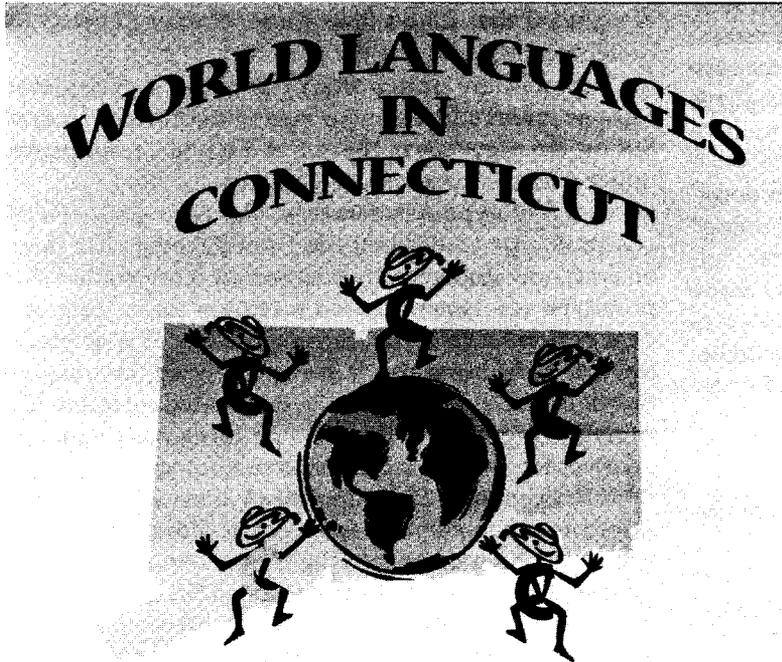


*"...knowing how, when, and why, to say what to whom.
All the linguistic and social knowledge required for effective human-to-human
interaction is encompassed in those ten words."*

From *Standards for Foreign Language Learning:
Preparing for the 21st Century.*
National Standards in Foreign Language Education Project.

The Vision
Organization Of Chapter
Program Goals
K-12 Content Standards
Performance Standards
Illustrative Learning Activities
Prototype Assessments
Exemplars Of Student Work
Suggestions For Modifications Of Activities
Learning Activities Index



FIVE ESSENTIAL GOALS OF LANGUAGE LEARNING

- ◆ Communicate in at least one language other than English.
- ◆ Gain knowledge and understanding of other cultures.
- ◆ Make connections with other areas of study and acquire information.
- ◆ Understand the nature of language and cultures through comparisons.
- ◆ Participate in multilingual communities within a variety of contexts.



CONNECTICUT COUNCIL OF LANGUAGE TEACHERS

The Vision

When the Connecticut World Languages Committee wrote this guide, a choice was made to present performance standards for Grades K-4, 5-8 and 9-12. Well aware that not all world languages programs begin in kindergarten or in Grade 5, the committee chose to present a vision of what is possible for children to learn and be able to do given a long sequence in a language.

The fact that most Connecticut world languages programs begin in Grade 7 should not prevent educators from adapting the guide for the local curriculum. The goals, K-12 content standards, performance standards, illustrative learning activities, prototype assessments and exemplars of student work presented for each grade cluster can easily be modified to fit the language and cognitive developmental levels of the child no matter when the study of world languages begins.

The committee could have selected other designations instead of grade levels, for example, “beginning” instead of K-4, “intermediate” instead of 5-8, and “advanced” instead of 9-12. However, the choice was made to label the clusters in terms of grades because the committee believes that learning world languages should begin as early as possible. Local school boards need to determine their own fit within this paradigm. The earlier a child begins to study a world language, the greater the expectations and achievement will be.

Some Connecticut world languages programs currently do begin in kindergarten, and it is our hope that when the next guide is written, Connecticut schools will offer long world languages sequences for all children.

Organization Of Chapter

Chapter 2 is organized as follows:

Program Goals. The standards are organized into five goal areas that describe the essential dimensions of world language learning. None of these goals can stand alone; they are inextricably interwoven. They are based on the “five C’s” of the national *Standards of Foreign Language Learning* (see page 11).

K-12 Content Standards. Each goal area includes one to three content standards. The purpose of the content standards is to define what students should know and be able to do in order to achieve the stated goals. Depending on when the student begins a language sequence, the content standards indicate the desired results of language learning by the end of Grades 4, 8 and 12 (see page 12).

