

Workshop 4

Subjects Matter

“By creating content-based activities, you create a context in which there’s a reason to learn the language, there’s a reason to learn the grammar, there’s a reason to learn the vocabulary. And you’re not putting the students in the position of waiting until they know the language well enough to be able to talk about something interesting.” —Patsy M. Lightbown, Professor Emeritus, Concordia University, Montreal

Learning Goals

What is the importance of content-based instruction in a foreign language classroom, and how do you do it effectively? In this session, you’ll review relevant research, observe video discussions and classroom examples, and do a culminating activity in which you design a content-rich lesson. At the end of this session, you will better understand how to:

- integrate content into language learning;
- use a constructivist approach to teaching and learning a foreign language; and
- choose appropriate content for various ages and proficiency levels.

Key Terms

- communicative modes
- constructivism
- content-based instruction
- cross-disciplinary content
- four-skills approach
- interdisciplinary content
- performance level
- thematic approach

Definitions for these terms can be found in the Glossary located in the Appendix.

Before You Watch

To prepare for this workshop session, you will tap your prior knowledge and experience and then read current research on content-based language instruction.

Facilitator's Note: Ask everyone to complete the Reflect on Your Experience and Examine the Research sections below before arriving for this session.

Reflect on Your Experience *[Reflection]*

Consider the types of content-based lessons that you have done with your students, then answer the following questions. You may want to save your answers in order to reflect on them again at the end of the session.

1. What is the content of a foreign language classroom? Why do you think the study of foreign languages has been called a content-free discipline?
2. What *interdisciplinary* content have you incorporated in your foreign language curriculum (for example, teaching students in a French class about famous French scientists)? What *cross-disciplinary* collaborations have you pursued (for example, working with an art teacher to plan a project on the history of Spanish art that students will work on during both their Spanish and their art classes)?
3. How do you choose the content focus for lessons that address the Connections goal? For instance, who or what determines the content: you, your students, the school curriculum, or a combination of all three? How do you feel about delving into an unfamiliar content area?
4. Based on your experience, what observations, if any, have you made about how students engage in content-rich activities?

Examine the Research *[Assignment]*

Read the article listed below, then answer the following questions.

Article

"Making Connections"

This article addresses the importance of the Connections goal of the National Standards and discusses ways of incorporating content into foreign language instruction.

Met, Myriam. "Making Connections." In *Foreign Language Standards: Linking Research, Theories, and Practices*, edited by J. K. Phillips and R. M. Terry, 137–164. Chicago: National Textbook Company (in conjunction with ACTFL), 1999.

This article is available as a downloadable PDF file on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to www.learner.org/channel/workshops/tfl/, click on the session title, Before You Watch, and scroll down to Examine the Research.

Facilitator's Note: Be sure that everyone has access to this reading. You may want to have a few copies available for those without Internet access.

Before You Watch, cont'd.

Reading Questions

1. What is the relationship between the Connections goal and each of the other goal areas of the standards: Communication, Cultures, Comparisons, and Communities?
2. Why has content-based instruction played a larger role in elementary and middle schools than in high schools? What role could content-based instruction play at the high school level? What are the benefits and challenges of content-based instruction at your grade level(s)?
3. Where on the continuum of content and language integration (Figure 1, p. 144) would you place your classes? Why?
4. The Cummins model can be helpful in determining what content to teach and when (Figure 2, p. 149). Consider the grade and language level of your students. Give examples of content that would be a) cognitively undemanding, b) cognitively demanding, c) context-reduced, and d) context-embedded. Select one unit you currently teach that may be considered cognitively undemanding or context-reduced. How might you make it more cognitively demanding and/or more context-embedded?
5. Many consider the Connections standard “Acquiring Information” to be a particularly powerful one for foreign language students. How would you support that claim? What new perspectives or information could students acquire in your classroom that may impact their learning or provide insights useful in other classes?

Assignment: Submit your written responses to the Reading Questions.

Analyze the Video

Facilitator’s Note: When the workshop session begins, you may want to spend a few minutes discussing participants’ prior knowledge and experience and reviewing the Reading Questions.

Video Summary

In “Subjects Matter,” Patsy Lightbown, Professor Emeritus of Concordia University in Montreal, addresses the balance between form and content in a content-based language classroom. Professor Lightbown also joins a roundtable discussion on effective ways of planning for content-based instruction, moderated by University of Pittsburgh professor Richard Donato, and including teachers Jai Scott of Columbus, Ohio, and Yo Azama of Salinas, California. The video also features excerpts from Mr. Scott’s and Mr. Azama’s classes, as well as other classes across different grade levels and languages.* The video addresses the following questions:

- What is the content of language instruction?
- How is language transparent or opaque?
- When do you focus students on form?

