

## Let's Play

**Activity Overview:** Students acquire language and experience the culture of the target country by participating in a sports event. This activity encourages language use with peers outside the classroom.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements and appointments.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Organize thought into coherent oral speech.
- 7.1.16 Identify common and distinct features, such as prepositional phrases and clauses, among languages.
- 7.2.5 Compare the customs of their own culture and the studied culture.
- 7.2.7 Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures.

**Resources and Materials:** Video clips or photos of the teacher engaged in a leisure activity or sport, paper, markers, colored pencils, library media center, CD-ROMs, Internet access, and sports equipment

### Assessment:

- **Formative:** Monitor use of the target language in paired and group work throughout the activity using a rubric for collaborative work. Note students' interpretation of data from bar graphs.
- **Summative:** Along with the students, evaluate use of the target language during the actual game using a rating scale developed specifically for this event.

### Steps for Planning and Implementation:

1. To spark a class discussion on recreational activities, bring in video clips or photos showing you engaged in a favorite leisure activity or sport. Encourage students to bring in photos of themselves and to present these photos to the class. Students can also create a pictogram of the sport or activity they most enjoy.
2. Help students develop a bar graph to illustrate which sports are the most popular in the class.
3. With instruction from the library media specialist on search strategies, students research sports of the target culture using video, CD-ROM, and/or Internet and identify the most popular. They create a graph to illustrate the information they obtained regarding sports of the target culture.
4. Students analyze data on both bar graphs and write captions explaining the data from the graphs.
5. Students practice appropriate terms used in the most popular target-culture sport.
6. Students prepare to play the sport. Assign students to (or have them volunteer for) various positions and roles, such as players, sportscasters, and referees.
7. Students hold team "practice sessions" at which they practice new vocabulary by role-playing through the game.
8. Students choose colors and uniforms for their teams. They develop a program for the match.
9. Students participate in an actual match played entirely in the target language.
10. Students, media specialist, or a cooperating parent videotapes the game. This videotape may be shown at athletic functions or during a world language school event.

## *Let's Play* (continued)

### **Extension Activity:**

- Students research the influence and contributions of a famous sports figure from the target culture and prepare an oral presentation. Include the written versions in the students' portfolios. If possible, students interview the celebrity via e-mail after receiving instruction from the library media specialist on e-mail procedures and etiquette.

### **Interdisciplinary Connections:**

- **Health/Physical Education:** 2.5.8: Modify and combine movement skills using movement concepts, bio-mechanical principles, and rhythm to improve performance in physical activities. 2.5.9: Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant in and observer of physical activities.
- **Math:** 4.12.9: Generate, collect, organize, and analyze data and represent this data in tables, charts, and graphs.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.5 Access technology-based communication and information systems.
- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate own actions and accomplishments.
- 5.3 Demonstrate principles of safe physical movement.

### **Teacher Notes on Classroom Development:**

## *The Musical Maze*

**Activity Overview:** Students use world language skills to describe personal feelings created by listening to a piece of music. They draw on their creativity to reinterpret the music in a variety of ways. This activity brings together language and other art forms in an engaging and unusual fashion.

### **World Language Cumulative Progress Indicators:**

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.1.12 Express details of their everyday lives and of past experiences.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.

**Resources and Materials:** Musical selections, cassette recorder, paper, pencils, markers, necessary items to make an instrument (bells, sticks, rubber bands), and binding materials

### **Assessment:**

- **Formative:** Observe and monitor students' participation and language use during pair work about unfamiliar music.
- **Summative:** Dialogue with individual students as they explain the reasons for their interpretation of the musical piece, noting their comprehension and accuracy of expression. Using a holistic rating scale, evaluate presentations for use of interpretive language and creativity of expression.

### **Steps for Planning and Implementation:**

1. Students hear a familiar piece of instrumental music as they enter the classroom.
2. Using a graphic organizer, lead a discussion on how music affects mood. Draw students' attention to new vocabulary related to music, sounds, and emotions.
3. Play an unfamiliar piece of music from the target culture.
4. Working in groups, students discuss the possible origins of the music, how the music affects them, and what message it may convey.
5. Students create an illustration of the story the music is telling or of the emotion it elicits in them.
6. Students write a story or a poem in the target language that evokes the musical piece. This work will be included in their portfolios.
7. Students present their story and their illustration to the class as the music is played in the background. Videotape the presentation.
8. Students compile stories and pictures to create a class collection reflecting their interpretation of the music.
9. Students invite parents, school administrators, and art and drama specialists to view their video presentation. Display the class collection of stories and pictures in the media center.

## *The Musical Maze* (continued)

**Extension Activities:**

- Students dramatize the stories or poems they have written based on the musical piece.
- Students create their version of an instrument played in the musical piece.
- Students create an original piece of music evoking the target culture.
- Students interpret the music through dance.

**Interdisciplinary Connections:**

- **Health/Physical Education:** 2.5.7: Describe the characteristics of skilled performance in a variety of physical activities.
- **Visual and Performing Arts:** 1.1.3: Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. 1.2.2: Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. 1.5.7: Interpret the meaning(s) expressed in works of dance, music, theater, and visual arts.

**Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 3.3 Formulate questions and hypotheses.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate own actions and accomplishments.
- 4.10 Apply study skills to expand knowledge and skills.

