraies ou Faussees.

1. Les pommes de terre fournissent beaucoup de vitamine C aux Américains.
[Potatoes provide a big source of vitamin C for Americans.]
2. Selon le USDA, les Américains mangent 124 livres de pommes de terre par an.
[According to the USDA, Americans eat 124 pounds of potatoes per year.]
3. Benjamin Franklin a introduit les frites aux Américains.
[Benjamin Franklin introduced fries to Americans.]
4. Les pommes de terre sont d'origine Mexicaine.
[Potatoes originated from Mexico.]
5. Marie Antoinette portait des fleurs de pomme de terre dans ses cheveux.
[Marie Antoinette wore potato flowers in her hair.]

Cultiver des pommes de terre [Grow potatoes]

Directions: Below is a list of activities that I undertook to grow potatoes. Copy the sentences next to the pictures that they describe.







Indications: Voici une liste d'activités que j'ai faites pour cultiver des pommes de terre. Copiez les phrases à côté des images qu'elles décrivent.

Après, j'ai protégé les plantes contre les bêtes.
Enfin, j'ai récolté les pommes de terre.
Ensuite, j'ai arrosé les pousses.
D'abord, j'ai labouré la terre.
Puis, j'ai planté une partie de la pomme de terre qui avait des yeux.
Finalement, j'ai arraché les mauvaises herbes.



The Potato > Page 2

[After, I protected the plants from the bugs.
Finally, I harvested the potatoes.
Next, I watered the sprouts.
First, I plowed the earth.
Then, I planted the part of the potato that has the eyes.
Lastly, I pulled out the weeds.]



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TEACHING FOREIGN LANGUAGES K-12

French: A Cajun Folktale and Zydeco > Resources

Story Map

L'Organigramme: En haut la terre

Narration das le passé: L'interprétation [Story in the Past: The Interpretation]

Directions: Fill out the key information about the story.

Indications: Écrivez l'information essentielle de l'histoire.

Quand? [When?]

Les personnages importants
[Important characters]

Où? [Where]

Vocabulaire clé
[Key vocabulary]

Desin de ma scène préférée
[Drawing of my favorite scene]

Qu'est-ce qui se passe?
[What happened?]

Le problème: _____
[The problem:] _____

Action 1: _____

Action 2: _____

Action 3: _____

La résolution: _____
[The resolution:] _____



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TEACHING FOREIGN LANGUAGES K-12

French: Touring a French City > Resources

Building Guidelines

Name _____

Building _____

Due Date _____

Un Bâtiment Français

The Building:

You will be constructing a building for a French city. You will see models in class. Your building must be authentically French in style and products. Any words on or in the building will be in French and will be correctly spelled.

The Card:

You will write 2 cards. One will be attached to your building and the other one will be given to your teacher. Your name will be on both cards. Also included in French on the cards will be the name of the building, a description of it, and information on who works there and what is sold or found there. See model below:

C'est un/une _____.

building

Il/Elle est en béton, en bois, en briques.

material

Il/Elle est grand(e)/petit(e).

size

Il/Elle est _____.

color

Il y a _____ fenêtre(s) et _____ portes.

Ici les _____ travaillent.

profession/occupation

Dans le/la _____ il y a _____ et _____.

building

things found

Ici on _____.

buys, studies, etc.

The Presentation:

When you bring your building to class, you will present it, telling the above information in French. More credit will be given for memorizing the information and not reading from the card. Before the day of your presentation, learn how all the words are pronounced.

Grading:

- Your building must be completed according to instructions—on time, with a card, your name on the card, all in French.
- Your building must be authentically French.
- Your building must be visually pleasing.
- Your building must reflect extra effort.
- Your presentation must demonstrate language that is well pronounced and fluent.



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TEACHING FOREIGN LANGUAGES K-12

French: Touring a French City > Resources

Building Rubrics

- 4 - Exceeds expectations
- 3 - Meets expectations
- 2 - Approaches expectations
- 1 - Does not meet expectations

Oral Rubrics

Criteria:

- Pronunciation Words are pronounced correctly
- Fluency Presentation sounds well prepared with fluent narrative
- Accuracy..... Presentation is grammatically correct
- Task..... Student is prepared to present without hesitation

Grade: _____

Building Rubrics

Criteria:

- Task..... Completed on time with 2 cards, name on cards, in French
- Authenticity Built to demonstrate French architecture, products, culture
- Visually Pleasing Built with attention to detail
- Effort Reflects extra effort

Grade: _____

Card Rubrics

Criteria:

- Task..... Two cards completed with information according to project sheet
- Accuracy Correct grammar, spelling, word order, and punctuation
- Comprehensibility .. Writing is understandable, legible, and neat

Grade: _____



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Food Facts and Stories > Resources

Food Guide Pyramid Worksheet

La Comida en Nuestra Comunidad

Grupos de cuatro. Cada comunidad, grupo étnico, cultura, cada familia e incluso cada persona comen diferentemente pero pueden combinar los alimentos de forma equilibrada. Rellenad las casillas con los nombres de los países, culturas o comunidades con las cuales os sentís identificados. Preguntad a otros estudiantes de distintos grupos los alimentos de cada apartado de la pirámide que toman en sus casas. ¿Coméis parecido o diferente?

País, cultura o comunidad	Apartados de la pirámide				
	1	2	3	4	5
España	Pan, pasta	Naranjas, tomates	Pescado, carne	Queso, leche	Aceite de oliva
China					
Italia					
Mexico					
Estados Unidos					



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TEACHING FOREIGN LANGUAGES K-12

French: Comparing Communities > Resources

Le Conditionnel: Oral Exercise > Page 1

Français 3

Le Conditionnel: Exercice Oral

Nom: _____

Imaginez que vous avez le choix entre les choses suivantes. D'abord complétez les phrases avec la forme correcte du verbe. Puis, encerclez votre choix pour chaque question. Ensuite, au signal du prof, trouvez une personne qui a fait le même choix que vous, écrivez son nom dans la marge et demandez pourquoi...

Modèle:

Si tu avais le choix, est-ce que tu (regarder) _____ un film d'aventures, un film d'amour ou un film de science fiction?

Si j'avais le choix, je regarderais un film _____

1. Si tu avais le choix, est-ce que tu (faire) _____ du tennis, du foot, de l'aérobic, du baseball ou de la natation?
2. Si tu avais le choix, est-ce que tu (partir) _____ à la plage en Floride, au Colorado pour faire du ski, ou à la Martinique pour les vacances de printemps?
3. Si tu avais le choix, est-ce que tu (avoir) _____ plus d'argent de poche, plus de temps libre pendant la semaine, ou plus de vacances.
4. Si tu avais le choix, est-ce que tu (aller) _____ au musée de l'espace, au musée d'art ou au musée d'histoire naturelle?
5. Si tu avais le choix, est-ce que tu (construire) _____ plus de parkings, un nouvelle cantine, ou plus de terrains de sports à notre lycée?
6. Si tu avais le choix, est-ce que tu (habiter) _____ en ville, en banlieue, ou à la campagne?
7. Si tu avais le choix, est-ce que tu (être) _____ riche, célèbre ou toujours en bonne santé?
8. Si tu avais le choix, est-ce que tu (vouloir) _____ plus de temps libre, plus d'argent ou plus de liberté?
9. Si tu pouvais avoir un animal, est-ce que tu (choisir) _____ un petit chien, un grand chien, un chat, un hamster, ou un lapin?
10. Si tu avais une faim de loup, est-ce que tu (aller) _____ au Macdo, ou est-ce que tu (se préparer) _____ un repas, ou bien est-ce que tu (commander) _____ une pizza?