Performance Standards. Within each content standard are performance standards for specific clusters of grades: K-4, 5-8 and 9-12. The performance standards, which are neither prescriptive nor exhaustive, indicate how students should perform to meet the content standards. All performance standards cited in K-4 and 5-8 apply to the subsequent grade clusters as well. For example, the concept of “words borrowed from one language and used in another” contained in Content Standard 7 is a performance standard for all students K-12, even though it is given only in K-4.

Illustrative Learning Activities. For each performance standard, at least one sample learning activity is included that shows how students may develop the understandings and abilities specified. The sample learning activities are drawn from Connecticut classrooms. Most activities address more than one content standard, but for the purposes of this guide each has been placed under the most appropriate standard.

Prototype Assessments. For each goal, at least one prototype assessment has been developed to demonstrate how student performance may be evaluated. The prototype assessment provides criteria for scoring student performance in the learning activity. It is noteworthy that these assessments are open-ended, involve authentic communication and require the student to actively generate language. The student performance frequently involves teamwork or the use of technology.

Exemplars of Student Work. For each prototype assessment, a student work exemplar illustrates competent student performance. The exemplars, produced by Connecticut language students, appear in their original, unedited form. Sometimes, idiomatic expressions or advanced grammar points may appear as part of a student’s work if the student has learned them through conversation or reading. The exemplars provide actual representations of the expectations for student achievement in relation to the content and performance standards. By comparing the student work with the learning activities and prototype assessments, classroom teachers can develop creative learning activities and scoring rubrics of their own, and hold students to ambitious yet realistic standards.

Suggestions For Modification Of Activities

Teachers will find that some activities can be enhanced to provide more challenge to students. For example, consider the illustrative learning activity *Don’t Take It Literally* under Goal 4, Content Standard 7, COMPARISONS AMONG LANGUAGES. This activity for Grades 5-8, which asks students to “recall some of their favorite expressions,” could be extended to include “What English proverb does this remind you of?” and encompass illustration, analysis and comparison of Spanish proverbs with English counterparts.

Some activities and student exemplars in this guide reflect teaching and learning prior to standards or framework development. In some cases, they can be changed to elicit more divergent responses and a sharper focus on the content/performance standards. For example, the illustrative learning activity *Table Talk* under Goal 5, Content Standard 9, PARTICIPATE IN MULTILINGUAL COMMUNITIES WITHIN A VARIETY OF CONTEXTS is a great activity with a good prototype assessment. However, the student exemplar illustrates that instructions for the activity must have requested students to do the interview write-up in a way that required full-sentence responses. Yet, it is unlikely that native speakers would have responded in full sentences. Their conversation would have produced short-phrase responses with full sentences for additional information. Therefore, why not have students record the responses in that way? However, if full-sentence responses were the goal, then the teacher might have asked the students to summarize what they had learned; summary paragraphs would have required full sentences.¹

