

Keeping Track Of The Future

Activity Overview: Students reflect on their present use of time and project future commitments.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.20 Comprehend fluent speakers in everyday situations.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss representative works of diverse cultures in many fields of endeavor.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.

Resources and Materials: Target-language sayings about time, 24-hour time sheet, poem or short story dealing with the future, and a mature community representative who speaks target language

Assessment:

- **Formative:** Monitor oral production during paired and guest-speaker activities and class discussions.
- **Summative:** Evaluate students' essays using a rubric for written work, and oral presentations using a holistic rating scale. Students read peer essays in a simulated blind admissions process to determine if student will be accepted or rejected. Monitor peer critiques for logical reasoning in developing a rationale for their decision.

Steps for Planning and Implementation:

1. Help students analyze differences and similarities in cultural concepts of time as reflected in sayings and proverbs in English and the target language.
2. Working in pairs, students use a 24-hour time sheet (divided into half-hour segments) to interview each other about how they use their time. Interview includes leisure activities and part-time jobs as well as school and home life.
3. Students share results of pair interview with the class. Help students create a chart surveying what students do and how much time they spent doing it.
4. Students invite a mature adult who speaks the target language to address the class about what he or she once speculated the future would hold and how it turned out. Students discuss how personal adjustments and decisions about one's future are made.
5. Students answer the following essay question (which often appears on college applications): *Given your present interests and abilities, what do you anticipate to be your major in college, and which career field do you plan to enter and why?* Students present their essays orally to the class, and a discussion follows.
6. As a culminating activity, students read and discuss themes evident in a short story or a poem dealing with personal aspirations for one's future.

Keeping Track Of The Future (continued)

Extension Activity:

- Student research projected trends in career development and determine the role of other languages in these fields.

Interdisciplinary Activities:

- **Health/Physical Education:** 2.2.17: Predict adult daily needs to maintain a healthy lifestyle, design a plan and budget based on those needs, and justify the plan.
- **Language Arts:** 3.3.18: Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.

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.
- 1.6 Select a career major and appropriate accompanying courses.
- 1.7 Describe the importance of academic and occupational skills to achievement in the work world.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 4.1 Set short- and long-term goals.
- 4.3 Evaluate own actions and accomplishments.
- 4.9 Use time efficiently and effectively.
- 4.11 Describe how ability, effort, and achievement are interrelated.

Teacher Notes on Classroom Implementation:

To Your Health

Activity Overview: Students enhance their awareness of health practices in other cultures through a series of communicative activities supported by current research accessed through technological resources.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.23 Identify common and distinct features, such as grammatical structures, among languages.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Media center and authentic print material from the target culture

Assessment:

- **Formative:** Note students' involvement in class discussions, preparation of graphs, and student-to-student interactions.
- **Summative:** Assess oral presentations on research findings, interpretations of graphs, and individual health plans using a variety of rubrics for oral language production. Students self-assess-written health plans and review peer health plans using a set rubric. Students place health plans in portfolios.

Steps for Planning and Implementation:

1. Lead a discussion on current trends in health awareness and health maintenance in the United States.
2. Working in pairs, students use the library media center to access the Internet and other online services to investigate health maintenance habits in the target culture. Topics include consumption of caffeine-free drinks and chemical-free foods, support for nonsmoking public facilities, availability of community support groups, length and frequency of vacations, frequency of leisure-time activities, and prevalence of fitness centers.
3. Students present their findings to the class, using as many visual aids as possible.
4. Students graph the results of the presentations and compare and contrast target-culture health practices with U.S. practices.
5. Students invite a parent or a community member in the medical, health, or physical fitness field to present information on maintaining good health habits. The presentation is in the target language. A videotaped presentation may be used if a community member is not available.
6. Students prepare posters in the target language promoting good health habits. Posters are displayed in the school.
7. Students write an individual health plan to improve their physical and mental well-being. They share health plans with the class.

To Your Health (continued)

Extension Activity:

- Students monitor their health-related activities for a week before preparing their ideal health plan.

Interdisciplinary Connections:

- **Visual and Performing Arts:** 1.2.4: Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts. 1.5.10: Create works of art that communicate personal opinions, thoughts, and ideas.
- **Health/Physical Education:** 2.1.16: Analyze the impact of genetic, nutritional, behavioral, cultural, and environmental factors on the functioning of body systems and use this information to identify responsible health practices. 2.2.16: Develop a plan for lifelong wellness using data from health practices, and evaluate progress towards meeting health goals in the plan. 2.6.12: Design and evaluate a personal fitness plan, taking into consideration fitness, health and nutritional status, age, interests, and abilities, and discuss how the plan may be adapted to injury, illness, or aging.
- **Math:** 4.12.9: Generate, collect, organize, and analyze data and represent this data in tables, charts, and graphs.
- **Social Studies:** 6.5.13: Analyze the mutual influences among different cultures throughout time. 6.5.14: Understand views held by people in other times and places regarding issues they have faced. 6.5.16: Analyze how beliefs and principles are transmitted in a culture.
- **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.
- 3.3 Formulate questions and hypotheses.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 4.1 Set short- and long-term goals.
- 4.2 Work cooperatively with others to accomplish a task.