**Teacher Notes for Classroom Implementation:**

## *Rocking Around The World*

**Activity Overview:** Students simulate being agents for an international rock star and plan an itinerary for a concert tour in the target culture. Their world language is used to develop expressive skills appropriate for their age and interests.

### **World Language Cumulative Progress Indicators:**

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements, and appointments.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.1.15 Explore employment opportunities where languages are advantageous.
- 7.1.16 Identify common and distinct features, such as prepositional phrases and clauses, among languages.

**Resources and Materials:** Library media center, rock magazines, tapes, CDs, a map, survey formats, a microphone, costumes, and a telephone

### **Assessment:**

- **Formative:** Using a checklist, monitor appropriate language use and student participation in all class activities.
- **Summative:** Work with students to establish criteria for developing a rubric to evaluate posters and to assess the quality of oral work, presentation of the star, paired activities, cultural briefing, and rock performance. Videotapes are peer assessed by a rubric used within the class and by other languages classes on the same level.

### **Steps for Planning and Implementation:**

1. Bring in rock magazines and distribute them among the students. Students choose their favorite star and imagine they are agents who promote the star in a tour of the target-language culture.
2. Students create a poster of their star, write a descriptive profile in the target language, and then make a presentation to the class. After each presentation, conduct a question-and-answer session in the target language.
3. Students develop an itinerary for their star that includes major cities in the target-language country.
4. Working in pairs, students simulate calling abroad—making hotel, restaurant, and concert hall reservations on the phone.
5. Using math skills, students determine the cost of the concert tour as well as the entrance fee needed to break even or determine a profit.
6. With instruction from the library media specialist on using and assessing print, CD-ROM, and online reference sources, students create a cultural briefing for the star describing important cultural customs of the people from the target country.
7. Students simulate a rock concert in class. One or more students act as rock stars and sing translated versions of a famous song—or a famous popular song in the target language. The student audience cheers in the target language only.

## *Rocking Around The World* (continued)

8. Students prepare a post-concert reception for parents, members of the school community, and others. Guests share typical snacks of the target culture. The concert and reception is videotaped and shown at parent-teacher conferences or archived in the media center for entertainment purposes. It can also be shown on local cable channels.

### **Extension Activities:**

- Students develop a survey to determine the musical preferences of a typical teenager. Students survey classmates and, if possible, interview recently arrived immigrants and foreign exchange students to see if their tastes in music are similar. Students report their findings to the class and generate a graph based on the survey.
- Students research the musical traditions and instruments of the target-language country.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.2: Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. 1.2.3: Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. 1.3.2: Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.
- **Math:** 4.6.10: Understand money notations, count and compute money, and recognize the decimal nature of U.S. currency. 4.10.8: Develop, apply, and explain a variety of different estimation strategies in problem situations involving quantities and measurement.
- **Social Studies:** 6.5.7 Analyze differences and similarities among cultures. 6.5.9: Understand the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 1.3 Identify career interests, abilities, and skills.
- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.7 Describe the roles people play in groups.
- 4.9 Use time efficiently and effectively.

### **Teacher Notes on Classroom Implementation:**

## Crazy Olympics

**Activity Overview:** Students create their own “crazy sports” modeled after the Olympics. They praise, encourage, and support each other using their world language in this entertaining, kinesthetic activity.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements, and appointments.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.2.7 Demonstrate knowledge of the cultures of speakers of the language studied.

**Resources and Materials:** Library media center, poster board, markers, videotape and camera, and prizes such as medals or ribbons

### Assessment:

- **Formative:** Monitor students’ oral production during creation of the “crazy” sport, and note students’ ability to complete the oral task during the student-created sport.
- **Summative:** Students critique their peers’ illustrations of favorite sports and posters for the Crazy Olympics with a rubric stressing accuracy of expression and visual impact of design. Assist students in designing a rating scale to evaluate each group’s presentation of its event on videotape for accuracy and comprehensibility of language, originality, and appropriateness of event.

### Steps for Planning and Implementation:

1. After using the library media center to access print, CD-ROM, and online information, students describe a familiar Olympic sport (e.g., how and where the sport is played, what clothing or equipment is required, under what climatic conditions it is played). Groups present their chosen sport to the class.
2. Students use a graphic organizer to say what they like or dislike about certain sports.
3. Students illustrate the sport they like best, label the illustration, and write a few simple sentences telling what they like about it. Display illustrations in the classroom.
4. Working once again in groups, students create new sports for a “Crazy Olympics.” Each group is responsible for making a poster, listing the rules of the event, providing as much of the material needed for the sport as possible, and demonstrating the sport to the class.

Suggested Crazy Olympics sports are listed below. (Italics reflect target language use in suggested activities.)

- a) Running across the gymnasium, picking up a jelly bean with chopsticks and placing it in another container, then *reciting the alphabet backwards in the target language*.
- b) Passing an orange from neck to neck, *while singing a previously learned song from the target culture*.
- c) Laying out a maze on the floor with masking tape and blindfolding *one player who will be talked through the maze by another player*. The blindfolded player must not walk on the tape.
- d) Running across the gymnasium, blowing up a balloon, tying a knot in it, sitting on it until it breaks, then *counting by five to 100 in the target language*.
- e) Working in a team to put together the pieces of a geographical puzzle relating to the target country *with discussion in the target language*.
- f) Hopping across the gymnasium, with one leg tied to another student’s leg, pulling a letter out of a fish bowl, and *reciting six words in the target language that begin with that letter*.