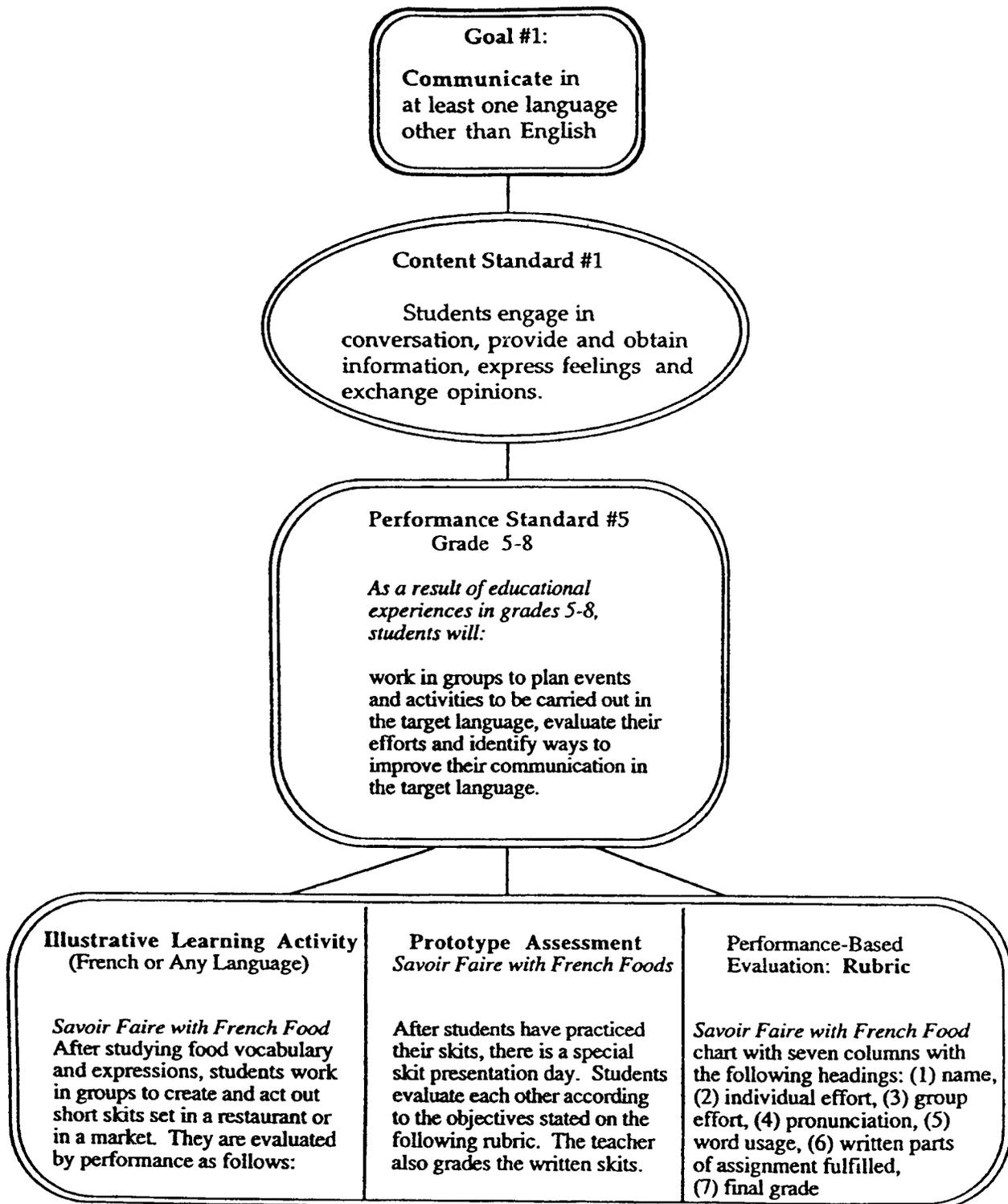
Learning Activities Index. A learning activities index by grade level and program goal is included at the end of this chapter (see pages 142-144) to help the reader access the resources described.

NOTE: The numbering system used in Chapter 2 cites the pertinent Program Goal (#1 - 5: Communication, Culture, Connections, Comparisons and Communities) and its appropriate Content Standard (#1 - 9) of the World Languages Framework. For a visual overview of the components of this chapter, please see the template on page 10.



¹ Adapted from a critique by June Phillips, one of the reviewers of the draft guide.

Template Of Components In Chapter 2



WORLD LANGUAGES

By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- **communicate** in at least one language other than English;
- gain knowledge and understanding of other **cultures**;
- make **connections** with other areas of study and acquire information;
- understand the nature of language and cultures through **comparisons**; and
- participate in multilingual **communities** within a variety of contexts.

NOTE: The national standards task force identified five goal areas that encompass all of the reasons to study a foreign language and called them *the five C's of foreign language education* – **Communication, Cultures, Connections, Comparisons** and **Communities**. *The Connecticut World Languages Curriculum Framework* is based on the document published by this task force: *Standards for Foreign Language Learning: Preparing for the 21st Century*, 1996, and has been adapted with permission. Both of these standards documents encompass all languages, ancient and modern.

PROGRAM GOALS	CONTENT STANDARDS
<p>(1) Communicate in at least one language other than English</p> <p>(2) Gain knowledge and understanding of other cultures</p> <p>(3) Make connections with other areas of study and acquire information</p> <p>(4) Understand the nature of language and cultures through comparisons</p> <p>(5) Participate in multilingual communities within a variety of contexts</p>	<p>In at least one language other than English:</p> <ol style="list-style-type: none"> 1. Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal) 2. Students will understand and interpret spoken and written language on a variety of topics. (Interpretive) 3. Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational) 4. Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied. 5. Students will reinforce and expand their knowledge of other areas of study through the world language. (Interdisciplinary) 6. Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary) 7. Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own. 8. Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own. 9. Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