Teacher Notes on Classroom Implementation:

You Ought To Be In Pictures

Activity Overview: Students develop reading, writing, and oral skills and master literary analysis by producing an interpretation of a literary work in the form of a video. This scenario taps into a range of learning styles and intelligences.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.20 Comprehend fluent speakers in everyday situations.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.23 Identify common and distinct features, such as grammatical structures, among languages.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.

Resources and Materials: A literary work (in print and on video) and videotaping equipment

Assessment:

- **Formative:** Monitor and observe students' effort, participation, and oral production throughout the activity using a rubric for collaborative work.
- **Summative:** Students peer-assess videos. Evaluate the accuracy and appropriateness of the language and cultural practices in the videos using a rating scale.

Steps for Planning and Implementation:

1. Students read and analyze a literary selection in the target language, concentrating on theme, style, technique, and narrative device.
2. Students watch a video of the work or a work in the same genre.
3. Using a graphic organizer, elicit student comments on the similarities and differences between the literary work and the video.
4. Students compare the literary work and the video in writing.
5. Students, working in cooperative groups, plan and produce an interpretive video highlighting one aspect of the literary work. In Cervantes' *Don Quixote* for example, students interpret Quixote's apparent madness and show how others react to it. This activity may need to be completed as an out-of class project.
6. Students watch all the videos and evaluate them according to an agreed-upon rubric.
7. Students vote for the videos that will receive Oscar Awards in categories ranging from *Best Actor/Actress*, *Cinematography*, *Direction*, and *Musical Score* to *Most Comical* and *Best Artistic Interpretation*.
8. Students devise and design award trophies.
9. Lead a discussion of the reasons behind students' choices of recipients for awards.
10. Students plan a video preview and invite parents, administrators, and other members of the school community.

You Ought To Be In Pictures (continued)

Interdisciplinary Connections:

- **Visual and Performing Arts:** 1.2.4: Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts. 1.5.10: Create works of art that communicate personal opinions, thoughts, and ideas. 1.6.4: Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.
- **Language Arts:** 3.4.29: Understand the study of literature and theories of literary criticism.

Cross-Content Workplace Readiness Cumulative Progress Indicators:

- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.5 Provide constructive criticism to others.

Teacher Notes on Classroom Implementation:

Dare To Say No

Activity Overview: Students compare common problems facing adolescents in the United States and the target culture. They use their world language skills to express viewpoints and seek solutions.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.23 Identify common and distinct features, such as grammatical structures, among languages.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.

Resources and Materials: Teen magazines, newspaper clips from TV and videos in the target language, and a visitor from a target-culture community

Assessment:

- **Formative:** Evaluate student involvement and use of target language throughout the activity.
- **Summative:** Using selected rubrics, assess students' presentations and letters, which are added to portfolios. Students rate their peers' letters on accuracy of language as well as creativity of responses to problems and solutions.

Steps for Planning and Implementation:

1. Using a graphic organizer, elicit comments from students about concerns and stresses that affect teenagers in the United States, including friends, school, alcohol, drugs, and parent relationships.
2. Working individually or in small groups, students research teenage stresses as reflected in target-culture teen magazines and/or newspaper articles, TV clips, videos, or the Internet. They present their findings to the class.
3. Using an analogy map, encourage students to compare and contrast problems of American adolescents with adolescent problems in the target culture.
4. Students problem-solve ways to reduce stress and deal with peer pressures in both cultures.
5. Students participate in a "Dear Abby" activity: They write anonymous letters seeking peer advice on problems of adolescent life.
6. Collect letters and distribute them to a team of designated classmate "advice" writers, who will respond to them.
8. Students read responses aloud, and the class decides if the advice is useful or not.
9. Students invite a visitor from the target culture to share his or her perceptions of teen problems in that culture. Students ask the visitor questions prepared in advance.

Extension Activities:

- Students share problems and invite solutions from pen pals or e-mail pals.

Dare To Say No (continued)

Interdisciplinary Connections:

- **Health/Physical Education:** 2.2.14: Analyze the causes of conflict in groups, families, and within the community, and demonstrate and evaluate nonviolent strategies to prevent, mediate, and resolve conflict. 2.4.18: Describe safe and effective parenting skills, and identify resources for information and help with parenting.
- **Social Studies:** 6.5.13: Analyze the mutual influences among different cultures throughout time. 6.5.17: Understand the multiple influences of gender, family background, religion, ethnicity, socioeconomic position, and nationality as the bases for analysis of individual identity.

Cross-Content Workplace Readiness Cumulative Progress Indicators:

- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.3 Formulate questions and hypotheses.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 4.3 Evaluate own actions and accomplishments.
- 4.4 Describe constructive responses to criticism.

Teacher Notes on Classroom Implementation:

For Peace Sake

Activity Overview: Students, in cooperation with Amnesty International, persuade their classmates to join them in a “fight for human rights” campaign in a target culture with human rights violations.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.20 Comprehend fluent speakers in everyday situations.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.23 Research language-related employment opportunities.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Library media center, newspapers, magazines, computers, Internet access, and guest speakers

Assessment:

- **Formative:** Monitor students’ oral production throughout the activity.
- **Summative:** Students peer-critique and peer-edit presentations. Monitor the peer critiques for accuracy of language and depth of critique. Evaluate effectiveness of the campaign through a teacher-and-student-developed rubric stressing linguistic accuracy, use of persuasion techniques, and creative appeal.