*The classroom excerpts featured in this video are from the *Teaching Foreign Languages K–12* video library. To learn more about the featured lessons, go to the Library Videos Chart found at the end of this chapter.

Watch the Video *[Reflection]*

Watch the video “Subjects Matter,” and take notes as you watch. Consider pausing at the end of each section to answer the questions before moving on to the next section. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

1. What is the content of language instruction?

In this section, Professor Lightbown talks about the value of teaching language through content. The group then discusses approaches to content-based instruction at different grade levels.

- In the classroom excerpts, how did the teachers present content? What kinds of tools or resources did they use to help students understand the content?
- The classroom excerpts included examples of students in beginner-level language courses talking about the solar system, chicken pox, and the circulatory system. How does the vocabulary for these lessons compare with the typical vocabulary in a beginning foreign language course? In what ways is this vocabulary passive and/or active for students? What might be the benefits and challenges of incorporating this type of vocabulary into language instruction?
- Professor Lightbown suggests that a thematic approach is a good way to introduce more content into classes. What do you think are the advantages of this approach?

2. How is language transparent or opaque?

In this section, the group discusses situations in which language can become transparent instead of opaque, and vice versa. They also talk about ways that teachers can balance content with form.

- How do you decide when to make language transparent during an activity and when to make it opaque? How do you determine when to focus on form, when to focus on meaning, and when to transition between the two during activities?

Analyze the Video, cont'd.

- In the video excerpts, what did you observe about teachers focusing on form? Were they able to do so without losing meaning? How?
- In the video excerpts, what observations did you make about how students dealt with content during activities? How did they tackle language forms?

3. When do you focus students on form?

In this section, Professor Lightbown addresses the importance of having a sufficient focus on form. The group also discusses how they check students' understanding and how they approach error correction.

- How might a teacher choose what content to teach? What influence does form have on the choice of materials?
- What factors help a teacher decide when to correct an error explicitly? How does a student's proficiency level influence error correction?

Examine the Topic

[Assignment]

Now that you have read the research and viewed the video discussion on content-based instruction, you will examine the topic further by looking at ways to spiral subject matter to make it appropriate at different grade levels.

Try it online! This activity is available online as an interactive activity. Go to the *Teaching Foreign Languages K–12 Workshop* Web site at www.learner.org/channel/workshops/tfl/. Select this session and go to Examine the Topic.

Facilitator’s Note: Hand out the Spiraling Content form and ask participants to complete Step 1 below. When the participants are ready to compare their responses to the sample answers, hand out the Spiraling Content—Sample Answers form (Step 2). All handouts can be found at the end of this chapter.

A. Spiraling Content Across Grade Bands

In the following activity, you will begin by reading a lesson description from each grade band: elementary, middle, and high school. You will then describe how you would adapt the content from each grade band’s lesson to make it appropriate for the other grade bands. You can base your descriptions on the same language and/or culture as the sample descriptions, or focus on a language and/or culture with which you are more familiar. Go to the workshop Web site for an interactive version or follow along below.

1. Using the Spiraling Content form, adapt each sample activity across the other two grade bands. For example, consider how Stephanie Appel’s Grade 2 lesson about the solar system can be made appropriate to middle school and high school levels. Use the following questions to guide you:
 - What is the proficiency level of the students: novice, intermediate, or pre-advanced?
 - What grade are the students in?
 - What is the activity content theme?
 - What is the students’ academic and background knowledge?
 - What materials are culturally relevant for the content?
2. When you have finished, go to the Spiraling Content—Sample Answers form to see sample descriptions of how the lessons could have been adapted to other grade bands.

B. Planning a Content-Based Activity

You will now write a description of a content-based activity that is appropriate for your students’ age and proficiency level. Begin by selecting one of the content areas from the activity you have just completed, or choose a different content area that you would like to develop into an activity. Then write a short description of the activity. Use the following questions to guide you:

1. What is your content theme?
2. What is the language level of your students? How will you make this content theme age-appropriate for your students?
3. What are your students’ background knowledge and/or personal interest in this topic? What connection, if any, does this content have to other subject areas your students are currently studying?
4. Where can you find illustrative and/or authentic materials to use to present this content?
5. What are some instructional strategies you might use when teaching this content?