Le Conditionnel: Oral Exercise > Page 2

French 3

The Conditional: Oral Exercise

Name: _____

Imagine that you have a choice between the following things. First, complete the sentences with the correct form of the verb. Then, circle your choice for each question. After that, when the teacher announces to do so, find a person who made the same choice as you, write his/her name in the margin and ask why...

Model:

If you had the choice, would you (to watch) _____ an adventure movie, a love movie, or a science fiction movie?

If I had the choice, I would watch a/an _____

1. If you had the choice, would you (to do/play) _____ tennis, soccer, aerobics, baseball, or swimming?
2. If you had the choice, would you (to go) _____ to the beach in Florida, to Colorado to ski, or to Martinique for spring break?
3. If you had the choice, would you (to have) _____ more pocket money, more free time during the week, or more vacation?
4. If you had the choice, would you (to go) _____ to the space museum, the art museum, or the natural history museum?
5. If you had the choice, would you (to build) _____ more parking space, a new cafeteria, or more athletic fields for our high school?
6. If you had the choice, would you (to live) _____ in the city, in the suburbs, or in the countryside?
7. If you had the choice, would you (to be) _____ rich, famous, or always in good health?
8. If you had the choice, would you (to want) _____ more free time, more money, or more freedom?
9. If you could have an animal, would you (to choose) _____ a little dog, a big dog, a cat, a hamster, or a bunny?
10. If you were as hungry as a wolf, would you (to go) _____ to McDonald's, or would you (to make for yourself) _____ a meal, or would you (to order) _____ a pizza?



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TEACHING FOREIGN LANGUAGES K-12

French: Interpreting *La Belle et la Bête* > Resources

***La Belle et la Bête* Activity**

***La Belle et la Bête* Activity**

To organize his class for a discussion of *La Belle et la Bête*, Mr. Pasquier arranged the classroom tables and chairs into five discussion areas, each representing a different magic object (mirror, glove, horse, ring, and rose) that appeared in the film. At each table he placed a menu of five questions based on different aspects of the film.

Mr. Pasquier then made five sets of cards (one set for each table), and labeled each set with the name of the magic object represented by that table. Each set contained five cards (one per student), and each card in the set had a different question from the menu written on it. Mr. Pasquier held on to the cards, and when students arrived for class, they each selected one card from Mr. Pasquier's hand. This determined the table at which each student would sit. Thus, the groups were formed at random. Below is a chart that shows the resulting classroom setup.

Table 1 Mirror	Table 2 Glove	Table 3 Horse	Table 4 Ring	Table 5 Rose
Question 1	Question 1	Question 1	Question 1	Question 1
Question 2	Question 2	Question 2	Question 2	Question 2
Question 3	Question 3	Question 3	Question 3	Question 3
Question 4	Question 4	Question 4	Question 4	Question 4
Question 5	Question 5	Question 5	Question 5	Question 5

After a whole-class discussion and viewing of the film, Mr. Pasquier asked students to think about the question on their card. After reflecting on their question, students discussed their answer with the other students at their table, giving everyone in the group an opportunity to think about each question. Finally, Mr. Pasquier opened up the discussion to the entire class.



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TEACHING FOREIGN LANGUAGES K-12

French: Interpreting *La Belle et la Bête* > Resources

Menu: Le Chateau de la Bête > Page 1

Question 1

Pourquoi, selon vous, Cocteau a-t-il choisi le même acteur pour le rôle de la Bête, de l'Amant et du Prince?

[Why do you think that Cocteau chose the same actor for the role of the Beast, the Lover, and the Prince?]

Question 2

Quels sont les objets magiques qui constituent le pouvoir de la Bête? Donnez des exemples tirés du film pour chacun des pouvoirs!

[What are the magical objects that make up the power of the Beast? Give some examples from the film for each of the powers!]

Question 3

Pour Cocteau, l'écran est un miroir qui révèle la vérité absolue. Choisissez 5 exemples qui illustrent le pouvoir du langage cinématographique selon Cocteau!

[For Cocteau, the screen is a mirror that reveals absolute truth. Choose 5 examples that illustrate the power of cinematographic language according to Cocteau!]

Question 4

Commentez la phrase suivante: "il y a bien de hommes qui sont plus monstrueux que vous et je vous aime mieux avec votre figure que ceux qui avec la figure d'homme, cachent un coeur faux, corrompu, ingrat."

[Comment on the following sentence: "There are many men who are more monstrous than you and I love you better with your face than those who, with a man's face, hide a false, corrupt, and ungrateful heart."]

Question 5

A. Complétez la phrase: L'amour peut faire qu'un homme...

[Complete the sentence: Love can cause a man to....]



Menu: Le Chateau de la Bête > Page 2

Question 5 (continued)

B. Faites correspondre les débuts de phrase avec les fins de phrase et dites qui dit quoi!

[Match the beginning of each sentence with the correct ending and tell who says it!]

1. S'il s'agit de délivrer la Bête [If it is a matter of setting the Beast free]	a. il volerait à votre rencontre et il vous obligerait à le suivre. [he would fly to meet you and would make you follow him.]
2. Si cette Bête t'aime [If this Beast loves you]	b. c'est moi qui serait le monstre. [I would be the monster.]
3. S'il souffrait comme je souffre [If he would suffer as I am suffering]	c. elle n'en voudra pas de prolonger ton séjour. [he will not want to prolong your stay.]
4. Si je ne revenais pas [If I were not coming back]	d. je ferais les choses que vous me dites. [I would do the things you tell me.]
5. Si j'étais un homme [If I were a man]	e. je n'ai peur d'aucune puissance au monde. [I fear no power in the world.]



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TEACHING FOREIGN LANGUAGES K-12

French: Performing With Confidence > Resources

Rubric for LOTE Tasks

Generic Rubric for Collaborative Work

	4	3	2	1
Workload 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	incomprehensible
Comprehensibility	easily understood	understood	difficult to understand	incomprehensible
Vocabulary	extensive use of the targeted vocabulary	some use of the targeted vocabulary	minimal use of the targeted vocabulary	fails to use the 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



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TEACHING FOREIGN LANGUAGES K-12

German: Sports in Action > Resources

Sport in Deutschland: Student Work > Page 1

Deutsch I.10

1. Lern die neuen Wörter durch Scharaden. Schreib das Englisch neben dem Deutsch.
2. Wo spielt man? Schreib einen "X" in der richtigen Spalte.

Sportart	auf Englisch	Deutschland?	USA?
Wandern	hiking	X	X
Rad fahren	bike riding	X	X
Eishockey	ice hockey	X	X
Golf	golf		X
Basketball	Basketball	X	X
Kegeln	Bowling	X	X
Rollschuh laufen	roller skating	X	X
Squash	racketball		
Skilaufen	skiing	X	X
Schlittschuh laufen	ice skating	X	X
Volleyball	volleyball	X	X
Leichtathletik	track sports	X	X
Schwimmen	swimming	X	X
Fussball	Soccer	X	X
Tennis	tennis	X	X
Turnen	gymnastics	X	X
Segeln	Sailing	X	X
Jogging	Jogging	X	X
Tauchen	diving		X
Reiten	horse riding	X	X
Surfen	surfing		X
Handball	hand ball		X

Sport in Deutschland: Student Work > Page 2

Deutsch I.10

1. Lern die neuen Wörter durch Scharaden. Schreib das Englisch neben dem Deutsch.
2. Wo spielt man? Schreib einen "X" in der richtigen Spalte.