Steps for Planning and Implementation:

1. Students prepare questions to ask a guest speaker from Amnesty International, who will discuss the work of this organization, preferably in the target language.
2. Using the library media center to access print, CD-ROM, and online information, students research work of this or other human rights organizations about violations in target-culture countries.
3. Students discuss and create a display that reflects their findings.
4. Working in cooperative groups, students select a target-language country with human rights violations. They write a letter to the country’s government addressing the issue.
5. Students peer-edit letters for display throughout the school, prepare flyers for distribution, and broadcast announcements on the school’s P.A. system concerning human rights violations in the culture studied.

For Peace Sake (continued)

6. Students evaluate and recognize the most effective letter, poster, flyer, or P.A. announcement.
7. Working in groups, students prepare presentations to convince other classes studying the target language to join them in this campaign.

Interdisciplinary Connections:

- **Language Arts:** 3.2.11: Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations. 3.3.18: Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.
- **Math:** 4.12.11: Make inferences and formulate and evaluate arguments based on data analysis and data displays.
- **Social Studies:** 6.4.13: Evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.
- **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.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.14 Evaluate the effectiveness of various solutions.
- 4.1 Set short- and long-term goals.
- 4.5 Provide constructive criticism to others.

Teacher Notes on Classroom Implementation:

Murder In The First

Activity Overview: Students solve a murder mystery by following clues and making hypotheses in the target language. They interact in their world language while developing critical-thinking skills in a non-threatening environment.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.23 Identify common and distinct features, such as grammatical structures, among languages.

Resources and Materials: Folders, instructional activity sheets, evidence and crime scene set-up, and campus police (if available)

Assessment:

- **Formative:** Monitor students' oral production during every aspect of the investigation.
- **Summative:** Evaluate written reports of the investigation and oral presentations with a rubric that emphasizes students' ability to hypothesize in the target language. Reports are included in students' portfolios.

Steps for Planning and Implementation:

1. Using a semantic map, students generate questions to be used in a criminal investigation.
2. Invite campus or local police to explain components of police investigations to the students. Students synthesize remarks made by police into the target language.
3. Prepare the classroom with the following items:
 - a) *Classroom door:* Sign reading CRIME SCENE—DO NOT ENTER
 - b) *Teacher's desk:* Photograph of two children
Ashtray with two cigarette butts, one marked with lipstick
Two wineglasses, one with lipstick
Empty bottle of wine
Calendar or agenda opened to a certain date with the following entries: miscellaneous appointments on one day; on the following day, a target-culture airline flight from a target-culture city to Newark Airport.
 - c) *On the floor:* Outline of a body using masking tape
Two pools of blood and a trail of blood leading to the door.
Bloody knife
Scrap of fabric with blood
 - d) *By the door:* Bloody sneaker print
Hairbrush with a few strands of hair
Lipstick
 - e) *Other locations:* Signs of a struggle (e.g., an overturned trash can or chair)
Broken watch with hands stopped
Canceled airline ticket
Crumpled love letter

Murder In The First (continued)

4. Students receive a folder that includes the following information in the target language. They are told to follow the instructions.
 - a) *Task and Instructions:*
 - Step 1: You are a homicide detective. With your partner you have just arrived at the scene of the murder. The body has already been identified and examined by the coroner. The victim is...(give the name of a famous figure in history, art, or literature in the target culture). The victim has been shot twice, once in the head and once in the heart.
 - Step 2: Carefully inspect the scene for clues, and take notes during your observation. Since the fingerprinting team has completed its job, you may pick up and examine anything. Be sure to put it back.
 - Step 3: Read and answer the questions in the folder to help you reach conclusions.
 - Step 4: With your partner, write up your report of the investigation in the target language and prepare to present it. The report must include the motive and the murderer. Back up your allegations with evidence. Use your imagination to fill in the gaps. A report form is included in your folder.
 - b) *Suspect Profiles:*

These include physical descriptions, relationship to the victim and any pertinent information such as prior confrontations with the victim. (Prepare these profiles in advance.)
5. Working in pairs students attempt to solve the mystery.
6. Students present their conclusions orally to the class in the target language and hand in their police reports.
7. Confirm the murderer and the motive, and award detective badges to all for a job well done.

Extension Activity:

- Students write their own murder mystery story.

Interdisciplinary Connection:

- **Science:** 5.2.14: Evaluate conclusions, weigh evidence, and recognize that arguments may not have equal merit.

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.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.7 Conduct systematic observations.
- 3.9 Identify patterns and investigate relationships.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.14 Evaluate the effectiveness of various solutions.

Note: This scenario is adapted from the Ozment and Rodriguez presentation “Listening to Student Voices: Hypothesis Skills for the Classroom” (Northeast Conference, April 1995). For a more detailed mystery scenario, look into the game “How to Host a Murder Mystery.”