GOAL ONE

**COMMUNICATE IN AT LEAST ONE LANGUAGE
OTHER THAN ENGLISH**

CONTENT STANDARD 1: Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • greet others and exchange essential information, including names, addresses, birth-places and telephone numbers; • give and follow simple instructions by participating in various games or other activities with partners or groups; • describe their favorite activities at home and school; • describe various objects and people found at home and school; • exchange basic information about events, such as classes, meetings and meals; • express their likes and dislikes regarding various people, objects, categories and events present in their everyday environment; • recognize that there are often multiple ways to express an idea in the target language; <p style="text-align: right;">(continued)</p>	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • exchange information with peers (both face-to-face and in writing) about events in their everyday lives and memorable experiences from their past; • exchange opinions about people, activities and events in their personal lives or communities; • give and follow directions in order to travel from one location to another and ask questions for clarification; • acquire goods and/or services through basic negotiations and exchange of monies; • work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language; and • find alternate methods of communication when they cannot express their intended message adequately. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • exchange information about current and past events, as well as their aspirations in their personal lives and the lives of their friends, families and others within their community; • discuss their personal feelings and ideas with members of the target culture in order to persuade them to consider alternate viewpoints; • participate in culturally appropriate exchanges that reflect social amenities, such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences; • exchange information about international current events based on newspaper or magazine articles, television and radio programs and videos, and compare and contrast how information is reported in both the target and their native cultures; <p style="text-align: right;">(continued)</p>
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CONTENT STANDARD 1: Communication (Interpersonal Mode)**K-12 PERFORMANCE STANDARDS, continued**

Educational experiences in **Grades K-4** will assure that students:

- use appropriate gestures, when necessary to make their message comprehensible; and
- indicate that they do not understand a message or that they cannot express their intended message adequately.

Educational experiences in **Grades 9-12** will assure that students:

- exchange opinions on a variety of topics, including issues that are of contemporary or historical interest in the target and their native cultures;
- work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures;
- share their personal reactions and feelings about authentic literary texts, such as poems, plays, short stories and novels; and
- employ rephrasing and circumlocution to successfully communicate their messages.

ILLUSTRATIVE LEARNING ACTIVITIES 1.1, GRADES K-4**1. *The Hungry Caterpillar***

As part of a unit on foods, students act out a target-language version of the story of *The Hungry Caterpillar* by Eric Carle. Each student receives a laminated picture of one or more of the fruits, vegetables or snacks represented in the story. One student receives a laminated picture or stuffed toy that represents “the hungry caterpillar.” During the first reading of the story, students hold up the appropriate fruit or vegetable as it is being “eaten” by the caterpillar. Because the story is repetitive, students learn to say “but he is still hungry” in the target language at the appropriate time as the story is read. During the second reading of the story, the “hungry caterpillar student” goes around the room and actually “eats” the foods, according to the story, by putting them into a “stomach bag.” Afterward, students may receive different foods to hold by asking the teacher to take the food out of the “stomach bag” in the target language. As a follow-up activity, students receive an outlined picture of “the hungry caterpillar” and are asked to draw all of the things he ate inside his stomach. As they leave the classroom, the students identify each item they have drawn in the target language in order to receive a caterpillar or food-related stamp, sticker or book-mark from the teacher.

2. *Weather in Motion*

Children in a Spanish class have been studying a unit on the weather for approximately three 20-minute periods. As part of their study, the children have learned gestures that represent each component of the weather (e.g., the “sun” is two hands held in a circle over your head). The teacher then reads a “weather story” in Spanish in which the weather varies from sunny to rainy to snowy, etc. As the weather changes, the teacher instructs his or her students to act the weather out, using the gestures that they have learned. As a follow-up learning activity, students are given copies of the first page of the story and are asked to draw all of the weather components on the same page as the teacher reads the story again. Although they end up with a “weather mess” on the page, the students have identified and expressed each component of the weather along the way.

ILLUSTRATIVE LEARNING ACTIVITY 1.1, GRADES 5-8

1. *Where is the Turtle?*

Students in Mrs. Sciascia's fifth-grade Italian class at Blackham School have been studying Italian since the beginning of the school year for one period (40 minutes) per week. In this activity, each student receives an illustration of six boxes. In each of these illustrations there is also a little turtle standing in various positions in relationship to the boxes. Mrs. Sciascia explains that the words describing the positions of the turtle, are called *prepositions*. Under each box the students write the corresponding Italian preposition. The children place a stuffed turtle, whose name is *Teresa la Tartaruga*, in various places around the room and are then asked to describe the turtle's position in a simple Italian sentence (e.g., *la tartaruga è dentro il banco*).

After the children become familiar with some basic sentences, they are given a list of other animals, the names of which they learn in Italian, e.g., *il cane, il gatto, il serpente*, etc., and continue to create little sentences using the prepositions they have learned with the new animal names. They are then given a sketch of a room that contains various pieces of furniture labeled in Italian (*il tavolo, lo scaffale, il divano*, etc.). Hidden among these pieces throughout the room are sketches of the little animals. The children find each animal and state its position (on, over, under, beside) in relationship to the furniture in the room. To conclude the lesson, each child finds a partner. One of the students places various stuffed animals around the room and then asks his or her partner, "Where is the _?" The children then switch roles.

Where is the Turtle? is reprinted with permission from Alik Michalaros-Sciascia, Italian teacher at Blackham School, Bridgeport, Connecticut.

ILLUSTRATIVE LEARNING ACTIVITIES 1.1, GRADES 9-12**1. *Prime Time Live***

Students in a Spanish class work in groups to research, write, produce and videotape a 15- to 20- minute news show that includes news events, a “live from the scene” report, weather, sports and commercials. The news events include items from the Spanish-speaking world as well as the United States.

Prime Time Live is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenario *Newscast*, 86.

2. *Friends in Faraway Places*

According to Glastonbury Spanish teacher Linda Chapron, using computers is an easy way to explore the global community and meet new people, and the world language classroom is the perfect starting point. Ms. Chapron’s beginning-level Spanish class developed a “keypal” relationship with a similar class in Palo Alto, California. The teachers from each class randomly match their students. The classes decide it would be quickest to introduce themselves via a video. The questions they choose to answer in the video are:

¿Cómo te llamas?
¿Cuántos años tienes?
¿Qué (no) te gusta (hacer)?
¿Cuál es tu clase favorita?

Each class films itself in different areas of the school: art room, music room, cafeteria, gym, Spanish class, etc., so that both classes on each side of the country have an idea of what the other school is like.

After a few weeks, the questions from the video are used as the basis for E-mail correspondence. By this time, both classes have increased their vocabulary and are able to add additional activities, likes and dislikes. The letter is given as a homework assignment, collected and corrected for spelling accuracy. Every student is expected to answer the basic questions from the video in complete short answers, but longer, more detailed answers also are welcomed.

Ms. Chapron’s class has a computer with an America Online connection in its classroom, so the students are able to remain in their classroom and continue with their regular activities while some students take turns typing and sending their letters. In this manner, the speed and ease of E-mail become obvious. When the school year ends, a number of students opt to continue their keypal relationships with their friends in California on their personal computers at home.

Friends in Faraway Places is reprinted with permission from Linda Chapron, Spanish teacher, Academy School, Glastonbury, Connecticut.

SAMPLE 1.1, GRADES K-4

ILLUSTRATIVE LEARNING ACTIVITY

A Kindergartner's Curriculum

Some time ago, three kindergarten classes at Clinton Avenue Language Academy in New Haven answered the question *What would you like to learn in your Spanish class?* The following is a summary of their responses.

I WANT TO LEARN HOW TO SAY IN SPANISH:

- my name
- the colors
- the numbers
- names of wild animals
- names of farm animals
- English, Spanish, Italian languages
- parts of my body
- the things I use to eat
- my ABCs
- up, down, be quiet, is that clear
- things at home (bed, stove, food)
- clouds, sun, moon, witch
- bike, cars, airplane, jet
- names of people in my class
- names of machines
- hello, mom is not here
- Puerto Rico, New York
- firemen, doctor
- sister, father, mother
- names of fruits
- teacher, Miss _____
- zoo, park, store
- names of trees
- names of toys
- shapes
- things at school
- I am sick
- dress, hats, purse

I WANT TO LEARN SPANISH...

songs
dances
games
stories

I WANT TO LEARN:

how to tell people what I'm doing
how to read in Spanish
how to write in Spanish
how to cook

A Kindergartner's Curriculum is reprinted with permission
from Kaye Wiley Maggart, curriculum assistant,
New Haven Public Schools, New Haven, Connecticut.

SAMPLE 1.1, GRADES 5-8

ILLUSTRATIVE LEARNING ACTIVITY

Savoir Faire with French Food

After studying interrogatives and thematic vocabulary units about French foods, including how to order a meal in a restaurant, French students work in small groups to create and act out a short French skit based on the material they have learned. These students, who have been studying French on an incremental basis since fourth grade, are given a limited choice of topics by their teacher. For instance, they may be asked to order a simple meal in a café or bistro or to buy something in a market. Students use the words and phrases they already know to express what they wish to say. The students are informed that they will be graded on individual and group efforts, pronunciation, appropriate usage of words and phrases in their skits, and on completion of the assignment.

PROTOTYPE ASSESSMENT

Savoir Faire with French Food

At the end of the allotted time for working on the skits, there is a special skit presentation day. The students participate in the evaluation process because it forces them to think about the language being used by their peers while they enjoy the presentations. Each of the students is given an evaluation sheet and asked to confidentially grade the other students on the assignment objectives. It is helpful for the teacher to use the same evaluation chart in order to grade the students quickly at the end of each presentation. The teacher collects the student evaluations and chooses whether to consider them in his evaluation of the presentation. The teacher also grades the written skits, using the objectives set forth in the assignment as they apply to the written work: effort, correct usage of the words and phrases in the skit, and correct completion of the assignment (Did the students use one of the topics assigned as a choice? Did they use words and phrases that they already knew? Did they include any of the specified grammatical structures?).

Performance-Based Evaluation

Student name	Individual effort	Group effort	Pronunciation	Usage of Words/ Phrases	Assignment fulfilled			Final grade
					topics	grammatical structures	known words and phrases	

The illustrative learning activity and prototype assessment titled *Savoir Faire with French Food* are reprinted with permission from Karen Maddock, French teacher, High Horizons Magnet School, Bridgeport, Connecticut.

SAMPLE 1.1, GRADES 5-8

Student Work Exemplar

Savoir Faire with French Food

**LA FÊTE
DE
LAURENT**

**REALISÉ PAR
MADAME KAREN MADDOCK
PROFESSEUR DE FRANÇAIS
HIGH HORIZONS MAGNET SCHOOL
BRIDGEPORT, CONNECTICUT**

Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

AVEC:

Denise

Demetria E.

Marie-Élise

Melissa C.

Laurent

Lien L.

Nadine

Natasha R.

Jean-Michel

Michael K.

Marc

Marc S.

Maman

Laura F.

Thérèse

Tamyka B.

Guillaume

William N.

Acte I**Denise et Marie-Élise**

- Denise:** Bonjour!
- Marie-Élise:** Salut!
- Denise:** Qui es-tu?
- Marie-Élise:** Je suis Marie-Élise. Marie-Élise Cole. Et toi?
- Denise:** Je m'appelle Denise. (La poignée de mains.) Est-ce que tu vas à la fête de Laurent?
- Marie-Élise:** Oui. Je vais à la fête de Laurent. Et toi?
- Denise:** Moi aussi. Allons ensemble. Il donne la fête pour l'anniversaire de Nadine.
- Marie-Élise:** Oui. Elle a quatorze ans aujourd'hui.

Acte II**Laurent, Marie-Élise, Denise, Nadine, Maman**

- Laurent:** Bonjour Marie-Élise. Bonjour Denise. (La poignée de main.) Comment allez-vous?
- Marie-Élise:** Je vais bien, Laurent, et toi?
- Denise:** Oh, très bien, Laurent.
- Laurent:** Moi aussi. Je vais bien. Et voilà Nadine.
- Marie-Élise et Denise:** Oh bonjour Nadine. (La bise.)
- Nadine:** Salut Denise. Salut Marie-Élise.
- Marie-Élise:** Bon Anniversaire!
- Denise:** Bon Anniversaire! Tu es quatorze ans aujourd'hui, n'est-ce pas?
- Nadine:** Oui. J'ai quatorze ans aujourd'hui.
- Denise:** Qui est ce garçon?
- Nadine:** Qui? Jean-Michel?

(continued)

Acte II, continued

- Denise:** Non. Avec Jean-Michel. Il est grand. Il est brun. Il regarde la télé avec Jean-Michel.
- Nadine:** Il est aussi intelligent et très sympathique. Il s'appelle Marc.
- Denise:** Danse-t-il bien?
- Nadine:** Oui. Il danse très bien. Maintenant ils regardent un match de football.
- Jean-Michel:** Va!.....Va!.....
- Marc:** Va!.....Va!.....
- Jean-Michel et
Marc:** Oh! Zut alors!
- Maman:** (De la cuisine.) Bonjour Denise! Ça va?

Acte III

Maman, Denise, Marie-Élise

- Maman:** Bonjour Denise. (La bise.)
- Denise:** Bonjour Madame...je vous présente Marie-Élise Cole.
- Maman:** Bonjour Marie-Élise. (Shake hands.)
- Marie-Élise:** Enchantée Madame.
- Denise:** Qu'est-ce que vous faites?
- Maman:** Je prépare une pizza.
- Marie-Élise:** Ooh! Une pissaladière! J'adore la pizza.

Acte IV

Laurent et ses amis

- Laurent:** Dansons! (Tout le monde danse.)

Acte V

Maman, Laurent, et tous les amis

- Maman:** Et maintenant, mangez tout lemonade, mangez!
- Tous:** Ummm! Oooh! Délicieux! Etc.
- Marc:** Les sandwichs sont excellents. Je les aime beaucoup. (À Denise.) Est-ce que tu aimes les sandwichs.
- Denise:** Oui. J'aime les sandwichs au jambon.
- Jean-Michel:** (En prenant un lait au chocolat.) Moi, Je n'aime pas le coca cola. Je préfère le lait au chocolat. Qu'est-ce que tu préfères?
- Denise:** Je préfère l'Orangina.
- Maman:** Et maintenant, le gâteau.
- Tout le monde:** Bon Aniversaire (La chanson).

Acte VI

Laurent, Marie-Élise, Denise les voix de autres

- Marie-Élise:** Merci Laurent. C'était une très bonne fête. (La poignée de main.)
- Denise:** Merci Laurent. (La poignée de main.)
- Laurent:** Au revoir Marie-Élise. Au revoir Denise. À bientôt! Au revoir tout le monde!
- Les Voix:** Au revoir!.....Au revoir Laurent!...À bientôt!

Acte VII

Denise

(Plus tarde ce soir - là Denise écrit dans son journal.)

- Denise:** Il s'appelle Marc. Il est grand. Il est brun. Il est intelligent. Il est très sympa....et il danse très bien.

FIN

CONTENT STANDARD 2: Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • identify people and objects in their environment, based on oral and written descriptions; • comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school; • comprehend the main ideas contained in videos or television programs on familiar topics; • comprehend brief notes on familiar topics, including daily activities at home or school; • comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements; • comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes; <p style="text-align: right;">(continued)</p>	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest; • understand the main ideas, themes and some details from authentic television, radio or live presentations on topics that are of interest to themselves as well as their peers in the target culture; • comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, electronic mail, pamphlets, advertisements and illustrated newspaper and magazine articles; • identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use; <p style="text-align: right;">(continued)</p>	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture; • understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language; • comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, comedies and anecdotes; • comprehend the main ideas and significant details of full-length feature articles in newspapers and magazines on topics of current or historical importance in the target culture; and <p style="text-align: right;">(continued)</p>
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CONTENT STANDARD 2: Communication (Interpretive Mode)
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K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will assure that students:

- comprehend the main ideas and identify the principal characters when reading poems, short folk tales and illustrated stories; and
- recognize and respond appropriately to voice inflection that indicates, for example, a question, statement or command.

Educational experiences in **Grades 5-8** will assure that students:

- sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution;
- work individually to collect data on familiar topics from various print and electronic resources; and
- begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Educational experiences in **Grades 9-12** will assure that students:

- recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).

ILLUSTRATIVE LEARNING ACTIVITIES 1.2, GRADES K-4

1. *Once upon a time . . .*

Young students are very receptive to fairy tales. By using dramatizations and illustrating them with puppets, visuals, flannel board characters or stuffed animals, their teacher can present a fairy tale in the target language. Although the children may have limited knowledge of the target language, it is likely that they are already familiar with the story line of the fairy tale from similar or related tales in English. To demonstrate their understanding of the fairy tale, the children draw or paint the characters and their actions.

2. *Tiny Ambassadors*

Teachers from a third-grade Japanese class in Waterbury, Connecticut and a third-grade English class in Shizuoka, Japan meet at a language teachers' conference and decide to establish a pen-pal relationship between their classes. Each class spends time discussing the location, weather, housing and schools of their respective pen pals' hometowns. The students in Japan prepare and send decorated Christmas cards that include traditional greetings and simple personal information, such as their age and hobbies, in English.

Each student in the Waterbury class receives a Christmas card and prepares a Japanese-style New Year's card to send in reply. On the front of their cards, the students write New Year's greetings in Japanese that they have practiced both in class and as homework assignments. They also draw the appropriate Asian calendar animal for the current year. On the back of the card, assisted by their teacher, the students add personal information in simple Japanese phrases and some English phrases as well. Each student then has her or his picture taken and affixes it to the back of the card.

Follow-up activities to this initial exchange may include a video in which students use simple target language phrases to introduce themselves and describe various rooms in their respective schools. In addition, exchanges can be made at appropriate Japanese and American holiday times and, if possible, over the Internet. Prior to summer vacation, each student receives the home address of his or her pen pal in anticipation of continued correspondence over the summer.

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Jessica Thurrott, Japanese teacher,
Maloney Magnet School, Waterbury, Connecticut.

ILLUSTRATIVE LEARNING ACTIVITIES 1.2, GRADES 5-8

1. *Roman Family Roles*

Students read a simple story in Latin that includes the terms for family members (*mater, pater, soror, frater, filius, filia, servus, serva*). They gain an understanding of the membership of the Roman *familia*. They become knowledgeable about the role of authority in the Roman family, which derives from the power of the *paterfamilias*. They learn to distinguish between *liberti* and *servi*, and find out about the derivations of these two Latin words. The students engage in a role-playing activity in which they adopt the *persona* of a member of a Roman *familia*.

2. *Environmental Awareness*

In their science class, eighth-grade students read an article in English concerning environmental awareness. In their world language class, they read a brief article in the target language on the same topic and compare and contrast its content with that of the article in English. The students express their conclusions via E-mail to pen pals in the target culture.

ILLUSTRATIVE LEARNING ACTIVITIES 1.2, GRADES 9-12

1. *Vive Le Sport!*

Students in a French II class have been studying a unit on sports. Their teacher distributes a selection of French sports magazines to the students, who scan the magazines and read selected articles. They make lists of significant information from the articles, such as the names of famous French athletes, the rules for various games, the locations where various sports are played, and the role of the spectators. They create parallel lists for American sports and then compare the sports profiles of both countries. As a culminating activity, after the teacher has helped the students to brainstorm about the necessary vocabulary and grammatical structures, they write individual summaries in French in which they compare and contrast sports in France and the United States.

2. *Women in Virgil's Aeneid*

Latin students read *The Aeneid* IV, 9-29. They look up, list and are tested on vocabulary from the passage. The students also read the passage aloud and then scan it by marking elision, quantities, foot divisions, caesura, and ictus and accents on selected lines; they identify verbs in the contrary-to-fact condition in lines 15 to 19. They translate the entire passage. They extract information about the character of Dido from their translations. They write a paragraph about the effect of the metrics on the translated passage. They discuss the concept of *pudor* in ancient times, and relate it to modern concepts of "self". They compare and contrast modern and ancient women, considering Dido as an exception to the traditional role of ancient women. They write an essay in English about the role of women in Virgil's world.

3. E-mail Correspondence

In order to practice written communication, students log onto the Internet to communicate with speakers of the target language, using addresses that have been provided to them by their teacher. They establish a connection with a native speaker, and actively communicate for 15-minute intervals that are designated by their teacher. The students also maintain a journal that details their correspondence.

SAMPLE 1.2, GRADES K-4**ILLUSTRATIVE LEARNING ACTIVITY***What Clothes Do We Pack?*

Students at the German School of Connecticut learn about summer and winter clothing needs. They pretend to take a trip in the summer and a trip in the winter. The teacher introduces summer/winter clothing vocabulary and dresses up a doll or dolls or students who volunteer to be dressed. Examples: *Im Winter ist es kalt. Du brauchst einen Schal. Der Schal ist warm. Hier ist der Schal. Es ist Sommer. Der Sommer ist heiss. Hier sind die Sandalen*, etc. The teacher writes the articles and nouns for the clothing items in the target language on the board. During the guided practice period, the teacher directs students to undress the summer/winter doll(s) or remove the special clothing items from students who have volunteered, practicing pronouncing, reading and writing the vocabulary items. Students group the vocabulary items into summer and winter clothes on the board.

Various games may follow:

- (1) Two teams play. One team draws articles of clothing on the chalkboard. The other team names the items and writes the names under the drawings. One team hides one of the pieces of clothing, and the other team guesses what is missing. If the team guesses correctly, they earn a point. The items that have been guessed correctly are written on the chalkboard.
- (2) Two teams play. One team puts four clothing items together – three winter items and one summer item. The other team guesses what does not belong in the group (the summer item), and earns a point for each item that they guess correctly. The words for the items that do not belong are written on the board.

What Clothes Do We Pack? is adapted from "Kleidung: Sommer und Weinterkleidung" from *Jump into German*, a project of the German Language School Conference, Inc., Danbury, Connecticut, 1992, and is reprinted with permission.