Sportart	auf Englisch	Deutschland?	USA?
Wandern	hiking	✓	✓
Rad fahren	Bike riding	✓	✓
Eishockey	ice hockey	✓	✓
Golf	Golf		✓
Basketball	Basketball		✓
Kegeln	bowling		✓
Rollschuh laufen	roller skate	✓	✓
Squash	squash		✓
Skilaufen	ski		✓
Schlittschuh laufen	ice skating		
Volleyball	Volleyball		✓
Leichtathletik	Track	✓	✓
Schwimmen	swim	✓	✓
Fussball	soccer	✓	✓
Tennis	Tennis	✓	✓
Turnen	Gymnastic	✓	✓
Segeln	Sail + glide	✓	✓
Jogging	run/jogging	✓	✓
Tauchen	scuba diving	✓	✓
Reiten	horse riding		
Surfen	surf		✓
Handball	handball		✓



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TEACHING FOREIGN LANGUAGES K-12

Italian: U.S. and Italian Homes > Resources

Card Game Instructions

In groups of 2 or 3, students play a card game similar to "Go Fish" using cards illustrating furnishings to reinforce old and new vocabulary. Each card has a picture of a piece of furniture and lists two other pieces that belong in the same room. The object of the game is for each player to collect the three furniture cards for each room. Students take turns asking the player next to them if he or she has a piece of furniture for a particular room in the house. If that player does not have it, he or she says, "No, I don't have (name of item). Go shopping!" The first player then picks a card from the deck on the table. However, if the second player does have the item, he or she hands it over to the first player. When a player gets all three items that belong in a particular room, he or she puts these cards down on the table. The player who furnishes the most rooms wins.



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TEACHING FOREIGN LANGUAGES K-12

Italian: U.S. and Italian Homes > Resources

Email Rubric

I ragazzi della classe di Stella al Liceo Classico Dettori di Cagliari hanno ricevuto il tuo paragrafo con informazioni personali (e la tua foto) e anche l'e-mail con informazioni sul nostro liceo e i corsi che tu fai. Per compito, scrivi un'e-mail (nel tuo quaderno di composizione) che include la descrizione della tua casa e domanda allo studente di descrivere la sua casa. Usa i nuovi vocaboli presentati oggi in classe.

[The students in the class at Stella al Liceo Classico Dettori di Cagliari have received your paragraph with personal information (and your picture) and have the email with information about your school and the courses you are taking. For this task, write an email (in your composition notebook) that includes a description of your house, and ask the other students to describe their house. Use the new vocabulary presented today in class.]

Tu ricevi un voto per questo compito. Ecco i punti possibili:

[You will receive a score for each area. These are the possible points:]

L'e-mail é comprensibile: [The email is comprehensible:]	(1) poco comprensibile [a bit comprehensible]	(2) metà (1/2) comprensibile [partly comprehensible]	(3) molto comprensibile [mostly comprehensible]	(4) completamente comprensibile [completely comprehensible]
L'italiano é accurato: [The Italian is accurate:]	(1) poco accurato [little accuracy]	(2) metà (1/2) accurato [partly accurate]	(3) molto accurato [mostly accurate]	(4) completamente accurato [completely accurate]
L'uso di vocaboli nuovi: [Use of new vocabulary:]	(1) pochi (1-2) vocaboli nuovi usati [little (1-2) new vocabulary used]	(2) alcuni (3-5) vocaboli nuovi usati [some (3-5) new vocabulary used]	(3) molti (6-9) vocaboli nuovi usati [a lot (6-9) of new vocabulary used]	(4) tanti (10+) vocaboli nuovi usati [very many (10+) new vocabulary used]
Totale di punti: [Total points:]	12(A+) 11(A)	10(B+) 9(B)	8(C+) 7(C)	6(D+) 5(D)



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TEACHING FOREIGN LANGUAGES K-12

Japanese: Happy New Year! > Resources

Jigsaw Readings > Page 1

おせち料理

おせち料理は日本のお正月のたべものです。とてもおいしいたべもの
です。お正月のあさ、おぞうにをのみます。おぞうにはお正月の
スープです。おとそのみます。おとそはおさけです。友達と
しんせきのうちでもおせち料理をたべておぞうにをのんでおとそを
のみます。おせちとおぞうにをおはしでたべます。たべものとのみ
ものはきれいな入れものにいれてだします。
アメリカにはどんなたべものを12月にたべますか。

Japanese New Year's Food

Osechi Ryori is New Year's food in Japan. It is very good food. The morning of New Year's Day, we drink *ozoni*. *Ozoni* is New Year's soup. We also drink *otoso*. *Otoso* is sake. We eat *osechi ryori* and drink *ozoni* and *otoso* at the homes of friends and relatives. We eat *osechi* and *ozoni* with chopsticks. Food and drinks are put in pretty containers and served.

What do we eat in America in December?

Return to your group and share this information, in Japanese, with the members of your group. Compare this New Year's tradition with a similar tradition in this country or in your culture.



Jigsaw Readings > Page 2

ねんがじょう
年賀状

ねんがじょう じゅうにがつ せんだい いちがついついたち ねんがじょう
年賀状は十二月にだします。でも一月一日にうちにつきます。

ともだち しんせい せんせい かいしゃのひとにおくります。
友達、しんせい、先生、かいしゃのひとにおくります。

ことし ねんがじょう
今年はひつじ年です。へいせい15ねんの一月から十二月ま

でひつじ年です。「あけまして、おめでとうございます」と

年賀状にかきます。

アメリカに年賀状がありますか。なにをしますか。

New Year's Cards

Nengajos are sent in December. But, they will arrive at homes on January 1st. They are sent to friends, relatives, teachers, and people from work.

This is the year of the sheep. It is the year of the sheep from January through December of Heisei 15. "Congratulations on the New Year" is written on *nengajos*.

Are there *nengajos* in America? What do we do?

Return to your group and share this information, in Japanese, with the members of your group. Compare this New Year's tradition with a similar tradition in this country or in your culture.



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TEACHING FOREIGN LANGUAGES K-12

Japanese: Promoting Attractions of Japan > Resources

Video Project Guidelines

町のPRビデオ！

Since last year's tragedy in New York, the decline in the number of tourists is a serious issue for many cities in Japan. However, now you have a chance to boost tourism by creating a short commercial for the city! You may have up to three people in your group. In class, video-shooting time is on 5/17 Thursday. (You may film outside of class time.) All digitized images are due on Friday so you can start editing. Good luck and have fun!

Requirements:

- Video cannot be more than two minutes
- Demonstrate cultural understanding
- Slogan to attract tourists
- Minimum three pictures are used to describe the city
- Effective background music
- All group members present in video

Grammar Points:

さっぽろは北海道ちほうにあるきれいなまちです。

[Sapporo is a beautiful city in the Hokkaido region.]

いちどくるとわすれられないまちです。

[It's a city which, if you visit it once, you won't forget it.]

さっぽろはおうどうりこうえんやゆきまつりなどでゆうめいです。

[Sapporo is famous for Odori Park and the Snow Festival.]

ふゆにはゆきがふりますがなつにはいいお天気が続きます。

[In winter it snows, but good weather continues in summer.]

さっぽろに行くときはジャケットをわすれないでください。

[Don't forget your jacket when you go to Sapporo.]