Teacher Notes on Classroom Implementation:

You Are What You Eat

Activity Overview: Students analyze the nutritional value of foods, develop menus that reflect dietary concerns, and research and demonstrate the preparation of traditional dishes. The use of the target language while discussing and preparing foods helps students internalize vocabulary and language structures in an absorbing and enjoyable manner.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss representative works of diverse cultures in many fields of endeavor.

Resources and Materials: Chart of the basic food groups of the Food Guide Pyramid, food props (plastic food, pictures, real food and food products, etc.), cooking and eating utensils, recipes for foods that typify the target culture, library media center

Assessment:

- **Formative:** Monitor the quality of language used during interactions in cooperative groups.
- **Summative:** Work with students to develop a rubric to assess menu presentations. Assess students' final presentations of recipes for completeness of research and clarity of explanation of the recipes. Students peer-assess presentations.

Steps for Planning and Implementation:

1. Using a graphic organizer, elicit information from students about foods they typically associate with the target culture and the American culture.
2. Viewing a chart of the food groups (Food Guide Pyramid), students sort foods from the target culture and the American culture.
3. Students discuss the nutritional value and health benefits of foods found in both diets.
4. Working in groups, students develop menus that reflect dietary choices or restrictions, including vegetarian, diabetic, low-sodium, lactose-intolerant, high-calorie, low-calorie, and high-carbohydrate diets. Students design and present the menus to the class.
5. Using the library media center to access print, CD-ROM, and online information, students research recipes for traditional dishes associated with the target culture. They also investigate the history and origins of the dishes, the region from which they come, and any customs associated with them.
6. Students demonstrate preparation of a recipe. Demonstrations include historical and cultural information presented in the form of charts or other visuals. Students tape the presentations at the end of the activity.
7. Students sample the prepared dishes and complete a questionnaire about the nutritional value of each dish and whether it falls into one of the above categories listed as dietary restrictions.

You Are What You Eat (continued)

Interdisciplinary Connections:

- **Health/Physical Education:** 2.1.16: Analyze the impact of genetic, nutritional, behavioral, cultural, and environmental factors on the functioning of body systems and use this information to identify responsible health practices. 2.2.16: Develop a plan for lifelong wellness using data from health assessments, family history, nutritional information, and current health practices, and evaluate progress towards meeting health goals in the plan.
- **Science:** 5.6.2: Determine the basic needs of an organism.
- **Social Studies:** 6.5.15: Interpret how various cultures have adapted to their environments. 6.5.17: Understand the multiple influences of gender, family background, religion, ethnicity, socioeconomic position, and nationality as the bases for analysis of individual identity.
- **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:

- 2.2 Select appropriate tools and technology for specific activities.
- 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.
- 3.4 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.
- 4.2 Work cooperatively with others to accomplish a task.

Teacher Notes on Classroom Implementation:

Piece By Piece

Activity Overview: Students research, analyze, and construct models of internationally renowned monuments or buildings in the target culture and in New Jersey.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.23 Identify common and distinct features, such as grammatical structures, among languages.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.11 Explore and discuss representative works of diverse cultures in many fields of endeavor.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Videos; Internet access; laser discs; media center; materials for model constructions; and visits to museums, buildings, and/or monuments in New Jersey

Assessment:

- **Formative:** Evaluate students' work in groups using a rubric to assess collaborative work.
- **Summative:** Evaluate research presentations with a rubric assessing language proficiency and depth of content. Assess models by a rubric established with the art department staff. Include students' research in portfolios. Dramatizations and original songs are evaluated by a class-designed rubric for creativity and appropriateness of language use.

Steps for Planning and Implementation:

1. Students view a video or laser disc of buildings and monuments in the target culture.
2. Students select one monument or building for this activity.
3. Working in cooperative groups, students conduct research on the following topics using the library media center's print, CD-ROM, and online resources:
 - a) **History:** Role of monument in society and its historical significance.
 - b) **Art and Architecture:** Representation of monument in art and art housed within the monument.
 - c) **Literature:** Representation of monument in poems, short stories, novels, films, etc.
 - d) **Music:** Music associated with the location and/or a musical interpretation created by students.
4. Students present their research using as many visual aids as possible. They display research on charts or on computer graphics that can be shown in the classroom.
5. Help students select a New Jersey monument/building in the same category as the monument in the target culture (e.g., an art museum, a war memorial, an opera house, or a state building).
6. Working in groups, students research the New Jersey monument according to topics listed in Step 3 and present their research to the class.
7. Students visit the New Jersey monument, if possible.

Piece By Piece (continued)

8. Students compare and contrast the target-culture monument with the New Jersey monument identifying similarities and differences.
9. Students construct models of the target-culture monument/building and the New Jersey building.
10. Display models of the buildings with the accompanying charts, graphics, and descriptions of similarities and differences in the school and/or town library.
11. Students create a short dramatization (serious or comical) or a song that reflects an aspect of the chosen monument. Presentations can be videotaped.

Extension Activities:

- Adapt this activity to a region or a province in the target-culture country that resembles a region in New Jersey.