## *Crazy Olympics* (continued)

5. Students in each group explain the rules of their Crazy Olympics sport and demonstrate the activity. Events are timed, scores are tallied, and winners are announced. Winners receive gold, silver, or bronze medals. The Crazy Olympics are videotaped. Parents, school administrators, and other classes are invited to view the event.
6. Students view the videotape and discuss which sport they found most exciting, amusing, or interesting to watch.

### **Extension Activity:**

- Groups research world-famous Olympians from the target culture who have excelled in the group's chosen sport.

### **Interdisciplinary Connections:**

**Visual and Performing Arts:** 1.2.3: Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. 1.4.2: Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

**Health/Physical Education:** 2.5.7: Describe the characteristics of skilled performance in a variety of physical activities.

**Language Arts:** 3.3.16: Write technical materials, such as instructions for playing a game, that include specific details.

**Math:** 4.1.11: Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, and applications to other disciplines.

**Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.9 Use time efficiently and effectively.
- 5.3 Demonstrate principles of safe physical movement.

### **Teacher Notes for Classroom Implementation:**



## Hey, AESOP, What's Up?

**Activity Overview:** Students explore an important literary genre, the fable, and expand their world language skills in an enjoyable communicative activity about animals, their characteristics and their habitats.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.1.16 Identify common and distinct features, such as prepositional phrases and clauses, among languages.
- 7.2.7 Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures.
- 7.2.8 Examine interrelationships between the language and the culture of a given group of people as evidenced in literary works.

**Resources and Materials:** Binders and folders for the completed stories

### Assessment:

- **Formative:** Using a holistic rating scale, evaluate students' descriptions of the animals. Monitor student participation throughout the activity.
- **Summative:** Students develop a rubric to peer-edit fables. Evaluate the quality of the editing process. Videotape fable readings for student portfolios. Assess fable readings for content, accuracy, and fluency.

### Steps for Planning and Implementation:

1. Review animal vocabulary and introduce new vocabulary using a variety of techniques.
2. Students draw the name of an animal from a hat. They bring in a physical representation of the animal (e.g., stuffed, plastic, or visual) and make up a list of its physical and character attributes as well as a description of its habitat.
3. Students place their animals on the floor in the center of the room. Using their list as a guide, students take turns describing their animal, while classmates guess which animal it is.
4. Invite the language arts teacher to read and discuss fables in English.
5. Students read a fable in the target language. Using a story map, elicit discussion of the elements of the fable.
6. Working in groups, students write fables that includes the following elements:
  - a) A well-described habitat (e.g., desert, forest, barn, or jungle)
  - b) Strongly developed characters with names that reflect the animals' outstanding qualities
  - c) A moral (either original or from an authentic target-language proverb)
7. Students peer-edit and illustrate their fables. All fables are collected into a class book.
8. Students share their fables with classmates, who provide constructive criticism according to a pre-determined rubric.
9. Videotape the fables so they can be viewed by other classes, parents, and members of the community.

## *Hey, AESOP, What's Up?* (continued)

**Extension Activities:**

- Students make banners, posters, or large illustrations representing the moral of the fables they created.
- Students dramatize their fables and present them to the class and/or other language classes in the school.

**Interdisciplinary Connections:**

- **Language Arts:** 3.3.15: Understand that written communication can affect the behavior of others. 3.4.18: Begin to identify common aspects of human existence. 3.4.20: Analyze main ideas and supportive details.
- **Science:** 5.7.4: Identify and describe external features of plants and animals that help them survive in varied habitats.

**Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 3.9 Identify patterns and investigate relationships.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.5 Provide constructive criticism to others.
- 4.9 Use time efficiently and effectively.

**Teacher Notes on Classroom Implementation:**

## The Rain Forest

**Activity Overview:** Students expand their knowledge of the many features of the rain forest while maximizing every opportunity to use their communication skills in the target language.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.2.5 Compare the customs of their own culture and the studied culture.
- 7.2.8 Examine interrelationships between the language and the culture of a given group of people as evidenced in literary works.

### Assessment:

- **Formative:** Record students' participation in class activities in an observation log.
- **Summative:** Work with students to design a rubric for evaluating oral and artistic rain-forest presentations.

**Resources and Materials:** Multimedia encyclopedias, Internet access, science reference books, maps, atlases, world almanacs, art resources, native artifacts of the target culture, National Geographic and other nature magazines, and videos

### Steps for Planning and Implementation:

1. Assist students in researching information about a rain forest where the target language is spoken.
2. Help students create a web that lists the characteristics of the rain forest.
3. Students prepare a class album of photos or illustrations of the fauna and flora of the rain forest and label each image in the target language. Students also begin to keep a research journal in which they list all the relevant information.
4. Students complete a Venn diagram comparing climatic factors that create the rain forest with the factors that create climate in the United States.
5. Students identify endangered species in the rain forest and construct a graph showing the percentage of species living there today. Students generate sentences describing the graph in the target language.
6. Students develop a survival manual to be used on a visit to the rain forest. They give an oral presentation summarizing "Key Survival Tips."
7. Students prepare a list of questions to ask a guest speaker from the community who is knowledgeable about rain forests. Students take notes and record new information in their research journals.
8. Working individually or in groups, students prepare a presentation on the rain forest for other classes or at a school assembly. Presentations may be a play, a documentary, etc.
9. Students create a mural or a diorama of the rain forest and display it in the classroom, hallway, school auditorium, or public library.

### Extension Activities:

- Students read books about the rain forest in the target language and write a short review of the book.
- Students raise funds with posters, foods, artifacts related to the rain forest and/or created by students. Funds are donated to a nonprofit organization concerned with the preservation of the rain forest.
- Students create a museum displaying artifacts found in rain forest regions.

## *The Rain Forest* (continued)

- Students present a debate or panel discussion to other classes regarding the pros and cons of exploiting the rain forest.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.2: Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. 1.2.3: Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.
- **Math:** 4.8.11: Develop, apply, and explain methods for solving problems involving proportions and percents. 4.12.9: Generate, collect, organize, and analyze data and represent this data in tables, charts, and graphs.
- **Science:** Research information on the rain forests.
- **Social Studies:** 6.9.5: Explain and predict how the physical environment can accommodate, and be affected by human activity.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities to produce products.
- 2.9 Use technology to present designs and results of investigations.

### **Teacher Notes on Classroom Implementation:**

## *Welcome to New Jersey*

**Activity Overview:** Students living in an urban area of New Jersey use the Internet to communicate with a class living in an ocean community. They discuss environmental concerns in their communities and plan a two-day world language immersion event on environmental problems.

### **World Language Cumulative Progress Indicators:**

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements, and appointments.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.1.12 Express details of their everyday lives and of past experiences.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Identify common and distinct features, such as prepositional phrases and clauses, among languages.

**Resources and Materials:** Map of the state showing beach areas, important cities, and rural areas; a media center with Internet access and computer disk programs for information on environmental problems in New Jersey; cameras and film; a camcorder; a guest speaker from a local environmental center or the Liberty Science Center

### **Assessment:**

- **Formative:** Monitor the frequency of the students' oral language production as well as the quality of their written language production throughout the activity.
- **Summative:** Include students' work (posters, maps, etc.) in their portfolios. View the videotape and evaluate oral presentations done on Immersion Day according to a predetermined rubric. Ask students to do the same.

### **Steps for Planning and Implementation:**

1. Students living in an urban area of the state contact students living in a New Jersey beach/ocean community via the Internet.
2. Students e-mail letters of introduction in the target language. The letters should include descriptions of the town, city, or beach community in which they live.
3. Students in both classes research environmental concerns in their community through the school media center, local libraries, environmental centers, or television stations.
4. Students identify environmental problems such as air pollution and its causes, beach erosion, water pollution, litter and trash on streets, or the destruction of animal or plant life.
5. Lead a class discussion, and sort and classify students' responses using a variety of graphic organizers.
6. Students e-mail their research findings to the other class.
7. Classes plan a walk through their community to locate and map problem areas. They take photographs, label them in the target language, and display them in prominent places in the school along with their maps of the problem areas.
8. Students fax maps, other information, and plans for a two-day immersion event on the problems of pollution in their respective communities.
9. Students write and send invitations to members of the school and local community. The schedule of the first day includes the following items:
  - 9:30 a.m. Welcome and Introduction in the target language. School administrators and local officials welcome the visiting class. Refreshments appropriate to the target culture are served.
  - 10:00 a.m. A guest speaker from the local environmental center, the EPA, or the Liberty Science Center is invited to speak, if possible, in the target language.
  - 11:00 a.m. Using maps and other visuals, students present the environmental problems they have investigated.

## *Welcome to New Jersey* (continued)

- 11:30 a.m. In small groups, under the supervision of an adult who speaks the target language, students tour the city or beach areas. Using a prepared trip discussion sheet, students elaborate on environmental problems.
- 12:30 p.m. Students have lunch along the beach or in a city park and discuss how to improve the environment. Solutions are recorded for teacher evaluation.
- 1:30 p.m. Students return to school to see film, "The Man Who Planted Trees." (The film is based on a story by a French writer, Jean Giono, and has been translated into many languages. It can be obtained through the Canadian Film Bureau, Feinberg Center, State University, SUNY-Plattsburgh, in Plattsburgh, New York.) Students discuss and analyze the film's powerful theme: how one person, through love, work, and dedication, can accomplish changes that affect the environment and society.
- 2:45 p.m. Students review previously made arrangements for the second immersion day at the other school.
9. Specialists from the media center videotape the immersion days and place the tapes in the school media center for future reference.
10. Students submit a press release to the local newspaper for coverage of the immersion event on the environment.

### **Extension Activities:**

- Students gather recyclable objects found on their walks and design sculptures representing environmental problems. They label the sculptures in the target language.
- Students paint watercolors reflecting the environmental theme of the film.
- Students create a newspaper with an edition in the target language distributed to the school and community. Students write articles on environmental problems and the possible solutions they have devised.
- Students create a poster reflecting one aspect of the environmental study and present the posters to the class.
- Students compare and contrast environmental problems found in New Jersey with those found in the target culture country.

### **Interdisciplinary Connections:**

- **Health/Physical Education:** 2.1.10: Identify and demonstrate health practices that support and enhance personal and family physical and mental health.
- **Language Arts:** 3.5.13: Choose and use multiple forms of media to convey what has been learned. 3.5.14: Integrate multiple forms of media into a finished product. 3.5.15: Evaluate media for credibility.
- **Math:** 4.1.13: Recognize that there may be multiple ways to solve a problem, weigh their relative merits, and select and use appropriate problem-solving strategies. 4.14.7: Recognize common discrete mathematical models, explore their properties, and design them for specific situations.
- **Science:** 5.12.4: Evaluate the impact of personal and societal activities on the local and global environment. 5.12.5: Compare and contrast practices that affect the use and management of natural resources.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.12 Interpret and analyze data to draw conclusions.
- 5.6 Identify common hazards and describe methods to correct them.

### **Teacher Notes on Classroom Implementation:**

## On The Fast Track

**Activity Overview:** This scenario simulates situations students may encounter when negotiating rail systems in the target country. It also highlights the cultural importance of rail travel.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements, and appointments.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.1.16 Identify common and distinct features, such as prepositional phrases and clauses, among languages.
- 7.2.5 Compare the customs of their own culture and the studied culture.

**Resources and Materials:** Art supplies, library media center

### Assessment:

- **Formative:** Monitor frequency of target-language use during group work with a checklist rubric.
- **Summative:** Using a rating scale, assess language use for pronunciation, intonation, and structural accuracy during role-plays. Students peer-assess skits using a student-designed rubric.

### Steps for Planning and Implementation:

1. Students use a semantic web to generate vocabulary dealing with all aspects of train travel in the target culture.
2. Students research the importance of rail travel in the target culture by accessing print and online information in the library media center. Working in cooperative groups, they compare frequency of rail use in the United States with use in the target culture and display information on a graph.
3. Students create a train station in the classroom including a ticket booth, maps, schedules using the 24-hour clock, names of stations, a price chart, and posters of various sites in the target culture.
4. Working with a partner, students practice asking and receiving answers to questions such as "How do I get to . . .?" or "How much does a ticket cost?" or "Are there discounts for students?"
5. Students role-play purchasing tickets according to a variety of travel situations devised by the students themselves. These situations, which can be serious or comical, are written on cards that the students pick at random. Student groups prepare and present their role-play to the class.

### Extension Activities:

- Students research types of trains commonly used in the target culture and prepare an oral and visual presentation for the class.
- Working in groups, students simulate a travel experience in a typical train carriage in the target culture, using whatever props might be needed on such a trip. Skits may be videotaped for inclusion in a language reference library.

## *On The Fast Track* (continued)

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.3.2: Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts. 1.6.3: Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.
- **Language Arts:** 3.1.14: Use clear, concise, organized language in speaking situations.
- **Social Studies:** 6.7.6: Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and evaluate the utility of each in solving geographical problems. 6.7.9: Solve location problems using information from multiple sources.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.10 Monitor and validate own thinking.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 4.2 Work cooperatively with others to accomplish a task.

### **Teacher Notes for Classroom Implementation:**



## Say It With A Card

**Activity Overview:** Students create a complete line of greeting cards for marketing in the target-language culture. They exercise their artistic and marketing skills as they reinforce their linguistic and cultural knowledge in this real-life, hands-on activity.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions and sentences.
- 7.1.9 Describe people, places, things and events with some details.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements, and appointments.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.1.15 Explore employment opportunities where languages are advantageous.
- 7.2.5 Compare the customs of their own culture and the studied culture.

**Resources and Materials:** Samples of foreign language greeting cards, art materials, library media center, and multimedia resources

### Assessment:

- **Formative:** Monitor frequency and quality of language use throughout group activities.
- **Summative:** Evaluate the line of cards for accuracy and cultural appropriateness. With a teacher/student-developed rubric, evaluate students' presentations on "selling" the best cards for use of persuasive language and creative expression; in addition, students peer-assess the presentations. Students self-assess their line of cards by using a teacher-designed checklist and by writing a short paragraph explaining why they chose a particular "best" card.

### Steps for Planning and Implementation:

1. Working in small groups in the library media center, students research and review major holidays in the target culture and appropriate greetings. They check with a target-language calendar or agenda as a guide.
2. Students use a Venn diagram to compare and contrast holidays celebrated in the United States and in the target culture.
3. Present examples of greetings cards in the target language. Help students create a T-chart or an analogy map to determine how the target-language cards are similar to or different from American cards, emphasizing cultural differences.
4. Students list real-life situations that call for sending greeting cards, such as birthdays, deaths, graduations. They discuss expressions appropriate for acknowledging each situation.
5. Students imagine they are graphic artists working for the international division of an American card company that will be issuing a new line of cards in the target language.
6. Students are responsible for producing a complete line of cards. Each card is written in the target language and meets the needs of the target-culture market. Cards are illustrated and contain a greeting on the outside and a poem or short message on the inside, which may be serious or comical.
7. Students choose the best cards from their box of cards and prepare to sell their ideas and products to the company's department head (represented by the rest of the class). These presentations can include skits, musical numbers, etc.

## *Say It With A Card* (continued)

8. Students vote on the best cards and display them on a bulletin board with the heading “Say It With a Card” in the target language. Cards can be displayed in a special area in the school or the town library.
9. Students can enter the best cards in various card contests (e.g., Hallmark’s The Best Mother’s Day Card Contest). Cards can also be used as a fund-raiser for the language club.

### **Extension Activities:**

- Student send cards as a community service to persons in local nursing homes and hospitals who speak the target language.
- Students send their best cards to the UNESCO card contest.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.2: Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students’ developmental level. 1.2.3: Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. 1.3.2: Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.
- **Language Arts:** 3.3.15: Understand that written communication can affect the behavior of others.  
Library Information Skills: Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 1.3 Identify career interests, abilities, and skills.
- 2.5 Access technology-based communication and information systems.
- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.9 Identify patterns and investigate relationships.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate own actions and accomplishments.
- 4.5 Provide constructive criticism to others.

### **Teacher Notes on Classroom Implementation:**

## *World Languages...Who Needs Them?*

**Activity Overview:** Students create an original country and language system based on the knowledge and experience acquired from learning a world language. The value of world languages is underscored as students develop cogent reasons for the study of their invented language and culture.

**World Language Cumulative Progress Indicators:**

- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.2.5 Compare the customs of their own culture and the studied culture.

**Resources and Materials:** World maps, papers, rulers, markers, colored pencils, and a word processor

**Assessment:**

- **Formative:** Record students' use of language and participation throughout the activity using a checklist.
- **Summative:** Evaluate videotaped presentations of imaginary countries using a rubric that includes accuracy and appropriateness of language production and creativity. Conference with individual students about their letter to the school district focusing on correct language use and effectiveness of persuasive techniques.

**Steps for Planning and Implementation:**

1. Working in small groups, students create an imaginary country whose greatest value to the world community is either aesthetic, economic, or cultural. They select a location for this country on a world map.
2. Students create a national flag, anthem, and language for the country. Vocabulary can be limited to greetings, expressions of courtesy, and saying good-bye or expanded further.
3. Students present the new country and culture to the class, using visuals such as maps, posters, graphs, and cultural products (depending on which factor they have chosen to highlight). Presentations are videotaped.
4. Working in groups, students compare aspects of their invented culture with their own culture using a Venn diagram.
5. Pose the following problem to the students: Due to lack of enrollment, the language of the imaginary country will no longer be taught in schools in the United States. Students discuss the importance of world languages and the impact other cultures have on their own.
6. Students compose a letter to their local school district emphasizing the value of studying the target language and culture and offering suggestions on how to promote interest in the language.

## *World Languages...Who Needs Them?* (continued)

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.5.6: Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts. 1.6.3: Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.
- **Language Arts:** 3.3.15: Understand that written communication can affect the behavior of others.
- **Math:** 4.12.9: Generate, collect, organize, and analyze data and represent this data in tables, charts, and graphs.
- **Social Studies:** 6.5.9: Understand the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds. 6.7.6: Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and evaluate the utility of each in solving geographical problems.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.2 Work cooperatively with others to accomplish a task.

### **Teacher Notes for Classroom Implementation:**

## *Justice For All*

**Activity Overview:** Students acquire a better understanding of the American judicial system and the ways in which it is both different from and similar to the target-culture judicial system. They participate in an important learning experience by simulating a mock trial in the target language.

**World Language Cumulative Progress Indicators:**

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.11 Interact with appropriate responses in limited social setting and basic situations.
- 7.1.12 Express details of their everyday lives and of past experiences.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.2.5 Compare the customs of their own culture and studied culture.

**Resource and Materials:** Class trip to a courtroom, gavel, courtroom video, library media center, newspaper clippings, Internet access, and appropriate costumes

**Assessment:**

**Formative:** Monitor students' use of the target language during small group work. Evaluate analogy maps of the justice systems for clarity, completeness, and appropriate language use.

**Summative:** Work with students to develop an analytic rating scale to evaluate the effectiveness of various roles played in the trial. Students include newspaper articles and TV editorials in their portfolios.

**Steps for Planning and Implementation:**

1. Students visit a local courthouse or watch court TV to witness the justice system at work.
2. As students discuss their observations, record them on a chart.
3. Students read newspaper clippings describing various crimes citing new vocabulary from context. Acting as facilitator, help students create a web listing different types of criminal activity and their possible consequences.
4. With instruction from the library media specialist on print and online search strategies, students research specific crime scenarios from the target culture on the Internet or in newspapers in order to learn how the justice system operates in that culture.
5. Invite the local District Attorney or a parent-lawyer to discuss possible consequences of such crimes in their town/state.
6. Working in pairs, students make comparisons between the justice system of the two cultures using an analogy map.
7. Students may acquire additional vocabulary related to the courtroom by watching and analyzing a video representation of a trial.
8. Working in small groups, students develop and assign roles necessary for a mock trial, such as judge, attorney, victims, witnesses, court reporter, and jury.
9. Students practice their roles in small groups, working out the dialogue needed for each character.
10. Students conduct the mock trial in the target language and invite other language classes to attend. Videotape the trial for use as an assessment tool.

## *Justice For All* (continued)

**Extension Activities:**

- Students write a newspaper article in the target language describing the initial offense, trial proceedings, and outcome.
- Students write and present an editorial for a television station on the outcome of the trial.

**Interdisciplinary Connections:**

- **Health/Physical Education:** 2.3.11: Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.
- **Language Arts:** 3.1.14: Use clear, concise, organized language in speaking situations. 3.1.15: Speak before a group to defend an opinion and present an oral interpretation.
- **Social Studies:** 6.1.6: Identify symbols of American principles and beliefs, such as the flag and the blind-folded Statue of Justice. 6.4.7: Understand how family, community, and social institutions function to meet individual and group needs.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

**Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 1.3 Identify career interests, abilities, and skills.
- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 4.2 Work cooperatively with others to accomplish a task.

**Teacher Notes on Classroom Implementation:**

## Telephone Talk

**Activity Overview:** Students engage in telephone conversations with target-language speakers in a specific social context. They learn a valuable lesson about successful communication as they convey information without the help of nonverbal cues in this enjoyable but challenging activity.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements, and appointments.
- 7.1.11 Interact with appropriate responses in limited social setting and basic situations.
- 7.1.13 Engage in the original and spontaneous conversation in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.1.15 Explore employment opportunities where languages are advantageous.
- 7.2.5 Compare the customs of their own culture and the studied culture.

**Resources and Materials:** Telephone (real or technological mock-up) and target-language speakers who are professional colleagues or community members

### Assessment:

- **Formative:** Observe students' use of language during role-play. Monitor students' written work while preparing situation cards. Students self-assess their performance during the phone conversation through comment forms.
- **Summative:** Conference with students regarding the comment forms returned by the target-language speakers. Accuracy of information obtained by the target-language speakers is proof of effective communication.

### Steps for Planning and Implementation:

1. Give students an overview of the "Telephone Talk" project, providing logistics and expectations for the activities involved.
2. Contact professional colleagues or members of the community who are target-language speakers and who are willing to participate in the project.
3. Decide which student will call which target-language speaker, and present the list to the class.
4. Using a variety of techniques, review telephone etiquette for the target culture. Make students aware of pitfalls that may occur when nonnative speakers communicate with native or near-native speakers on the phone.
5. Students role-play telephone conversations together in class.
6. Give students situation cards that describe the context of the call. Examples include the following: applying for an au pair summer job, making hotel reservations, arranging a leisure time activity such as a tennis lesson or a sailing course, making a doctor's appointment, and buying tickets for a rock concert.
7. Help students prepare two cards in the target language. The first card—a student's card—contains specific information such as the following: *You are passing through a town in the target country. You have had a sore throat and headache for two days, and this morning you wake up with a fever. You call a doctor's office but the first appointment offered you is unacceptable because of a scheduling conflict. Negotiate an alternative.*

## Telephone Talk *(continued)*

8. The second card (for the target-language speaker) is set up as a form that he/she must complete based on the students' input, such as:
  - New patient:      Yes      No*
  - Name (last, first)*
  - Date of birth (day, month, year)*
  - Address:*
  - Telephone:*
  - Symptoms:*
  - How long?*
  - Taking any medication?*
  - Appointment\** (\*Offer students an appointment for that afternoon at 5.00 p.m.).
9. Prepare comment forms for students and for telephone contacts. Forms focus on communication. Sample questions for the target-language speaker include the following: *How easy was it to communicate with the student? Was the student able to rephrase, expand, or clarify on his or her utterances when necessary?* Sample questions for the student include the following: *How do you think you performed? What worked? What didn't work?*
10. Organize the telephone contacts. Some students and their target-language speaker contact may be able to speak together at an agreed-upon time in the evening. Others may have to find a time to talk in school during the day.
11. Students make the calls and write a note to the target-language speakers to thank them for their participation in the project.

### Extension Activity:

- Students unexpectedly hear an answering machine message requesting information pertaining to their specific situation when they call.

### Interdisciplinary Connections:

- **Health/Physical Education:** 2.2.6: Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.
- **Language Arts:** 3.1.14: Use clear, concise, organized language in speaking situations. 3.1.16: Recognize when the audiences do not understand the message, and make appropriate adjustments. 3.1.18: Receive and use constructive feedback to improve speaking ability. 3.2.9: Give appropriate feedback to a variety of speakers.

### Cross-Content Workplace Readiness Cumulative Progress Indicators:

- 1.11 Demonstrate skills and attitudes necessary for a successful job interview.
- 2.5 Access technology-based communication and information systems.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.14 Evaluate the effectiveness of various solutions.

### Teacher Notes on Classroom Implementation:



## Let's Go To Work

**Activity Overview:** Groups of students create a business in order to gain experience in hiring employees and marketing products. They apply their world language skills in a real-life situation that has implications for career development and their ability to negotiate the workplace in the future.

### World Language Cumulative Progress Indicators:

- 7.1.8 Create and respond to simple phrases, questions, and sentences.
- 7.1.9 Describe people, places, things, and events with some details.
- 7.1.10 Generate and respond to short messages such as invitations, directions, announcements, and appointments.
- 7.1.11 Interact with appropriate responses in limited social settings and basic situations.
- 7.1.12 Express details of their everyday lives and past experiences.
- 7.1.13 Engage in original and spontaneous conversations in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.1.15 Explore employment opportunities where languages are advantageous.
- 7.2.5 Compare the customs of their own culture and the studied culture.
- 7.2.7 Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures.

**Resources and Materials:** Library media center, authentic newspapers and periodicals from the target language, a video camera, Internet access, props for career role playing, and cards for the memory game

### Assessment:

- **Formative:** Note student use of language and level of comprehension during various activities.
- **Summative:** Use a rubric to assess dialogue creativity and use of language to problem-solve and negotiate in a real-life setting. Evaluate students on their effectiveness in using the target language to communicate reasons for hiring applicants and purchasing products.

### Steps for Planning and Implementation:

1. Students acquire career-related vocabulary through a variety of techniques (including storytelling, memory games, props, and role-playing) that allow them to apply for a job and market a product.
2. Choose the names of culturally authentic corporations that would be of interest to middle school students.
3. Working in groups of four, students draw the name of a corporation out of a grab bag. They determine who will play the roles of employer, job applicant, salesperson, and client.
4. Students research vocabulary for product information, marketing strategies, and job qualifications using a wide range of resources such as newspapers, periodicals, and online services in the library media center.
5. Students who play the roles of employer create advertisements for a job while students who are job applicants write a letter of response to the advertisement. Students who are salespersons create an advertisement for the product (format may vary: print, video, live presentation) with students who are clients and predict reactions of customers to the product.
6. Students create dialogues for encounters between job applicant and interviewer and salesperson and client. Dialogues should include culturally appropriate greetings, questions related to the corporation, and descriptions of the job or product. Dialogue presentations can be videotaped or put on a Hyperstudio stack.

## *Let's Go To Work* (continued)

7. Students decide which applicant they will hire or which product they will purchase and provide written reasons for their decision. Help students tally the results and make a graph of the preferences.

### **Extension Activity:**

- Students research persons from the target culture who have excelled in particular fields. They present their findings to the class orally and in written form.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.3: Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. 1.3.2: Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts. 1.6.3: Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.
- **Language Arts:** 3.1.14: Use clear, concise, organized language in speaking situations. 3.1.17: Conduct an informational interview. 3.2.9: Give appropriate feedback to a variety of speakers. 3.2.10: Recognize persuasive techniques and credibility in oral communication.
- **Math:** 4.3.10: Apply mathematics in their daily lives and in career-based contexts.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials, and access technological resources independently.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 1.2 Describe the importance of personal skills and attitudes to job success.
- 1.4 Develop an individual career plan.
- 1.7 Describe the importance of academic and occupational skills to achievement in the work world.
- 1.11 Demonstrate skills and attitudes necessary for a successful job interview.
- 1.12 Demonstrate consumer and other financial skills.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.15 Apply problem-solving skills to original and creative/design projects.

### **Teacher Notes on Classroom Implementation:**

## 2050: A School Odyssey

**Activity Overview:** Students design an ideal school of the future. They communicate their interpretations and perceptions of an ideal school to peers and other members of the school community. This activity taps into students' creativity and engages their critical-thinking skills.

### World Language Cumulative Progress Indicators:

- 7.1.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.1.11 Interact with appropriate responses in limited social setting and basic situations.
- 7.1.13 Engage in original and spontaneous conversation in the language studied.
- 7.1.14 Organize thoughts into coherent oral speech.
- 7.1.16 Identify common and distinct features, such as prepositional phrases and clauses, among languages.
- 7.2.5 Compare the customs of their culture and the studied cultures.

**Resources and Materials:** Poster board and markers, a video camera and videotape, and a computer-assisted drawing program (if possible)

### Assessment:

- **Formative:** Observe pair/group work for level of language use and fluency throughout the project.
- **Summative:** Evaluate videotaped presentation of the students' "Ideal School" using a rubric for oral presentations. Students peer-assess handbooks. Comment on peer assessments and place in portfolios. Evaluate the roundtable discussion using a rubric developed to assess appropriateness, comprehensibility, and fluency of language.

### Steps for Planning and Implementation:

1. Lead a discussion with students on the topic of "What Makes a Good School?" Use a graphic organizer to record students' responses.
2. Working in pairs or small groups, students design an ideal school of the future. Encourage them to think creatively and imaginatively. Remind them that certain elements must be present in the design: a floor plan with all areas labeled in the target language and a student handbook with such information as the school philosophy, number of students, curricular offerings, schedules, school rules (regarding dress, discipline, etc.), a school calendar, school colors, mottos, a song and a mascot, food services, activities and athletics, innovative programs, and a media center.
3. Students work together to create as many visual/aural representations of each aspect of the school of the future as possible.
4. In pairs or groups, students present their projects to the class. The media specialist or a student videotapes the presentations.
5. Create a roundtable discussion in which students further express their views about the ideal school. Arrange for these discussions to be videotaped. The videotape can be shown at a parents' night or a curriculum fair.
6. Display student projects in the school's main lobby with a short introductory written description.

### Extension Activity:

- Students compare the present design, philosophy, and other characteristics of their school with one in the target culture.

## 2050: A School Odyssey *(continued)*

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.1.2: Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response. 1.2.3: Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. 1.3.2: Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts. 1.6.3: Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.
- **Language Arts:** 3.1.14: Use clear, concise, organized language in speaking situations. 3.1.15: Speak before a group to defend an opinion and present an oral interpretation.
- **Math:** 4.7.11: Relate two-dimensional and three-dimensional geometry using shadows, perspectives, projections, and maps. 4.7.16: Develop, understand, and apply a variety of strategies for determining perimeter, area, surface area, angle measure, and volume.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 1.2 Describe the importance of personal skills and attitudes to job success.
- 1.7 Describe the importance of academic and occupational skills to achievement in the work world.
- 3.10 Monitor and validate own thinking.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.2 Work cooperatively with others to accomplish a task.

### **Teacher Notes on Classroom Implementation:**

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# **GRADES 9-12 SCENARIOS**

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