ぜひさっぽろに来てください。

[Be sure to visit Sapporo.]



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TEACHING FOREIGN LANGUAGES K-12

Japanese: Promoting Attractions of Japan > Resources

Video Project Rubric

町のPRビデオ！ Rubrics

	今すぐ行きたい！ [I want to go right away!] (5)	明日行きたい！ [I want to go tomorrow!] (4)	またこんど [I might go sometime.] (3)	ぜったい行きたくない！ [I don't want to go at all!] (2)
Requirements	All requirements present	One requirement missing	Two requirements missing	More than two requirements missing
Grammar Points	All G.P. present	One G.P. missing	Two G.P. missing	More than two G.P. missing
Movie Editing	Transition, effects, sound, pictures, and video clips used very effectively	Some editing is used	Movie does not flow	No editing is evident
Clarity	Voice projection, volume, clarity excellent	Audible, but room for improvement	Barely audible	Not audible, not clear enough to evaluate
Culture	Appropriate cultural knowledge and practice used effectively	Either cultural knowledge OR practice is evident	Cultural knowledge not used effectively	No evidence of cultural knowledge
Teamwork	Excellent teamwork! Lively, enthusiastic	Occasional gaps in timing, generally enthusiastic	Several gaps, low energy	Numerous gaps, looks confused

Total Points: _____



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TEACHING FOREIGN LANGUAGES K-12

Russian: Russian Cities, Russian Stories > Resources

Read-to-Write Activity: Student Work > Page 1

Рассказ о Молодом Глебе

Как мы уже знаем, наш любимый русский герой Глеб живёт на острове Блинске, далеко на севере, на Баренцевом Море. Его дорогой брат, Борис Владимирович Рюриков, живёт в Одессе, в Украине, и Глеб очень хочет его увидеть. Глеб понимает, что в городе Одессе можно увидеть красивый театр, где Борис любит слушать оперу "Евгений Онегин". Но Глеб хочет увидеть не оперу, а Чёрное Море, где можно плавать.

Информация	В этом рассказе	В вашем рассказе
Кто герой?	<u>Глеб</u>	<u>Васа</u>
Какой он(она) человек?	<u>русский герой</u>	<u>уличный мальчик</u>
Где он(она) живёт?	<u>Блинске</u>	<u>то Москва</u>
Куда он(она) хочет Поехать?	<u>в Одессу</u>	<u>Волгоград</u>
Что можно увидеть?	<u>театр</u>	<u>Мамаяв купе</u>
Кого можно увидеть?	<u>его друга</u>	<u>его бабушка</u>



Read-to-Write Activity: Student Work > Page 2

A Story About Young Gleb

As we already know, our favorite Russian hero Gleb lives on Blinsk Island*, far to the north, in the Barents Sea. His dear brother, Boris Vladimirovich Rurikov, lives in Odessa, in Ukraine, and Gleb wants very much to see him. Gleb understands that in the city of Odessa you can see a beautiful theater, where Boris loves to listen to the opera *Evgeny Onegin*. But Gleb doesn't want to see the opera, but the Black Sea, where you can swim.

Information	In this story	In your story
Who is the hero?	Gleb	Vasya
What kind of person is he/she?	Russian hero	smart fisherman
Where does he/she live?	in Blinsk	in Moscow
Where does he/she want to go?	to Odessa	to Volgograd
What can you see?	a theater	Mamaev Hill
Who can you see?	his brother	his grandfather

* Blinsk Island is a fictional location in stories about Gleb.



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TEACHING FOREIGN LANGUAGES K-12

Russian: Russian Cities, Russian Stories > Resources

Travel Story

Procedure:

1. Read the story **Рассказ о Молодом Глебе**.
2. Fill in the information about the story.
3. Ask for your story props (poster, postcards, "heroes").
4. Decide your hero's story, filling in the spaces on your paper.
5. Proceed to write your story, following the directions given.

Group Directions:

Groups of three: One Russian I student writes and the other Russian I student presents each story for each group. Russian IV student helps.

Groups of two: Russian IV student writes and Russian I student presents each story.

Vocabulary:

Each story should include at least six of these terms: **живёт, хочет, можно, увидеть, поехать, через, река, город, море, озеро, горы, музей, собор, площадь, театр.**

Each story should include at least two adjectives, two Russian first names, one or two words for relationships (family members, friends, teacher, student), one compass point (north, south, east, west), one landmark in the city, and one geographical term such as lake, river, etc.

Props:

Each group should give its hero an appropriate Russian name.

Locate your city on the map. Identify major geographical points near it (lake, river, sea, etc.).

Use the postcards for your city to make a poster that illustrates your story.

Choose one or two landmarks for your hero to see in the city.



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Routes to Culture > Resources

Mini-Stories > Page 1

Capítulos 2-2 y 2-3

Mini-cuentos y vocabulario

[Chapters 2-2 and 2-3; Mini-stories and vocabulary]

Arrancado de su tierra [Ripped from her home]

Manolo y Luis, dos Españoles, **fueron** a Africa en busca de personas para **robar**. Robaron a Onama de su casa y **la llevaron** a Panamá. El **viaje era** muy largo y terrible. Onama **estaba** muy triste. Le **gustaba** más vivir en Africa que en Panamá.

[Manolo and Luis, two Spaniards, went to Africa searching for people to steal. They took Onama from her home and took her to Panama. It was a long and terrible trip. Onama was very sad. She preferred living in Africa than in Panama.]

llegaron - raise both hands above chest, pull them towards chest with palms towards body

robar - pull both hands out of make-believe holsters and point them in the air

la llevaron - put left hand out as if you were holding someone's hand and make like you're walking

el viaje - put both of your arms out as if you were an airplane

fue - throw right hand back behind your right shoulder (same sign as *ayer*)

estuvo - throw left hand back behind your left shoulder (similar to above)

me/te/le gustó - point to self and smile while gesturing backwards

Vida de esclava [Life as a slave]

Onama trabajó como **esclava** por muchos años. Un día ella **dijo** "Me siento deprimida. Estoy **harta** de ser esclava. Lavo ropa, **barro** y trabajo con la **cosecha**. **Me gustaría escaparme** pero no puedo. ¡Vivo como un perro!"

[Onama worked as a slave for many years. One day she said, "I feel depressed. I'm sick of being a slave. I wash clothes, sweep, and work the harvest. I would like to escape but I can't. I live like a dog!"]

la esclava - cross your wrists and have a desperate look on your face

dijo - point to someone, throw hand over shoulder and gesture speaking

estoy harta/a - stomp foot and put hands on hips, look bothered

barro - act out sweeping

la cosecha - mime picking vegetables (a few times) from the ground

me gustaría - point to self and have a very hopeful look on your face

escaparme - look around suspiciously and then quickly turn head and motion quickly away



Mini-Stories > Page 2

Más inteligente que su dueño [Smarter than her owner]

El **dueño** de Onama es muy cruel. El **trata de quitarle** todo lo que es importante. El le quita su cultura, su música y su religión. Pero Onama es muy inteligente, más inteligente que su dueño. El dueño **le pregunta** "¿ya **fuiste** a **misa**?" Y Onama dice "¡Sí!" Pero el dueño no sabe que Onama **todavía cree** en sus **dioses** Africanos **a pesar de** que va a misa. El dueño no puede quitarle nada.

[Onama's owner is very cruel. He tries to take everything valuable away from her. He takes her culture, her music, and her religion. But Onama is very smart, smarter than her owner. The owner asks her, "Did you go to church yet?" And Onama replies "Yes!" But the owner doesn't know that Onama still believes in her African gods despite the fact that she goes to church. The owner can't take anything away from her.]

el dueño - cross your arms and look mean

trata - (get suggestions from students)

quitarle/le quita - reach arms out toward someone and quickly grab and pull arms away

le pregunta - look at someone and draw a question mark sign in the air

fuiste - point at someone, look at them, throw one hand back and gesture walking

misa - put hands together in front of yourself; your fingertips should touch and represent a church

todavía - push right palm down a couple times

cree - point at someone, look at someone else, look REFLECTIVE

dioses - put head down, raise arms, and bow down a couple of times

a pesar de - put hands in front of your stomach; fingertips should be touching, right hand should move forward and back

Siglo veinte [Twentieth century]

Cien años después, Martín, que es un **descendiente** de Onama, está **viviendo** en Lima, Perú. A él **le encanta** vivir en la ciudad porque el campo es muy aburrido para él. Le gustaría visitar Africa pero está contento en el Perú porque vive cerca del **océano** y siempre hace buen tiempo. A pesar de que Martín es amigo de un descendiente del dueño de Onama, todavía hay **discriminación**.

[A hundred years later, a descendant of Onama's named Martin is living in Peru. He loves living in the city because the countryside is too boring for him. He would like to visit Africa but he is happy in Peru because he lives close to the ocean and the weather is always nice. Despite the fact that Martin is friends with a descendant of Onama's owner, discrimination still exists.]

un descendiente - put right palm in front of chest, spiral it downwards

está viviendo - point at someone, push right palm down a couple of times (like *todavía* gesture); make pretend guns with hands (just what it looks like), point them downwards with palms facing chest, and turn wrists so index fingers are touching each other

le encanta - point at someone, look at someone else, and look extremely happy

el océano - put hands in front of body, with palms down, make waves with them as you separate your hands

la discriminación - point angrily at someone and then throw your thumb behind your back



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Routes to Culture > Resources

Mini-Story Worksheet

Capítulos 2-2 y 2-3

Mini-cuento y vocabulario

[Chapters 2-2 and 2-3; Mini-story and vocabulary]

Arrancado de su tierra [Ripped from her home]



Escribe el nuevo vocabulario en esta caja. [Write the new vocabulary in this box.]

•	•	•
•	•	•
•	•	•
•	•	•

Narra el cuento en tus propias palabras a un adulto en casa.

[Narrate the story in your own words to an adult at home.]

My son/daughter *narrated*, as opposed to *read off*, this story to me.

Signature _____ Date _____

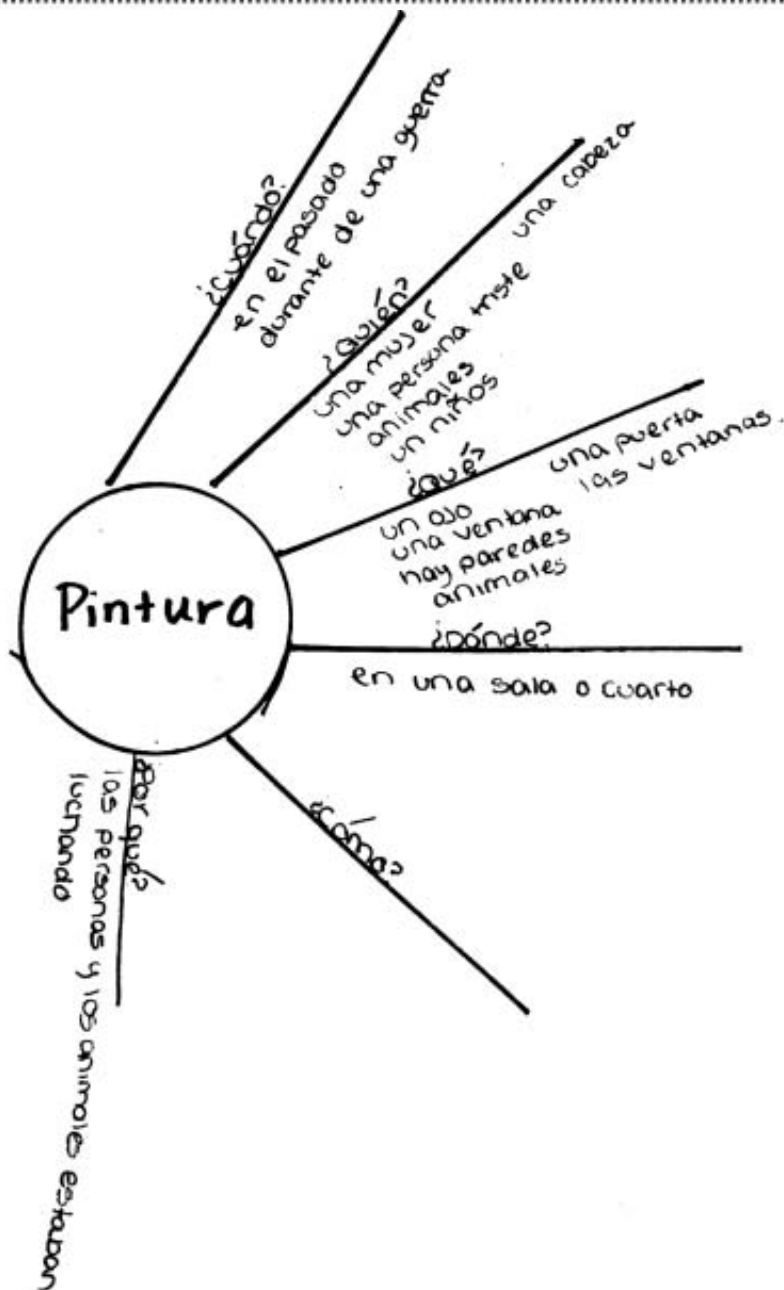


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TEACHING FOREIGN LANGUAGES K-12

Spanish: Interpreting Picasso's *Guernica* > Resources

Painting Interpretation Web: Student Work



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Creating Travel Advice > Resources

Florida Worksheet: Student Work > Page 1

1. Elijan al líder del grupo. Va a presentar las decisiones del grupo a la clase, pero todos los estudiantes necesitan completar las tables a continuación.
2. Hablen de los sitios apropiados para la visita de los estudiantes y hagan una lista de sitios importantes:

Sitios Importantes	¿Por Qué?
Estudios Universales	es divertida por toda la familia
Disney World	es muy largo y hay muchas actividades por la familia
Miami	son las playas y tiene las atracciones turísticas
Centro Espacial Kennedy	hay transportadores especiales y pueden mirar un lanzamiento

3. Lean rápidamente la información sobre el Kennedy Space Center y hagan una lista de las actividades que los estudiantes deben hacer durante su visita allá.

Actividades Interesantes Y Divertidas
*experimentara un lanzamiento simulado
*ven una película en el cine IMAX
*visitan el Museo Espacial de la Fuerza Aérea.
*visitan la galería de Arte de la NASA
*ven un exhibición con satélites
*visitan las dos plataformas que los hombres espaciales se lanzaron
*visitan el Jardín de los Coheles y las Exhibiciones al Aire Libre.

4. Lean rápidamente la información de Walt Disney World y decidan si los estudiantes deben visitar Walt Disney World o los Estudios Universales. ¿Cuál deben visitar? ¿Por qué?

walt Disney world porque es mejor de Estudios Universales. WDW tiene cuatro parques u EU tiene dos. Hay un celebración grande porque este año es el cumpleaños de cien años en WDW.



Florida Worksheet: Student Work > Page 2

5. Ahora contesten las otras preguntas de los estudiantes.

¿Qué opinan Uds. de sus planes con respecto a pasar tres días en Florida? ¿Son buenos?

NO son buenos porque hay muchas actividades
y necesitan mucho tiempo para ver todos
los sitios.

Si deben cambiar algo, ¿qué deben cambiar?

mas tiempo en Florida.
una semana es suficiente

¿Qué recomendaciones y/o sugerencias tienen Uds. para los estudiantes de Chile con respecto a su viaje?

visitan la playa en Miami porque
hay muchas personas y la temperatura
es muy buena.



Florida Worksheet: Student Work > Page 3

Florida

1. Choose the group leader. He or she will present the group decisions to the class, but all students must complete the tables below.
2. Discuss the appropriate places for the student visit and make a list of important places:

Important Places	Why?
<i>Universal Studios</i>	<i>It's fun for the whole family.</i>
<i>Disney World</i>	<i>It's very big and there are many family activities.</i>
<i>Miami</i>	<i>There are beaches and tourist attractions.</i>
<i>Kennedy Space Center</i>	<i>There are space shuttles and they can see a rocket launch.</i>

3. Skim through the information on the Kennedy Space Center and make a list of the activities that students should do during their visit.

Interesting and Enjoyable Activities
• <i>experience a simulated rocket launch</i>
• <i>see a movie in the IMAX theater</i>
• <i>visit the Air Force Space Museum</i>
• <i>visit the NASA Art Gallery</i>
• <i>see a satellite show</i>
• <i>visit the two launch pads for the astronauts</i>
• <i>visit the Rocket Garden and the Open Air Shows</i>

4. Skim through the information on Walt Disney World and decide if students should visit Walt Disney World or Universal Studios. Which should they visit? Why?

They should visit Walt Disney World because it is better than Universal Studios. Wow! It has four parks and Universal Studios has two. There's a big celebration because this year is the 100th birthday of WDW.

5. Now answer the other student questions.

What do you think of their plans to spend three days in Florida? Are they good?

They're not good because there are many activities and they need a lot of time to see all the places.

What should they change, if anything?

More time in Florida. One week is enough.

What recommendations and/or suggestions do you have for the Chilean students regarding their trip?

Visit the beach in Miami because there are many people and the temperature is very good.



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Creating Travel Advice > Resources

Letter Writing Task

Level 3—Spanish

POS Theme: Teen Culture

POS Topic: Vacations

Task Objective:

To write a detailed description of a vacation destination.

Task Description:

You have received a letter from María Elena Martínez, an English teacher at Colegio Gabriela Mistral in Santiago, Chile. In the letter she explains that she and a group of her students are planning to visit the United States this summer. Because they want to see a variety of historical, cultural, natural, and recreational sites, they have decided to visit New York City, Washington, D.C., Florida, and at least one national park. She and her students want to know what they should see and do in the different sites. Write a response to her letter giving her and her students a thorough description of what to see and do in one of the sites. Be sure to answer the students' questions in your letter.

Minimum Requirements to Meet Expectations:

- Introduce yourself and tell a little about yourself.
- Give a detailed description of what she and her students should see and do in the site you choose.
- Answer the students' questions.
- Write at least 225 words or 25 sentences.

Suggestions:

You may want to mention your personal experiences if you have visited the place you choose to describe. You might also want to mention what the students should bring on their trip.

Directions:

You may use the letter from María Elena Martínez to prepare your response.

You may use your notes as you write your letter.

You may not use a dictionary.

Scoring Criteria: Level 3 writing rubric

Write as much as you can! Show off what you can do!



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Politics of Art > Resources

Rules for Debate > Page 1

Reglas del Debate

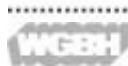
Cada lado tendrá un/una moderadora, cuya responsabilidad será hacer una presentación introductoria del tema, indicar su importancia, y en pocas palabras resumir la posición de su equipo.

- Cada equipo tendrá entre cinco a siete minutos para plantear su posición.
- Para las presentaciones, cada equipo puede usar dibujos, o diagramas, pero sin leer nada.
- Primero un equipo e inmediatamente después el otro.
- Se recomienda la siguiente distribución:
 - (a) un estudiante debe iniciar la presentación con una revisión general de la propuesta principal y el anuncio de los puntos que tratarán sus otros compañeros.
 - (b) Los compañeros siguientes hablarán sobre el tema anunciado por su compañero.
 - (c) Uno de los estudiantes debe, finalmente, hacer una especie de resumen de lo dicho y como lo dicho defiende la posición.

Una vez concluidas las presentaciones, cada uno de los miembros de cada equipo podrá hacerle una pregunta a uno de los miembros del otro equipo.

El/La moderador/a controlará que la respuesta no exceda el minuto.

Recomendación: Vengan a clase vestidos profesionalmente y hablen profesionalmente, con seriedad.



Rules for Debate > Page 2

Rules of the Debate

Each side will have a moderator whose responsibility will be to make an introductory presentation of the theme, point out its importance, and sum up the position of the team in a few words.

- Each team will have five to seven minutes to establish its position.
- Each team can use drawings or diagrams for its presentation, but may not read anything.
- First one team will go and then the other immediately after.
- The following order is recommended:
 - (a) One student should begin with a general review of the main proposition and then introduce the points his or her teammates will make.
 - (b) Subsequent teammates will speak about the points introduced by the first teammate.
 - (c) Finally, one of the students should summarize what was said and defend the position of the team.

When the presentations have ended, each member of each team will be able to pose a question to one of the members of the opposing team.

The moderator will ensure that the answer doesn't exceed one minute.

Recommendation: Come to class professionally dressed and speak professionally and seriously.



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TEACHING FOREIGN LANGUAGES K-12

Spanish: Politics of Art > Resources

Debate Worksheet: Student Work > Page 1

nuestra posición	a favor <input type="checkbox"/>	en contra <input checked="" type="checkbox"/>
revisión general nombre: <u>Corinna</u>		
tema #1 es ofensivo nombre: <u>Liza / Kristen</u>	misma cultura- lengua, muestra la misma familia	
tema #2 Respeto nombre: <u>Amy</u>	hay mezclas en Colombia - respetar → mezcla de herencia	- tiene sangre de español
tema #3 cultura nombre: <u>Vidhi</u>	tiene la misma cultura y historia España trata colombianos diferentes	
*tema #4 Colombia es libre nombre: <u>Katherine</u>	no hay esclavos por España Colombia tiene libertad	
tema #5 tratamiento de los colombianos nombre: <u>Cristine</u>	la conquista y ahora Los Colombianos no son esclavos	
repaso (mismo como revisión general)	Colombiano es parte de España	

Debate Worksheet: Student Work > Page 2

la otra posición	a favor <input checked="" type="checkbox"/>	en contra <input type="checkbox"/>	↔ argumentos contra la posición
revisión general nombre: <u>Julia</u>	no quiere romper la conexión con España -necesita dinero		
tema #1 nombre: <u>Jeff</u>	oportunidad económica y para viajar → vender obras un país nuevo		Jackie
tema #2 nombre: <u>Amanda</u>	popularidad y reconocimiento galería → dinero y ayudar su profesión		Aaron
tema #3 nombre: <u>Chris</u>	pienso que una visa es normal		Katherine
tema #4 nombre: <u>Lauren</u>	para familia → hay familia en España y quiere visitar		Neon
tema #5 nombre: <u>Shilpa</u>	fama → puede aprender de los artistas españoles		puede aprender de artistas en otros países y otras latinas → mezcla de artistas
repaso (mismo como revisión general)	fama, dinero, familia, para aprender		



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Glossary

A

Advanced Placement (AP) Advanced Placement is a program sponsored by the College Board. The AP program gives students the opportunity to take college-level courses in a high school setting; passing the course exam may earn them college credit or advanced standing. AP courses follow guidelines developed and published by the College Board.

affective filter The affective filter hypothesis (Dulay, Krashen, and Burt, 1982) describes the need for second-language learning to occur in an environment of low anxiety, to encourage the processing and learning of new information. (Dulay, Heidi, Stephen D. Krashen, and Mariana Burt. *Language Two*. Oxford, England: Oxford University Press, 1982.)

authentic materials Authentic materials are resources that have been developed specifically for native speakers. These include print, audio, and visual materials.

B

backward planning In backward planning, also called backward design, the teacher plans a unit or lesson by first identifying the desired end task or product, then working in reverse to identify the prerequisite learning tasks and benchmark assessments.

C

character dictation A character language such as Chinese does not use an alphabet for sound/symbol correspondence, but rather integrates both meaning and pronunciation in its characters. Character dictation can be used to build character recognition and sound/symbol correspondence. The teacher or a student dictates characters to the class to build familiarity with individual characters' meaning and to practice creating sentences in various contexts.

F

Foreign Language Exploratory Program (FLEX) This elementary/middle school model introduces learners to one or more languages. The primary focus is an introduction to language learning, awareness of culture, appreciation of language/culture study, and motivation to further language study. Exposure to a single language may take place from one to several days a week over six to nine weeks. FLEX programs are topic oriented with a strong focus on vocabulary. They are not intended to be part of a sequence of instruction; after completing a FLEX program, students go on to a beginning language program. See also **Foreign Language in the Elementary Schools (FLES)**.

Foreign Language in the Elementary School (FLES) This elementary school model organizes instruction around a scope and sequence taught by a qualified foreign language teacher. Its goals include developing language proficiency with an emphasis on oral skills, as well as providing a gradual introduction to literacy, building cultural knowledge, and tying language learning to the content of the early grades' curriculum. FLES programs vary, especially in the number of meetings per week or minutes per session. See also **Foreign Language Exploratory Program (FLEX)**.

formal assessment During a formal assessment, all students in a class are evaluated in the same manner. Their examination involves the same content, format (for example, chapter test or oral report), and testing conditions (for example, length of time). Results are reported as a grade or a score and are used to determine individual students' abilities in a specific area of learning.

fossilization Fossilization refers to the linguistic phenomenon in which students internalize "incorrect" or "non-standard" forms of the language to the degree that they become habits of speech not easily corrected.

Glossary, cont'd.

H

heritage speaker A heritage speaker is a student who is exposed to a language other than English at home. Heritage speakers can be categorized based on the prominence and development of the heritage language in the student's daily life. Some students have full oral fluency and literacy in the home language; others may have full oral fluency but their written literacy was not developed because they were schooled in English. Another group of students—typically third- or fourth-generation—can speak to a limited degree but cannot express themselves on a wide range of topics. Students from any of these categories may also have gaps in knowledge about their cultural heritage. Teachers who have heritage speakers of the target language in their class should assess which proficiencies need to be maintained and which need to be developed further. See also **native speaker**.

I

immersion program In this model, most commonly found in elementary schools, general academic content (the primary educational goal) is taught in the target language, and language proficiency is a parallel outcome. Individual districts design their programs such that English is introduced at a given grade level, with a gradually increasing percentage of time given to English language instruction. Partial immersion programs differ in the amount of time and number of courses taught in English and in the target language.

informal assessment During an informal assessment, a teacher evaluates students' progress while they are participating in a learning activity, for example, a small-group discussion. Results are typically used to make decisions about what to do next, namely, whether the students are ready to move on or whether they need more practice with the material.

information gap Information gap is a questioning technique in which learners respond to a question whose answer is unknown to the questioner. This contrasts with "display questions" that seek obvious responses. Example of an information gap question: What did you buy at the mall? Example of a display question: What color is your sweater?

K

kanji Used in one of the three Japanese writing systems, kanji are the characters drawn from the Chinese writing system. Approximately 2,000 kanji, many with multiple meanings, are needed to read materials written for adults in Japanese.

kindergarten benchmarks Kindergarten benchmarks identify what young learners should achieve during kindergarten. They include awareness of body parts, letter and some word recognition, control of tools such as crayons and scissors, and more.

N

native speaker A native speaker considers the target language to be his or her first language. Teachers seek opportunities for students to communicate in person or through technology with native speakers. Students in foreign language classes who are first- or second-generation immigrants and who use the language extensively outside the classroom are also considered native speakers. These students typically maintain the cultural norms of their heritage in certain situations. See also **heritage speaker**.

negotiation of meaning In this process, teachers and students try to convey information to one another and reach mutual comprehension through restating, clarifying, and confirming information. The teacher may help students get started or work through a stumbling block using linguistic and other approaches.

P

performance assessment During a performance assessment, students demonstrate their ability to use the target language in real-world activities, namely, things that native speakers might do. For example, students might create a newspaper, respond to a want ad, or conduct an interview to learn about a cultural topic. Teachers can evaluate the performance using a rubric and/or assign traditional grades.

Glossary, cont'd.

performance level The K–12 Performance Guidelines (derived from the American Council on the Teaching of Foreign Languages Proficiency Guidelines) describe the language outcomes for students in standards-based language programs. The performance levels include Novice, Intermediate, and Pre-Advanced. Novices operate primarily with learned and practiced material. Intermediate learners use language to communicate on familiar topics. While operating primarily at the sentence level, they begin to expand and string sentences together as they build narrative skills. Pre-Advanced students are beginning to sustain narration and description in past, present, and future tense and in a range of content areas. See also **proficiency level**.

proficiency level Proficiency describes how well a person functions in a language. The American Council on the Teaching of Foreign Languages further defines proficiency with a set of guidelines for assessing communicative abilities. The guidelines cover how an individual performs across three criteria: function, content/context, and accuracy. When combined, these criteria determine the student's communicative ability to be Novice, Intermediate, Advanced, or Superior. See also **performance level**.

R

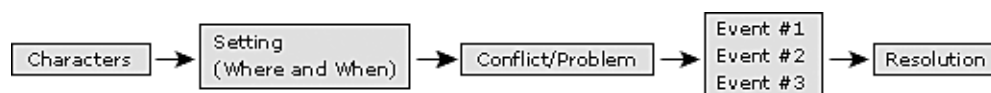
realia Realia are materials that are highly visual, contextualized, and culturally authentic. Realia can include posters, advertisements, labels, schedules, tickets, placemats, and more.

role-playing Role-playing is an activity in which students dramatize characters or pretend that they are in new locations or situations. This activity challenges students by having them use language in new contexts.

S

spiraling Spiraling is the process of teaching a theme or language rule to different levels of learners by creating multiple tasks that are increasingly complex. For example, a lesson on weather can be spiraled as follows: (1) Novice students can describe the weather in short formulaic sentences; (2) Intermediate students can talk about the weather and its effect on their activities, or gather information from broadcasts or newspapers; and (3) Pre-Advanced students can tell a story about a frightening weather-related event or follow a description of weather in a literary piece.

story map A story map is a graphic organizer that leads students to discover specific elements from a written or oral text. It is built upon common elements such as characters and characteristics, place, plot, resolution, and moral or lesson, or a “who, what, when, where, how, and why” format.



Glossary, cont'd.

T

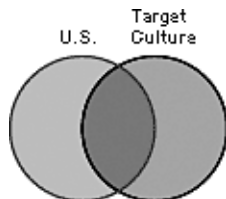
thematic units Thematic units are designed using content as the organizing principle. Vocabulary, structures, and cultural information are included as they relate to the themes in each unit. For an excellent example of theme-based units, see the Nebraska Foreign Language Education Web site in the General Resources section.

Total Physical Response (TPR) Developed by Asher, Kusudo, and de la Torre (1974), TPR is an approach for teaching vocabulary that appeals to learners' kinesthetic-sensory system. First, the teacher introduces new vocabulary words and establishes their meaning through corresponding actions and gestures. Students mimic the teacher's actions as they learn the words, and eventually demonstrate comprehension through the actions and gestures. Ultimately, the language is extended to written forms, and students begin to respond verbally. Research evidence attests to the effectiveness of TPR for learning and retaining vocabulary. See also **Total Physical Response Storytelling (TPRS)**. (Asher, J., J. Kusudo, and R. de la Torre. "Learning a Second Language Through Commands: The Second Field Test." *Modern Language Journal* 58 (1974): 24-32.)

Total Physical Response Storytelling (TPRS) This adaptation of TPR adds the element of storytelling and uses the story narrative or episodic structures to build meaningful comprehension. The technique begins with the teacher telling a story and using actions and gestures to introduce new vocabulary. As students listen to the story, they confirm their understanding by repeating the actions: First they perform the actions for specific events and then recreate the whole story. Once the story is understood, students take over the narrative task, either as a group or individually. See also **Total Physical Response (TPR)**.

V

Venn diagram A Venn diagram is a type of graphic organizer consisting of two partially overlapping circles. A Venn diagram helps learners see the similarities and differences between two topics. Each circle represents one topic (for example, "U.S." and "Target Culture"). Common characteristics are recorded in the overlapping area between the circles. Information unique to each topic is recorded in the area outside the overlap. The Venn diagram is a strong visual support for concrete and abstract comparisons.



General Resources

Web Resources

American Council on the Teaching of Foreign Languages

<http://www.actfl.org>

The national organization's Web site, dedicated to the improvement and expansion of foreign language teaching and learning in all languages and at all levels

E.L. Easton Languages Online

<http://eleaston.com/languages.html>

Features links to language exercises, cultural resources, and other language sites

Foreign Language Teaching Forum

<http://www.cortland.edu/flteach/flteach-res.html>

Features a collection of Web resources for foreign language teachers

Internet Activities for Foreign Language Classes

<http://www.clta.net/lessons/>

Features lesson plans created for foreign language classes by participants in the Technology Workshops of the California Foreign Language Project and the California Language Teachers Association

The Internet Picture Dictionary

<http://www.pdictionary.com>

An online, multilingual picture dictionary designed for language learners of all ages

Language Exchange Community

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

An online community that creates opportunities for language exchange among language learners across 95 different languages

Language Resources Directory

<http://www.searchlanguage.com>

Offers links to resources for teaching and learning foreign languages, such as study abroad programs, reference materials, and Web forums

Nebraska Foreign Language Education

<http://www.nde.state.ne.us/HEALTH/LEARNS/Foreign%20Lang.htm>

Presents the Nebraska Frameworks document, which includes good examples of thematic units

State and Local Foreign Language Standards

<http://www.utm.edu/~globeg/flstand.shtml>

Provides links to many state and local foreign language curriculum frameworks

UniLang Organization

<http://www.unilang3.org/main/>

Provides information and resources concerning foreign language learning and linguistics

Yamada Language Center: Language Guides

<http://babel.uoregon.edu/yamada/guides.html>

A guide to language resources on the Web

Your Dictionary

<http://www.yourdictionary.com>

A portal for language and language-related products and services on the Web, including dictionaries, translators, courses, and more

General Resources, cont'd.

Print Resources

American Council on the Teaching of Foreign Languages. *Standards for Foreign Language Learning in the 21st Century*. National Standards in Foreign Language Education Collaborative Project. Yonkers, New York: American Council on the Teaching of Foreign Languages, 1999. (To purchase the *Standards* document, go to www.actfl.org and select "National Standards" from the "ACTFL Quick Find" pull-down menu or call 1-800-627-0629.)

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River, New Jersey: Pearson ESL, 2000.

Hadley, Alice Omaggio. *Teaching Language in Context*. 3rd ed. Boston: Heinle & Heinle, 2001.

Lee, James F., and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw-Hill Education, 1995.

Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook Revised: Contextualized Language Instruction*. 2nd ed. Boston: Thomson/Heinle, 2000.

Chinese Resources

AskAsia

<http://www.askasia.org/>

Features K-12 resources on the study of Asian societies

Chinese Language Association of Secondary-Elementary Schools

<http://www.intac.com/~quick/class.htm>

A professional organization Web site that includes resource links and K-12 Standards for Chinese Language Learning

French Resources

Bonjour de France

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

An interactive online magazine for French language teachers

Culture.fr

<http://www.culture.fr/>

A French site that provides information and additional links related to French culture

German Resources

American Association of Teachers of German

<http://www.aatg.org>

Resources for teaching German, plus an extensive list of links

The World Wide Web Virtual Library: German Subject Catalog

<http://www.rz.uni-karlsruhe.de/Outerspace/VirtualLibrary/index.de.html>

A list of German language links organized by topic

Italian Resources

Ciao Club

http://sitemaker.umich.edu/ciaoclub/italian__pages

A list of links for students and teachers of Italian language and culture

General Resources, cont'd.

Web Sites of Italian Interest

<http://www.italianstudies.org/links.htm>

Provides links to sites of interest for students and teachers of Italian history and culture

Japanese Resources

The Association of Teachers of Japanese

<http://www.colorado.edu/ealld/atj/>

Provides information about Japanese language, literature, and linguistics study, and includes a list of resources for students and educators

Keiko Schneider's Bookmarks

<http://www.sabotenweb.com/bookmarks/>

Features an exhaustive list of resources, including links to online learning tools, Japanese newspapers and media, cultural information, and more

Latin Resources

Latinteach.com

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

A Web site for teachers of Latin that includes articles, discussion groups, online resources, and more

Web Resources for High School Latin Teachers

<http://chss2.montclair.edu/classics/webresources/forlatteacher.html>

A list of resources for teaching Latin, Roman and Greek Culture and History, and more

Russian Resources

Language Resources

<http://www.seelrc.org/langres.php>

A list of resources for teachers of Slavic and East European languages

Russnet

<http://www.russnet.org/>

A vast collection of Russian language resources, including thematic learning modules

Spanish Resources

Learn Spanish

<http://www.lingolex.com/spanish.htm>

Resources and Web links for learning Spanish

REACH

<http://www.nflc.org/reach/mainintroen.htm>

A Web-based resource related to the Spanish language and to Hispanic cultures in the U.S. and in other Spanish-speaking nations

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"La varicelle," L'Album de Marie-Soleil. Performed by Suzanne Pinel. 50 mins. Produced by Les éditions Clown Samuel, Inc., 1993. Videocassette. www.clownsamuel.com

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