Interdisciplinary Connections:

- **Visual and Performing Arts:** 1.3.3: Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts. 1.5.8: Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events.
- **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:

- 2.2 Select appropriate tools and technology for specific activities.
- 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.
- 2.9 Use technology to present designs and results of investigations.
- 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.
- 3.7 Conduct systematic observations.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.6 Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

Teacher Notes on Classroom Implementation:

Heroes: Our Alter Egos

Activity Overview: Students enrich their perceptions of heroic qualities found in persons from different cultures by reading, viewing, and discussing authentic materials in the target language. They assume the identity of a heroic figure from the culture.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.23 Identify common and distinct features, such as grammatical structures, among languages.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.11 Explore and discuss representative works of diverse cultures in many fields of endeavor.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Video clips, literary excerpts, culturally appropriate costumes and props

Assessment:

- **Formative:** Students self-evaluate participation and use of language in classroom group discussions with a checklist questionnaire.
- **Summative:** Assess students as they role-play heroic figures using a rating scale established cooperatively with the class. Videotaped presentations become part of students' portfolios.

Steps for Planning and Implementation:

1. Elicit a definition of the concept of a hero from students. Encourage students to elaborate on what constitutes heroic qualities, and chart responses on a graphic organizer.
2. Provide thumbnail sketches of familiar heroes from a variety of fields. This handout serves as a foundation for vocabulary building and fact finding.
3. Working in cooperative groups, students choose a hero and list ways in which that person has influenced society.
4. Students present their heroes orally to the class.
5. Students discuss the ways in which heroes chosen by the class parallel the original definition of a hero and heroic qualities.
6. Introduce a heroic figure from the target culture through a literary excerpt or a video clip. Ask students to address the question, *Do heroic traits cross cultural lines?*
7. Students research a past or present hero from the target culture and assume his or her identity for a presentation to the class. Presentations, using costumes and props, take the form of a vignette highlighting a hero's specific accomplishment, a reflection on his or her life from the point of view of the hero, etc.
8. Students present their heroes to the class. Presentations are videotaped for portfolios.

Heroes: Our Alter Egos (continued)

Extension Activity:

- Using their new insights into heroes of the target culture, students write an essay that addresses the question, "Do heroic traits cross cultural lines?"

Interdisciplinary Connections:

- **Science:** 5.3.7: Examine the lives and contributions of important scientists and engineers who effected major breakthroughs in our understanding of the natural world.
- **Social Studies:** 6.3.12: Understand the views of people of other times and places regarding the issues they have faced.

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.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.3 Formulate questions and hypotheses.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.

Teacher Notes on Classroom Implementation:

I'm A United Nations Diplomat

Activity Overview: While role-playing United Nations diplomats, students learn about factors affecting current events in target-culture countries. They see the relevance of their language study in an immediate and powerful way.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.20 Comprehend fluent speakers in everyday situations.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.22 Research language-related employment opportunities.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.11 Explore and discuss representative works of diverse cultures in many fields of endeavor.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Media, computer technology, a native-language guest speaker, a field trip to the United Nations with a tour in the target language (if possible)

Assessment:

- **Formative:** Note students' level of input and quality of language use throughout this activity.
- **Summative:** Evaluate final oral presentations and students' participation in discussions using a rubric that stresses use of persuasive language and ability to defend a point of view. Review students' grids on diplomats' speeches to assess level of listening comprehension. Along with students, evaluate agreements based on the quality of the problem-solving solutions devised by the groups.

Steps for Planning and Implementation:

1. Students select a country where the target language is spoken and prepare for a target-language tour of the United Nations.
2. Students formulate questions about the organization and the target country, which they pose to the tour guide.
3. Following the field study, students work individually or in groups to collect data on political issues and socioeconomic factors affecting their country using technology sources and/or information from cultural embassies.
4. Students develop speeches in the target language highlighting two problems that affect their country nationally and internationally.
5. Students present their speeches before a simulated session of the United Nations General Assembly.
6. While listening to the speeches of the "diplomats," students complete an information grid on the issues presented. This grid is used to enhance subsequent discussions.

I'm A United Nations Diplomat (continued)

7. Using a graphic organizer, encourage students to discuss and prioritize issues in order of immediate need.
8. Working in cooperative groups, students formulate possible political solutions to the most serious problems and draft agreements that address the problems in the most effective way.
9. Groups present their work to the class and follow the presentations with a question/answer session.

Extension Activity:

- Students write and present an editorial summarizing an important issue and a possible political solution.

Interdisciplinary Connections:

- **Language Arts:** 3.2.12: Evaluate the credibility of the speaker. 3.1.20: Prepare for and participate in structured debates and panel discussions.
- **Math:** 4.5.8: Use calculators and computers effectively and efficiently in applying mathematical concepts and principles to various types of problems. 4.13.14: Model and solve problems that involve varying quantities using variables, expressions, equations, inequities, absolute values, vectors, and matrices.
- **Social Studies:** 6.4.9: Evaluate the views, beliefs, and impact of different social groups on a given historical event or issue. 6.4.11: Analyze historical and contemporary circumstances in which institutions function either to maintain continuity or to promote change. 6.4.13: Evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust. 6.8.17: Explain how physical, social, cultural, and economic processes shape the features of places and regions.

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.
- 3.3 Formulate questions and hypotheses.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.