Assignment: Write a content-based activity description to submit as an assignment.

Reflect on Your Learning

[Assignment]

In this session, you analyzed how content can be the focus of a foreign language classroom and how language—vocabulary and structure—can become transparent or opaque during the study of content. You will now write a one- to two-page summary of what you have learned and how you plan to apply it in your classroom. Review the notes you have taken during this session, as well as your answers to the Reflect on Your Experience questions. Use the questions below to guide your writing.

1. Consider the examples of content-rich materials that you have seen in this session. What do you notice about the vocabulary and meanings that are presented? How do they compare with the scope of vocabulary and meanings in non-content-based lessons, such as a typical textbook lesson?
2. What insights have you gained about Professor Lightbown's notion of transparent and opaque language learning?
3. What factors will you consider when choosing the content to teach in your foreign language classroom?
4. How does content-based instruction affect the overall outcomes of foreign language instruction? Why do "subjects matter"?

Assignment: Submit your summary as an assignment.

Facilitator's Note: The activities in the Put It Into Practice and Action Research Project sections are designed to be completed outside of workshop meeting times. Be sure that participants have all necessary forms for these activities. Also, plan time to debrief participants on their results for the Put It Into Practice activities during a later workshop session.

Put It Into Practice

[Assignment]

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in developing content-based lessons. Choose one of the activities from the list below.

A. Designing a Content-Based Lesson

In this activity, you will design a lesson focused on content. You can elect to have students work with information that they have studied in another subject area or information that would only be available to them as students of this target language. As you answer the following questions, you can use the Content-Based Lesson form found at the end of this chapter, or create your own chart or web to display your information.

1. **Student level.** Begin by identifying the age and grade level of the students who will participate in the lesson. Then determine whether the performance level of the learners is novice, intermediate, or pre-advanced. What kinds of tasks and activities are appropriate for this level? If you teach dual-level classes, what tasks can the group do as a whole, and where might you need to differentiate tasks for different proficiency levels? Reflect on your findings from the Examine the Topic section.
2. **Content theme.** Decide on a content theme. For example, if you use a textbook that follows themes, such as a chapter on foods in level one, you can broaden the text content to address other food-related topics such as nutrition or cooking. In an intermediate-level class, you can expand a lesson on typical foods of a particular culture to look into traditional recipes. Keep in mind what might be interesting to your students. You might also connect with content they are studying in other parts of the curriculum; talk to your colleagues to see what units they are doing at certain times of the year to see if there is a natural fit with the language program. For example, if immigration is a topic in a social studies course, you may be able to incorporate lessons on immigration history, patterns, or issues for the cultural groups speaking the language that you teach. Appealing to students' interests and background knowledge is a key to success.
3. **Lesson objective.** Identify the goal/final objective of the lesson. Then outline the prerequisite steps you will take to reach this objective.
4. **Lesson materials.** What materials will you need to teach the content? Consider the materials you will need to present vocabulary, establish context, share background knowledge, and motivate students.
5. **Instructional approach.** Let the materials you have chosen guide your instructional approach. For example, if students are to interpret oral or written text, then use strategies that facilitate interpretive communication. If new terms are presented with visuals, students can guess and negotiate meaning from context as needed. If the vocabulary lends itself to TPR or TPR Storytelling, you might consider using that approach.
6. **Standards.** Identify which communication modes you want to address while working within this content, and which of the other standards you want to touch on during the lesson.

Put It Into Practice, cont'd.

7. Here are sample lessons on meals for middle school students:

Theme: Meals

Objectives: (This will vary depending on each individual lesson.)

Materials	Instructional Approach	Communicative Standards	Other Standards
Nutrition pyramid	Use student background knowledge to discuss and give examples of foods in each category; in pairs, have students place illustrations of food items on a diagram of the pyramid.	Interpersonal	Connections: Nutrition Cultures: Examples of common foods in the target cultures Comparisons: How foods in the target culture compare with the U.S. nutrition pyramid
Recipe	Have students read and follow directions to make a dish that is appropriate for students their age. Focus on measuring ingredients and on directions (infinitive or command form). Students also communicate during cooking.	Interpretive Interpersonal	Cultures: Food products and when and where they're commonly eaten Connections: Math for metric measurement; social studies for local ingredients; possible connection to traditions
TV ad	Watch some ads for food products. For each ad, identify the product and the language used to promote the product. Then identify the audience for the ad and rate the ad's effectiveness.	Interpretive	Cultures: What the product is, what cultural practices are commonly associated with it, and the impact and appeal of the ad and product Connections: Language arts for how to present an effective ad

B. Extending Content-Based Units

In this activity, you will identify ways that you can expand the content base of a unit that you are currently teaching by linking it to other disciplines. As you answer the following questions, you can use the Extending Content-Based Units form found at the end of this chapter, or create your own chart or web to display your information.

1. Begin by selecting a unit that you currently teach. What is the content or disciplinary connection in this unit?
2. Select one or more additional discipline areas that you would like to incorporate into the unit. How will you integrate this new information with the existing content?

Put It Into Practice, cont'd.

3. Describe how you will change the way you teach the unit to incorporate the new content. What additional instructional materials will you need? What additional skills and knowledge will students gain? What additional skills and knowledge will they take with them to other disciplines?
4. Below is an example of how a textbook unit on vacation time might be expanded with content from other disciplines.

Content: Vacation Time

New Content: Popular Vacation Destinations of Chilean, German, or Italian Teens

Disciplinary Connection

Social studies

Instructional Materials/Approach

From a teen magazine Web site, students read a survey on popular destinations. Follow with groups doing more research on the most popular places.

Standards

3.1 Making Connections:

Students learn vocabulary for new places and geographical features and focus on events that have passed.

Mathematics

Students graph the results of the survey questions. They then conduct the same survey among themselves, graph the results, and compare them with the results of the Web survey.

3.1 Making Connections:

Students practice statistical analysis skills.

Also:

2.1 Practices of Culture

4.2 Cultural Comparisons

Physical education

A subset of students work with materials from sports camps popular with teens in the target country.

3.2 Acquiring Information:

Students learn about unfamiliar places. They also learn about the kinds of vacations young people take, the kinds of special-interest camps that are common in some cultures, and the socioeconomic factors related to vacations.

Assignment: Submit your content-based lesson and/or your extended content-based lesson as an assignment.

Action Research Project

[Assignment]

The following four-step process will help you plan a small action research project to explore your questions about content-based instruction, implement action plans for choosing appropriate content for your students' ages and proficiency levels, and collect information to assess your instructional innovations. Before you begin this section, you can go to the About Action Research section (page 8) for an introduction to the process of designing and conducting action research projects. If you are taking this workshop for credit, you will need to complete one action research project from any one of the eight workshop sessions as an assignment.

If you would like to focus on content-based instruction for your action research project, use the following questions and examples to help frame your thinking and shape your project.

I. Thinking

1. What issue concerning content-based instruction do you want to describe, document, and investigate? For example, you could analyze a content-based lesson to see how the materials, concepts, and language support one another; examine how your students engage with the content in your thematic lessons as compared with other lessons you have taught; or document when the language becomes opaque for students during a content-based class. This will be the focus of your action research project.
2. Why is content-based instruction important to you as a teacher? How have you approached integrating content into language learning in the past? How might you want to change that approach and why? If you have not integrated content into language learning, why not? What has been your experience working with teachers in other disciplines to bring their content into your lessons or to integrate both their subject area and your target language into one project? What have been the benefits and challenges of working with other content-area teachers? Are you satisfied with how well students engage with content-based lessons and/or your instructional strategies? Why or why not?
3. What is your research question concerning content-based instruction? The research question will help you investigate your area of focus and understand it better. For example:
 - a. How can I ensure that my students are making language gains in a content-based lesson?
 - b. How do my students' participation and language learning differ in content-based classes?
 - c. How do lessons developed around student-selected content differ from lessons I prepare with no student input? How does my students' engagement in the two types of lessons differ?
 - d. How have my assessment practices changed as a result of using content-based lessons? What factors do I now consider when assessing student progress in a content-based lesson?

II. Acting

1. What is the action plan for carrying out your project? Depending on your action research question, the following are some questions you might ask yourself to help you develop an action plan:
 - a. How will I document student reactions to content-based lessons? How often will I do so?
 - b. How will I analyze my content-based lessons so that I can better understand how to scaffold my students' content knowledge?
 - c. How will I gather information from students about the academic content that they would find interesting in a foreign language class?
 - d. How will I document the ways in which language becomes opaque to students, either through their own interactions or through my instruction, in a content-based lesson? How often will I track this?

Action Research Project, cont'd.

- e. How will I document and analyze students' growth in language and content knowledge over the course of one or several content-based lessons?
2. What information will you need to collect to answer your research question and assess your project? For example, you could take field notes, ask a colleague to observe your class and look for particular aspects relevant to your study, distribute student questionnaires and self-assessments, or gather student work samples. You should have at least two sources of information.
3. How much time will you allot for your action research? That is, when and for how long do you plan to collect information before you're ready to begin analyzing it? Develop a timeline for implementing your action plan.

III. Reflecting

1. After collecting your information, how will you analyze it? That is, how will you organize and review the information you have collected to understand it better and help you answer your research question? For example, will you use percentages based on responses to a questionnaire? Analyze a videotape of your classroom for a particular aspect of instruction? Summarize interview data with other teachers to look for emerging themes? Do a comparative analysis of assessments in a content-based lesson and in other standards-based lessons?
2. How will you display the information so that it can be shared with others? For example, you can use charts, graphs, and/or tables. The goal is to organize your data in a way that presents a clear description of what you investigated.

IV. Rethinking

Note: The final step of the action research project is to reevaluate your teaching practice based on your research data. Because it takes time to complete an action research project, it may not be possible to do this step during the workshop. However, if you are taking this workshop for credit, you will need to complete one action research project during or after the course of the workshop to submit as an assignment.

1. Based on what you learned through your data analysis, how will you rethink your teaching practice? What changes will you make to your lessons the next time you develop and implement a content-based lesson? If you had to research content-based lessons again, what changes would you make to your action research plan?

Assignment: If you are taking the workshop for graduate credit, submit your completed action research project on any one of the eight session topics.

Resources

Check out these additional resources to explore the topic further.

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, NY: American Council on the Teaching of Foreign Languages, 1999. (To purchase the *Standards* document, go to www.actfl.org or call 1-800-627-0629.)

Brinton, D., and P. Master, eds. *New Ways in Content-Based Instruction*. Alexandria, VA: TESOL, 1997.

Doughty, C., and J. Williams, eds. *Focus on Form in Classroom Second Language Acquisition*. Cambridge, England: Cambridge University Press, 1998.

Echevarria, J., M. Vogt, and D. J. Short. *Making Content Comprehensible for English Language Learners: The SIOP Model*. Des Moines: Allyn & Bacon, 2000.

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Lightbown, P. M., and N. Spada. *How Languages Are Learned*. Rev. ed. Oxford, England: Oxford University Press, 1999.

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Met, Myriam. "Teaching Content Through a Second Language." In *Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community*, edited by F. Genesee. Cambridge, England: Cambridge University Press, 1994.

Nicholas, H., P. M. Lightbown, and N. Spada. "Recasts as Feedback to Language Learners." *Language Learning* 51 (2001): 719–758.

Snow, M. A. "Content-Based and Immersion Models for Second and Foreign Language Teaching." In *Teaching English as a Second or Foreign Language*, edited by M. Celce-Murcia, 303–318. 3d ed. Boston: Heinle & Heinle, 2001.

Snow, M. A., and D. Brinton. *The Content-Based Classroom*. New York: Longman, 1997.

Swain, M. "French Immersion and Its Offshoots: Getting Two for One." In *Foreign Language Acquisition: Research and the Classroom*, edited by B. Freed. Lexington, MA: Heath, 1991.

VanPatten, B. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. Boston: McGraw-Hill, 2003.

Assignments

If you are taking this workshop for credit or professional development, submit the following assignments for session 4: Subjects Matter.

1. Examine the Research

Read the article, then submit your written responses to the Reading Questions.

2. Examine the Topic

Complete the activity in this guide or do the interactive version online, then write a content-based activity description.

3. Put It Into Practice

Complete one of the activities, then submit your content-based lesson or extended content-based unit.

4. Action Research Project

Submit your completed action research project on any one of the eight session topics.

5. Reflect on Your Learning

Review your notes, then write a summary of what you have learned and how you plan to apply it in your classroom.

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Subjects Matter > Analyze the Video

Session 4: Library Videos Chart

The following lessons from *Teaching Foreign Languages K-12: A Library of Classroom Practices* are listed in the order in which they appear in the "Subjects Matter" video:

Lesson Title	Instructor	Language	Grade Level
Mapping Planet Earth	Stephanie Appel	French	2
Interpreting <i>La Belle et la Bête</i>	Michel Pasquier	French	11
Food Facts and Stories	John Pedini	Spanish	8
Routes to Culture	Pablo Muirhead	Spanish	9-10
Comparing Communities	Ghislaine Tulou	French	9-12
Chicken Pox	Jai Scott	French	K
Promoting Attractions of Japan	Yo Azama	Japanese	10-12
Interpreting Picasso's <i>Guernica</i>	Meghan Zingle	Spanish	10
Politics of Art	Lori Langer de Ramirez	Spanish	12
Performing With Confidence	Yvette Heno	French	10-12
Communicating About Sports	Jie Gao	Chinese	6
Assessment Strategies	Wendie Santiago	Spanish	11-12

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Content Matters > Examine the Topic

Spiraling Grade Content > Page 1

Adapt the sample activity to the other two grade bands.

Elementary School	Middle School	High School
<p>Sample—Stephanie Appel Novice, Grade 2 Content: Solar System Students use visuals to learn the names of the planets. Students state a few facts about each planet. Content is parallel to students' science knowledge.</p>		
	<p>Sample—John Pedini Novice, Grade 8 Content: Nutrition/Body Parts/Circulatory System Students exchange information about nutrition and foods. Content reflects a background knowledge of the circulatory system. Students learn cognate vocabulary to describe health issues.</p>	

Adapt the sample activity to the other two grade bands.

Elementary School	Middle School	High School
		<p>Sample—Leslie Birkland Intermediate, Grades 9-11</p> <p>Content: New Year's Celebrations in Japan</p> <p>Students use visuals and short texts to learn about cultural products and practices for New Year's. Students participate in culturally authentic activities. Students acquire information from the texts and exchange that information with other students. Students begin to discuss cultural perspectives associated with the Japanese New Year and similar celebrations in other cultures.</p>

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Content Matters > Examine the Topic

Spiraling Grade Content – Sample Answers > Page 1

Elementary School	Middle School	High School
<p>Sample—Stephanie Appel Novice, Grade 2</p> <p>Content: Solar System</p> <p>Students use visuals to learn the names of the planets. Students state a few facts about each planet. Content is parallel to students' science knowledge.</p>	<p>Novice, Grade 8</p> <p>Content: Space Travel/Planets</p> <p>Students learn the names of the planets. Students read a highly illustrated article about the French rocket <i>Ariadne</i>. They learn vocabulary for space travel and facts about French space exploration. Language is at the novice level, but the content reflects a background knowledge of space travel.</p>	<p>Intermediate, Grade 10</p> <p>Content: French Cosmonauts</p> <p>Students read and interpret an interview with Philippe Perrin, a crew member on the Endeavour Mission in 2002. Text is authentic. Student background and interest enable the interpretation of main ideas. Students acquire new information.</p>
<p>Novice, Grade 3</p> <p>Content: Food</p> <p>Students use visuals to learn the names of common foods; in a subsequent lesson, students use visuals to learn the names of the parts of the body. Content reflects general age-appropriate knowledge.</p>	<p>Sample—John Pedini Novice, Grade 8</p> <p>Content: Nutrition/Body Parts/Circulatory System</p> <p>Students exchange information about nutrition and foods. Content reflects a background knowledge of the circulatory system. Students learn cognate vocabulary to describe health issues.</p>	<p>Pre-Advanced, Grade 12</p> <p>Content: Nutrition/Health</p> <p>Students interpret an article from a Costa Rican newspaper Web site about the problem of anorexia nervosa among teenagers. Text is authentic and a topic of interest to many high school students. Students acquire new information about the illness in a Spanish-speaking culture.</p>

Elementary School	Middle School	High School
<p>Novice, Grade 4</p> <p>Content: Holidays</p> <p>Students learn the names and dates of major festivals in Japan. Students can compare Japanese holidays with those celebrated in the U.S.</p>	<p>Novice, Grade 6</p> <p>Content: New Year's Celebrations</p> <p>Students learn about the lunar calendar and the animals associated with each year. Students see sample New Year's cards and then create cards for the upcoming year.</p>	<p>Sample—Leslie Birkland</p> <p>Intermediate, Grades 9-11</p> <p>Content: New Year's Celebrations in Japan</p> <p>Students use visuals and short texts to learn about cultural products and practices for New Year's. Students participate in culturally authentic activities. Students acquire information from the texts and exchange that information with other students. Students begin to discuss cultural perspectives associated with the Japanese New Year and similar celebrations in other cultures.</p>

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Content Matters > Put It Into Practice

Content-Based Lesson

Theme: Objectives:			
Materials	Instructional Approach	Communicative Standards	Other Standards



TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Content Matters > Put It Into Practice

Extending Content-Based Units

Content: New Content:		
Disciplinary Connection	Instructional Materials/Approach	Standards



Notes