Teacher Notes on Classroom Implementation:

Immerse Yourself

Activity Overview: Students have an authentic cultural and linguistic experience in which meaningful exchanges on a variety of topics allow them to integrate the full range of communicative proficiencies developed throughout their school years.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.20 Comprehend fluent speakers in everyday situations.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Reliable exchange facilitator or contact in target country, and shared expectations between exchanging schools

Assessment:

- **Formative:** Monitor pre-trip discussions and journal entries during the trip.
- **Summative:** Assess post-trip photographic and essay presentations using a rubric for accuracy of expression and depth of cultural observations.

Steps for Planning and Implementation:

1. Research possibilities for successful exchange experiences; establish contact with a sister school through the American Association of Secondary School Principals; identify families who can host each other's students; and set clear expectations regarding itinerary and student behavior.
2. Writing in a journal they will keep throughout the trip, students predict what they think the experience will be like and establish a set of personal goals. Students share their reflections with the class.
3. Students initiate acquaintance with the host family through e-mail.
4. Students keep a journal during the trip in which they record interesting and unusual linguistic and cultural data, including personal reactions to newspaper articles, movies or television programs, cultural gestures, and popular expressions. Students also keep a photographic record of their trip and label memorabilia in their journals.
5. Once home, students write an essay in which they reflect upon their trip. They compare and contrast the actual experience with their earlier predictions and comment on their personal impressions. Students use their photographic journal to illustrate their experience.
6. Students engage in follow-up activities during the year. For example, they make presentations to interest groups such as boards of education, parent associations, other classes, and community groups.
7. Students continue to communicate with target-language contacts as an authentic resource for language and culture throughout their world language study.

Immerse Yourself (continued)

Interdisciplinary Connections:

- **Visual and Performing Arts:** 1.5.7: Interpret the meaning(s) expressed in works of dance, music, theater, and visual arts.

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.
- 3.7 Conduct systematic observations.
- 3.10 Monitor and validate own thinking.
- 4.3 Evaluate own actions and accomplishments.

Teacher Notes on Classroom Implementation:

Buy My Product

Activity Overview: Students conduct a market research study to promote the sale of a new product manufactured by a New Jersey-based international corporation in a target-culture country. Students can see a work-related application for the skills they are learning as they become increasingly aware of the interdependence of people worldwide on products made both domestically and internationally.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.20 Communicate orally with increasing logic and accuracy.
- 7.1.22 Research language-related employment opportunities.
- 7.1.23 Identify common and distinct feature, such as grammatical structures, among languages.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people as evidenced in their literary works and communications, as well as their political, economic, and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Library media center, culturegrams, newspapers, magazines, computers, Internet access, and guest speakers

Assessment:

- **Formative:** Assess students' oral production throughout the activity.
- **Summative:** Evaluate effectiveness of the campaign with a rubric that stresses linguistic appropriateness and accuracy and use of persuasive techniques. The corporate marketing division of a New Jersey corporation evaluates effectiveness of persuasive techniques, and creative appeal of the advertising campaigns. Advertisements are placed in students' portfolios.

Steps for Planning and Implementation:

1. Students listen to and take notes on a presentation about a new product developed by a corporation that conducts business in a target-language country. The presentation is given by an employee who speaks the target language.
2. Working in cooperative groups, students gather information through the Internet and other media available in the library media center on the country's population, income, and customs.
3. Student groups create culturally appropriate advertisements for the product based on their findings.
4. Groups give oral presentations about their research findings and the type of audience they are targeting.
5. Students complete an evaluation of each group's presentation in order to assess the most successful advertising campaign.
6. Groups create and present a video for the promotion of their product.
7. Groups have the option of creating and presenting posters and/or billboards to further promote the product.

Buy My Product (continued)

8. Awards are presented for the most effective video and poster/billboard based on peer assessment.
9. Student work is submitted to a New Jersey-based corporation for possible use in an advertisement campaign.

Interdisciplinary Connections:

- **Health/Physical Education:** 2.3.13: Discuss the influence of the media on the choice, use, and misuse of medicines.
- **Language Arts:** 3.2.13: Evaluate media techniques and messages. 3.5.17: Solve problems using multimedia technology and be able to browse, annotate, link, and elaborate on information in a multimedia data base.
- **Math:** 4.12.19: Evaluate bias, accuracy, and reasonableness of data in real-world contexts.
- **Science:** 5.4.11: Participate in a design project that identifies a problem, proposes and implements a solution, and evaluates the consequences of that solution.
- **Social Studies:** 6.5.18: Evaluate the mutual influence of technology and culture. 6.6.13: Evaluate how the economic system meets wants and 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:

- 1.1 Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- 1.3 Identify career interests, abilities, and skills.
- 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- 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.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 4.4 Describe constructive responses to criticism.
- 4.5 Provide constructive criticism to others.
- 4.6 Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

Teacher Notes on Classroom Implementation:

Making Connections

Activity Overview: Students, through contact with community resources, explore how the target language can enhance career opportunities. This theme has been developed throughout the students' study of the target language. As students have matured academically and socially, they have become increasingly adept at knowing "how, when, and why to say what to whom."

World Language Cumulative Progress Indicators

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.20 Comprehend fluent speakers in everyday situations.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.1.22 Research language-related employment opportunities.
- 7.2.9 Recognize and understand verbal and nonverbal cues within a culture.
- 7.2.10 Explore and discuss similarities and differences among various cultures.

Resources and Materials: Community business contacts and a video camera

Assessment:

- **Formative:** Monitor students' oral production and participation throughout the activity.
- **Summative:** Using a rubric, evaluate the videotaped presentations for appropriateness of language; students assess them as well. Assess each student's written and oral analysis for synthesis of material and depth of insight. Audiocassettes and thank-you letters are included in portfolios.

Steps for Planning and Implementation:

1. Help students design and conduct a survey of various segments of the community to determine who uses the target language in the workplace. Students collectively agree on which speakers to invite to the class to share their professional experience.
2. Students prepare questions to ask target-language guest speakers. Topics include how speaker acquired his or her language skills, what specialized career preparation was required, how cultural insights facilitate doing business, and what job qualifications will be necessary for applicants in the future.
3. Students invite guest speakers who address the class and participate in a question-and-answer panel. The presentation is videotaped.
4. Students reflect on their career direction and explain how the target language will be useful to them in the workplace, recording this information on an audiocassette.
5. Students write letters of thanks to each guest speaker stating their personal response to the presentation and its impact on their future careers.

Extension Activity:

- Students use the target language as part of a community service requirement. They report to the class on their experience and how it compares and contrasts with the guest speakers' experiences.

Making Connections (continued)

Interdisciplinary Connections:

- **Language Arts:** 3.3.18: Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.
- **Social Studies:** 6.5.17: Understand the multiple influences of gender, family background, religion, ethnicity, socioeconomic position, and nationality as the bases for analysis of individual identity. 6.5.18: Evaluate the mutual influence of technology and culture.

Cross-Content Workplace Readiness Cumulative Progress Indicators:

- 1.1 Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- 1.4 Develop an individual career plan.
- 1.5 Identify skills that are transferable from one occupation to another.
- 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.
- 3.3 Formulate questions and hypotheses.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 4.9 Use time efficiently and effectively.
- 4.11 Describe how ability, effort, and achievement are interrelated.

Teacher Notes on Classroom Implementation:

THEMATIC SCENARIOS

K-4 THROUGH 9-12

The following three scenarios provide an example of a specific topic — transportation — developed and adapted for the elementary through secondary levels under the theme, "Home Life."



Getting Around

Activity Overview: Students explore modes of travel available in their neighborhood. They acquire and practice language needed to understand and give directions by simulating travel in their hometown.

World Language Cumulative Progress Indicators:

- 7.1.1 Respond to and initiate simple statements and commands such as greetings, introductions, and leave-taking.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.6 Express basic personal needs.

Resources and Materials: Transportation manipulatives (toy cars, buses, planes, etc.), a town mat/map, a small town map for paired use, cards depicting transportation and destinations, a song, grab bags, and a shower curtain or tablecloth for making a floor-cloth town map

Assessment:

- **Formative:** Observe students' verbal and physical responses for understanding of language during graph activity, storybook activity, and Twister game. Monitor language production during creation of floor-cloth map.
- **Summative:** Use a rubric to assess students' ability to give and follow directions in the map activity.

Steps for Planning and Implementation:

1. Using manipulatives, introduce transportation vocabulary.
2. Fill in a "How Do You Get to School?" picture graph with responses given by the students. Display the graph in the classroom.
3. Working in pairs, students create a map of their neighborhood on a shower curtain or a flannel-back tablecloth.
4. Along with the students, play a variation of "Twister" on the floor cloth to reinforce place names. For example, ask one or more students to "Place your right foot on the post-office, then your left hand on the school," and so forth.
5. Students draw a picture of a mode of transportation on one card and write a place name on another. Students place sets in two different grab bags.
6. Students pick a transportation card and a place card from the grab bag. One student gives the other student directions on how to get to the place named on the card. Second student follows the directions on the floor-cloth map using the appropriate manipulative. This activity may be done with pairs of students working together on the map.
7. Read a children's book from the target culture in which a mode of transportation plays an important role.
8. Read the story a second time while students act out the narrative.
9. Teach the students a song from the target culture about a mode of transportation.

Extension Activities:

- Students play "Concentration" matching a picture of the vocabulary with its written counterpart.
- Student draw pictures and write the text of a "How I Get Around in My Neighborhood" book.
- Students create a mural of their neighborhood that includes pictures of modes of transportation and labels with simple sentences.

Getting Around (continued)

Interdisciplinary Connections:

- **Visual and Performing Arts:** 1.3.1: Apply elements and media common to the arts to produce a work of art.
- **Social Studies:** 6.7.1: Use maps, globes, graphs, diagrams, and computer-based references and information systems to generate and interpret information. 6.7.2: Use mental maps to identify the locations of places within the local community and in nearby communities. 6.7.5: Demonstrate understanding of the spatial concepts of location, distance, direction, scale, region, and movement.

Cross-Content Workplace Readiness Cumulative Progress Indicators:

- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 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 on Classroom Implementation:

Getting Around The Capital

Activity Overview: Students learn to negotiate city travel by planning and simulating a trip to a major city in the target culture. They become familiar with a specific city, its infrastructure, history, and major attractions.

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.
- 7.1.16 Identify common and distinct features, such as prepositional phrases and clauses, among languages.
- 7.2.5 Compare the customs of their own culture and 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 on the target-culture city, media center, Internet access, art supplies, and scavenger hunt checklist

Assessment:

- **Formative:** Monitor language use throughout the activity. Collect and evaluate the itinerary. Use a rubric to assess oral presentations.
- **Summative:** Assess students' comprehension and production skills in the completion and timing of the scavenger hunt.

Steps for Planning and Implementation:

1. Using a variety of techniques and manipulatives, review vocabulary for modes of transportation and giving directions.
2. Using a chart labeled "We Know" and "We Guess," elicit responses from the students about what they know and what they guess to be true of the capital city they will study.
3. Students watch a video featuring an overview of the city. They review the video by comparing the features on the video to the features on the "We Know/We Guess" chart.
4. Working in cooperative groups, students use the media center to research maps, bus/metro schedules, routes, fares, currency conversions, and major tourist attractions in the target city.
5. Students plan an itinerary for a few days' travel in the city.
6. Groups share itineraries with the class.
7. Students participate in a scavenger hunt. Preparation for the hunt includes the following tasks:
 - a) Labeling hallways in school with names of streets in the capital city
 - b) Decorating classroom doors with student-produced drawings of monuments and places of interest in city.
 - c) Creating plaques with names of famous persons in target culture.
 - d) Placing an envelope containing questions for students to answer or directions for them to follow next to the classroom door.
8. Enlist the help of community target-language speakers in implementing the hunt.

Getting Around the Capital (continued)

Extension Activities:

- Students investigate persons who have made a contribution to the society of the target city and present a written and/or oral report.
- Students create travel brochures for tourists about the capital city.

Interdisciplinary Connections

- **Math:** 4.13.5: Understand and use variables, expressions, equations, and inequalities.
- **Social Studies:** 6.7.9: Solve location problems using information from multiple sources.

Cross-Content Workplace Readiness Cumulative Progress Indicators:

- 2.2 Select appropriate tools and technology for specific activities.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.9 Use time efficiently and effectively.

Teacher Notes on Classroom Implementation:

It Takes More Than Gas

Activity Overview: Students acquire real-life skills by simulating and solving problems that can occur when driving a car in a target-language country.

World Language Cumulative Progress Indicators:

- 7.1.17 Communicate and interact in a limited range of task-oriented and social situations.
- 7.1.18 Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
- 7.1.19 Understand a sustained conversation on a number of topics.
- 7.1.21 Communicate orally with increasing logic and accuracy.
- 7.2.10 Explore and discuss similarities and differences among various cultures.
- 7.2.12 Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
- 7.2.13 Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Resources and Materials: Driving manuals, licenses, situation cards, computers and computer software, a video camera and cassette, and the AAA equivalent in the target country

Assessment:

- **Formative:** Assess Venn diagram for content and accuracy. Observe and note language use during role-play activity.
- **Summative:** Using a rubric, assess final oral production in the video and written expression in the letter home.

Steps for Planning and Implementation:

1. Students review and expand on previously learned car vocabulary (including topics such as maintenance, parts, driving regulations, and breakdowns) and vocabulary for giving directions.
2. Provide students with target-language copy of international driving regulations.
3. Using a Venn diagram, students compare international driving regulations with New Jersey regulations.
4. Students create a Hyperstudio Stack in which they label parts of a target-culture car.
5. Using a graphic organizer, lead a discussion on motoring dilemmas.
6. Working in cooperative groups, role-play the motoring situations detailed in Step 5 and devise solutions. Simulations take place in a target-language country with authentic street and city names.
7. Student groups compile a glove compartment travel kit that includes a facsimile driver's license, international driving regulations, and a manual for road service in the target language. Students select other useful items for travel kit.
8. Students present their simulations to the class. Presentations are videotaped.
9. Working individually, students write a letter home telling where they went and what happened along the route.

It Takes More Than Gas (continued)

Interdisciplinary Connections:

- **Visual and Performing Arts:** 1.3.3: Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.
- **Health/Physical Education:** 2.1.19: Describe the principles of injury prevention and risk management, analyze factors that contribute to the incidence of injuries and violence, and develop strategies for prevention. 2.3.17: Interpret laws pertaining to the use, sale, and possession of chemical substances, with an emphasis on laws relating to driving under the influence.
- **Math:** 4.5.8: Use calculators and computers effectively and efficiently in applying mathematical concepts and principles to various types of problems. 4.3.11: Recognize situations in other disciplines in which mathematical models may be applicable, and apply appropriate models, mathematical reasoning, and problem solving to those situations.
- **Social Studies:** 6.7.11: Use and interpret maps and other graphical representations to analyze, explain, and solve geographical problems. 6.9.8: Evaluate the environmental consequences of technological change in human history.

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.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.1 Define problem/clarify decisions.
- 3.14 Evaluate the effectiveness of various solutions.
- 4.7 Describe the roles people play in groups.
- 5.4 Demonstrate safe use of equipment (or tools).

Teacher Notes on Classroom Implementation: