

CONTENT STANDARD 8: Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the patterns of behaviors of the target culture(s) that are related to recreation and celebrations, comparing and contrasting them with behaviors in their own culture(s); • identify and describe some cultural beliefs and perspectives relating to family, school, work and play in both the target culture(s) and their own culture(s); • identify, compare and contrast different forms of communication in the target culture(s) and in their own culture(s), including signs, symbols, advertisements, packages, displays, murals, songs and rhymes; • use new information and perspectives to recognize the similarities and differences among other cultures and their own culture(s); and <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"> • compare and contrast art forms, such as music and songs from the target culture(s), with those in their own culture(s); • investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist in both the target culture(s) and their own culture(s); • solicit their peers’ opinions on an aspect of United States culture through face-to-face contact or written exchanges, and compare this information with how their peers in the target culture(s) view the same topic; • use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s); and <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"> • discuss different forms of communication in the target culture(s), such as signs, symbols, advertisements, displays, songs and rhymes, as they are reflected in United States culture; • compare and contrast the treatment of current issues in both the target culture(s) and their own culture(s) by drawing on authentic texts; • analyze how other cultures view the role of the United States in the world arena; • evaluate the effectiveness of a communicative interaction, based on cultural elements; • use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s); and <p style="text-align: right;">(continued)</p>
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CONTENT STANDARD 8: Comparisons Among Cultures**K-12 PERFORMANCE STANDARDS, continued**

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

- use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

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

- use new information and perspectives to analyze the differences among other cultures and their own culture(s) and begin to explain the reasons for such differences.

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

- use new information and perspectives to demonstrate understanding of the similarities and differences among other cultures and their own culture(s).

ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES K-4

1. *Finger Signs*

Students learn to count in French from 1 to 10. The children demonstrate their understanding of spoken numbers by using the appropriate French gesture. For example, when they hear the number *deux*, they respond by holding up their thumb and index fingers. Likewise, after learning the months of the year and the numbers from 1 to 30, the children distinguish between months with 30 and 31 days by counting on the knuckles of their hands.

2. *Sports – Japanese Style*

Students in a Japanese class at Maloney Magnet School in Waterbury have been learning about sports in Japan. As a cultural follow-up activity, the students participate in a Japanese athletic festival called an *undokai*. Before the *undokai*, students are asked to brainstorm about what games they think would be held at an athletic festival, and the teacher records their guesses on butcher paper. The students then view slides and watch short videos of an actual Japanese *undokai*. They list the games that were actually played and discuss the differences between the types of games played in Japan and America. For example, the Japanese *undokai* consists of games that emphasize cooperation, and does not include prizes for individuals.

Before the Maloney School *undokai*, the Japanese teacher works with the regular classroom teachers, the physical education teacher and the art teacher to prepare students for the event. Classroom teachers are asked to continue the discussion of cooperation, the gym teacher prepares students for the Japanese morning exercises and the games, and the art teacher offers suggestions for classroom banners to be displayed at the field. In Japanese language classes, students participate in language-oriented activities that require cooperation as a team. Students also make headbands with their names written in Japanese.

The event is held at a local university, with the assistance of native Japanese university exchange students. During the event, the students interact with the native Japanese students, who run the games and record the scores. After the event, rewards are given to the classes with the most overall points in each grade level, as well as to the particular classes that win each event. As a culminating activity, students are asked to draw pictures of their favorite moment from the event; these pictures are combined with photographs taken at the *undokai* to decorate various bulletin boards throughout the school.

Sports – Japanese Style is reprinted with permission from
Jessica Thurrott, Japanese teacher at Maloney Magnet School,
Waterbury, Connecticut.

3. *Read and Tell*

Fourth-grade students are divided into groups of four and provided with an authentic sample of a target-language text. The sample may be a recipe, a grocery store advertisement, or a page from a dictionary, catalogue or phone book from the target culture. Each group is asked to discover as much information as possible about their particular text. As a means of comparison, their teacher then gives each group a similar example of text from the United States and asks them to discover as much information as possible about the U.S. text. Finally, each group identifies three similarities and three differences between each sample and presents their findings to the rest of the class.

ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES K-4 (CONT.)**4. *Collages – “Kid” Culture***

As part of a unit on Japanese children’s hobbies and interests, students investigate popular Japanese magazines for young people. Before looking at the Japanese magazines, the class looks through an American young people’s magazine as a group and lists the popular images, characters and advertisements on the board. They also look at the colors, type styles and layout of the American magazine. The students then form pairs and choose a popular Japanese young people’s magazine from a selection in the classroom. The pairs flip through the magazine using the same method of list-making previously modeled. They may ask the teacher to translate certain headlines or captions. Students summarize their findings through one of the following activities: If the Japanese magazines are dispensable, students cut out examples of the most popular images to make a collage to present to the class. If the magazines are to be used again, students draw their own collage representing the popular images in their magazines. At the top of the collage they write the name of the magazine in Japanese and the age and gender group for which it is intended (provided by the teacher). After the collages are presented to the class by each pair of students, the class returns to its original list to compare and contrast the magazines. These collages may also be used for extensive vocabulary practice, story writing and review of the colors or the Japanese writing system.

ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES 5-8

1. *School Days*

As part of a unit on the French school system, high school French students watch a video of students attending high school in France and observe their activities. They notice a number of differences between the French high school environment and that of their own school. For instance, they see students sitting at partner desks and the teachers wearing smocks, and notice that the students' notebook pages look like graph paper. After watching the video, the class engages in a discussion, comparing and contrasting their high school experiences with those of French students. The discussion is based on what these students have learned about the French school system during this unit.

2. *What's on Tonight?*

Students receive copies of a television listing from the target culture. The world language teacher reviews the days of the week, dates and time. The students identify the day, date and time of shows and recognize when certain types of shows air and when there are no television offerings. Next they receive a copy of television listings in English. Students compare and contrast the variety of listings and the different air times for the shows.

Students then watch commercials from a television broadcast in the target language. The teacher asks them to extract the following information from the broadcast: name, type and description of the product. The students compare this information with information from a U.S. television commercial for the same or a similar product and compare/contrast the two presentations. How do both cultures present the products? Who are the spokespeople? What is the setting? Why is the product represented during this particular program? The students choose the commercial they think is the most effective and discuss their rationale; then they create a poster for a billboard for each product in the target language and conduct a contest in the school library for the best advertisement.

ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES 9-12**1. *It's News To Me!***

Students in a world language class view or listen to a news broadcast from the target culture and compare and contrast it with the same type of broadcast from the United States. They analyze the broadcasts to determine their respective points of view and then prepare a summary, noting cultural perspectives and/or interpretations.

2. *A Funny Thing Happened . . .*

After viewing the film *A Funny Thing Happened on the Way to the Forum*, Latin students write a review about the depiction of the family members in the film, and compare and contrast them with the members of a typical Roman family (as introduced in previous readings and discussions in class). This assignment could be in the form of a movie review as presented in a newspaper. Prior to writing their reviews, the class discusses the roles, privileges and duties of the principal members of a Roman family, as well as the validity of the film's depiction of those aspects of the family. They compare and contrast the Roman family with modern-day families in the United States. In addition, the students discuss the role of household slaves in ancient Rome and determine whether characters such as Pseudolos are accurate portrayals of typical Roman slaves.

SAMPLE 4.8, GRADES K-4**ILLUSTRATIVE LEARNING ACTIVITY***La Tierra del Sol Naciente*

Third grade students in Glastonbury study Japan as part of their social studies unit. In order to reinforce and further this knowledge, the Spanish teachers have developed a parallel unit in Spanish. Their third graders learn about the geography of Japan, the weather, food, sports, clothing, money and education. Students are not only able to discuss the similarities and differences between their culture and that of the Japanese in Spanish, but continue to review and add to their Spanish vocabulary.

Student Outcomes:

- learn about life in Japan;
- prepare booklets about information learned (handouts are provided);
- reinforce content from their social studies class and further their knowledge of another discipline; and
- demonstrate an understanding of the concept of culture through a comparison of their culture and that of the Japanese.

PROTOTYPE ASSESSMENT*La Tierra del Sol Naciente*

Students will demonstrate knowledge of clothing vocabulary learned in the unit on Japan by choosing clothing for a typical school day or for a traditional ceremony.

Students will demonstrate knowledge of food typical of the culture by drawing on a paper plate foods frequently eaten in Japan.

Students will identify sports played in Japan by matching the word to an item used to play that sport.

Students will demonstrate their knowledge of the geography of Japan by labeling a map with the bodies of water, the capital, mountains, rivers and major islands.

The illustrative learning activity and prototype assessment titled *La Tierra del Sol Naciente* is reprinted with permission from Roberta Keefe and Ida Shea, Spanish teachers in the Glastonbury Elementary Schools, Glastonbury, Connecticut.

SAMPLE 4.8, GRADES 9-12**ILLUSTRATIVE LEARNING ACTIVITY***The Gist of The Gesture*

Students in a high-school French class have learned that communicating in a language involves much more than simply speaking the language. In this activity, the class enjoys adopting French mannerisms by using gestures that are unique to the French culture. Students provide examples of gestures that they commonly use in American culture, such as knocking on wood, placing their index finger in front of their mouth to request silence, and shrugging their shoulders to indicate ignorance. French gestures are then introduced through teacher presentations, photographs and video clips. For example, pulling down the lower eyelid to convey disbelief, using the thumb and index finger to symbolize the number two, pursing the lips in the direction of an individual to point out that person and touching the elbow to denote stinginess, are all typical, authentic gestures that are used by French speakers.

In a Fairfield County high school, French IV students, now experts on French gestures, select one typical gesture and create a videotaped short skit to illustrate its meaning to French II students. The class is divided into small groups of three, and group members create skits in which two “French” people communicate using a gesture, and the third person, an American, misinterprets the gesture.

For example, the student work exemplar on page 116 is a skit in which one person pulls on his lower eyelid because he does not believe a word of the story that his friend is telling him. The American thinks that the person has a problem with his contact lens. The two French individuals proceed to explain the situation to their confused American friend. They also offer two other examples of appropriate use of this gesture to ensure their friend’s understanding.

The illustrative learning activity and prototype assessment titled *The Gist of the Gesture* is reprinted with permission from Margaret Nocturne, French teacher at Joel Barlow High School, Redding, Connecticut.

SAMPLE 4.8, GRADES 9-12

PROTOTYPE ASSESSMENT

The Gist of The Gesture

The skits are evaluated according to the following criteria (students are familiar with the criteria since their teacher frequently uses this rubric to evaluate their work):

CRITERIA	POINTS
The skit conveys an authentic French gesture.	0-1
The gesture is explained in language that is appropriate for the understanding of French II students.	0-1
The skit includes two additional examples of appropriate use of the gesture.	1-3
The students develop an assessment rubric for the French II students to use to demonstrate their understanding of the gesture.	1-3
The French II assessment results prove to the teacher and the French IV class that the skit successfully communicated the meaning of the gesture.	1-3
The written script is handed in on time.	0-1

Prototype assessment used with permission from Margaret Nocturne.

SAMPLE 4.8, GRADES 9-12

STUDENT WORK EXEMPLAR

The Gist of The Gesture

Francoise and Doug, an American exchange student, arrive at their *lycee* one cold morning and find their friend, Jacques, heading towards his *Solex* in the parking lot . . .

- Francoise & Doug:** Salut! Ou vas-tu si vite?
- Jacques:** Je rentre chez moi. Vous ne savez pas... il n'y a pas d'école aujourd'hui.
- Francoise:** Ca ne va pas la tete?!!!
- Jacques:** Si, si, c'est vrai. Il n'y a pas de classe aujourd'hui!!
- Francoise:** Mon oeil!! (Francoise pulls down her eyelid as she says this.) Tu rêves?? Ce n'est pas possible!
- Doug (confused):** Tu as mal à l'œil, Francoise?
- Francoise:** Mais non (laughing)...
- Doug:** Tu as perdu une lentille?!!!
- Francoise:** Mais non, non (laughing again). Mon pauvre Doug, tu ne comprends vraiment pas... Ca veut dire que je ne crois pas Jacques. On ne ferme jamais l'école quand il fait beau.
- Jacques:** Oui mais aujourd'hui, on ferme parce que l'électricité ne marche pas!! Nous sommes en vacances!!
- Doug:** Je crois que je comprends...
- Francoise:** Tu vois, Doug, on fait ce geste, par exemple, quand on te dit que notre cantine sert la meilleure nourriture de Paris!!
- Jacques:** Ou bien, que je suis le plus intelligent de l'école (tu sais bien que je suis nul!!)... Alors, allons regarder le match de hockey à la télé. Pas de travail aujourd'hui!!
- Francoise:** Non, moi, je vais faire mes devoirs...
- Doug & Jacques (in unison):** MON OEIL (with gesture)

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

GOAL FIVE

**PARTICIPATE IN MULTILINGUAL COMMUNITIES
WITHIN A VARIETY OF CONTEXTS**

CONTENT STANDARD 9: Communities

In at least one language other than English, students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • exchange information about family, school events and celebrations with native speakers via letters, E-mail and audio- or videotapes; • identify different types of employment in which target language skills are an asset; and • review materials and/or media from the target language and culture for enjoyment. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • discuss with other students their families, school experiences, free-time activities and current events in the target language in written or oral form; • demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language; • interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work; • demonstrate their target language skills while involved in community activities; • review materials and/or media from the target language and culture for enjoyment; <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"> • communicate with members of the target culture and interpret information regarding topics of personal, community or world interest; • use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay; • use various media from the target language and culture for personal enjoyment; • establish and/or maintain interpersonal relations with speakers of the target language via E-mail and/or exchange programs; and • read literature, listen to music and view films in the target language for entertainment.
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CONTENT STANDARD 9: Communities**K-12 PERFORMANCE STANDARDS, continued**

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

- consult various sources in the target language to obtain information on topics of personal interest; and
- use various media from the target language and culture for entertainment.

ILLUSTRATIVE LEARNING ACTIVITY 5.9, GRADES K-4

1. *Rhyme Time*

Students work in teams at workstations throughout the room listening to audiotapes of different rhymes in the target language for which they have illustrations. They practice the rhymes until they are confident that they can say them to the class. They create additional illustrations to help other students understand the rhymes and display the illustrations in the classroom. These students represent their school at the annual Rhyme Celebration sponsored by the Connecticut Council of Language Teachers.

ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 5-8

1. *It's a Blast!*

Students at Captain Nathan Hale Middle School begin a pen pal correspondence on the Internet with a school in Moscow. Over the years, this relationship leads to an exchange of students, teachers and community members. A Russian teacher reads about this exchange and volunteers to teach the American students the Russian language. Since the students are involved in a science project on rocketry with their Russian counterparts, the first words they learn are Russian space terms. They also learn how to count backward from the number 10 for lift-off. They build model rockets and launch them in Coventry, Connecticut, and Moscow. The students also use computer software to develop stacks of pictures and words in English and Russian. They include the correct pronunciation and Russian background music. Russian language instruction is now an integral part of the curriculum at Nathan Hale Middle School.

It's a Blast! is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenario *Russian Science Project*, 93.

2. *¡Toro! ¡Toro!*

Middle school students in a Spanish class study a unit on holidays in different Spanish-speaking countries. The students find July 7, the festival of the Running of the Bulls, to be particularly interesting because it is so unique. After watching a video news clip of the famous event, students discuss the holiday in the target language, describing what they have seen and their reactions to the event. Using the computer lab, students connect through E-mail with students in countries other than Spain where Spanish is spoken. They write about their impressions of the holiday and ask their computer pen pals for their opinions and insights about the events. The students print out the replies they receive and share the information in groups. They discuss their impressions and those of their counterparts with students from Spain and request responses. The responses prompt a follow-up discussion in class about the unique holiday customs in various countries around the world.

3 *Mi casa es su casa.*

As part of a larger schoolwide community service project, students discuss how foreign visitors could be made comfortable, welcomed by merchants and encouraged to use municipal services in a new community. They conclude that making signs in various languages is the best way to invite visitors to a community to use municipal services. An eighth-grade Spanish class chooses the public library as the venue for its work. Working in pairs, partners assemble a list of vocabulary words and a directory of places and references where certain items can be found in the library. In addition, they prepare a list of useful Spanish expressions that are applicable to library users. Partners then compare and contrast their individual lists and report back to the whole class, which then brainstorms and produces a final list of relevant Spanish vocabulary words and phrases. The project culminates in the creation of brochures and posters that illustrate useful expressions for visitors. Appropriate sections of the library are designated for the items. Completed posters are displayed in the school building during Foreign Language Week prior to permanent installation in the community library. The students make the brochures available to visitors at the reference desk.

Mi casa es su casa is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenario *Community Project*, 70.

ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 5-8 (CONT.)**4. *They Lived Happily Ever After***

Students view a movie in the target language (e.g., *La Bella y La Bestia* in Spanish, *Le Roi Lion* and *Tin Tin* in French, *Asterix* in Latin, *Aschenputtel* in German and *Pinocchio* in Italian). The teacher encourages students to compare familiar fairy tales and Disney films in English to children's movies and fairy tales in the target language.

ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 9-12**1. *Have Language, Will Travel***

The Center for Japanese Study Abroad (CJSA) is a “school-within-a-school” magnet Japanese language immersion program at Brien McMahon High School in Norwalk, Connecticut. The CJSA curriculum is designed to acquaint students with both old and new aspects of Japanese culture and help them to achieve a greater understanding of Japan. To further their understanding, all CJSA students have an opportunity to participate in a two-week study abroad program in Japan. The Japanese field experience begins in late May and lasts until early June. While in Japan, each student is placed with a Japanese family with a host brother or sister, and attends either Bunkyo Women’s College High School or Kojo High School on a daily basis, Monday through Saturday. CJSA requires its students to attend host students’ classes for 70 to 90 percent of the day, so they are immersed in the Japanese language and culture. The academic program consists of classes by CJSA staff members and visits to regular Japanese academic classes. In addition, each student participates in a cultural activities program, a high school club and athletic activities. Students also take field trips in urban Tokyo and historic Kamakura. During his or her stay, each student is required to complete a field research project related to Japanese studies and keep a daily journal.

Have Language, Will Travel is excerpted from Jassey, W. (1995).
Fastback: Center for Japanese Study Abroad. Phi Delta Kappan Educational Foundation.
Bloomington, Indiana, 8, 15, 16. Adapted and reprinted with permission.

2. *Wanderlust*

As an ongoing project, an annual exchange program is established between a Rockville, Connecticut, school and the Hainichen school in Saxony, Germany, through the German American Partnership Program. Many of the early German settlers of Northeast Connecticut emigrated from Saxony. Because Hainichen is in the former East Germany, the American students learn about the unification process and the resultant problems for both East and West, many of which they encounter when they travel to Hainichen. In April of the second year of the project, the American students travel to Germany to visit Berlin and Munich and for a two-week stay in Hainichen, where they attend the Gellert Gymnasium and live with German families. In October of the third year, the German students visit Vernon, Connecticut, where they attend Rockville High School and live with Vernon host families for three weeks.

3. *León, Nicaragua*

For more than 10 years, the New Haven Public School District, in conjunction with New Haven Sister Cities, Inc. (an affiliate of Sister Cities International), has sponsored overseas travel experiences for New Haven world language students. Through the New Haven/León Project, high school Spanish students from any of the city’s seven high schools have the opportunity to spend their spring vacation in León, Nicaragua. Approximately 10 students attend preparatory meetings and background information sessions with their chaperone, who is a Spanish teacher, and the Sister City project staff. In León, the group is met and escorted by the New Haven Sister City staff members who live and work in León. During their stay, the students live with Nicaraguan families; visit schools, hospitals and other sites; and perform a service project for the people of León.

ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 9-12 (CONT.)

4. *Avignon, France*

New Haven Sister Cities sponsors an exchange program for high school French students in Avignon, France. The local Avignon committee and New Haven French teachers work together on the student selection and preparation process. Ten to 15 New Haven students travel to Avignon for three weeks in July, live with host families, visit the Pont du Gard, Nimes, Arles and Marseilles, and spend a weekend in Paris. In August, Avignon high school students travel to New Haven for three weeks to live with their American partners. The Sister Cities committee coordinates various activities in New Haven and throughout Connecticut for the Avignon students, who also spend a weekend in New York City.

Two factors make both of these travel programs unique. First, a very high level of cooperation exists between the New Haven school system and local community organizations. Second, because of substantial fund-raising efforts by the New Haven Public Schools' Ambassadors for International Education and the assistance of New Haven Sister Cities, Inc., cost is not a factor in student selection or participation. Many student travelers report that the experience has had a dramatic impact on their lives and has brought them new international friends. In addition, the students find that the opportunity to practice their language skills in an authentic environment motivates them to pursue further study of the language.

5. *To Russia with Love*

Students studying Russian in Wolcott, Southington and Waterbury enter a year-long partnership with three schools in Crimea. The program involves learning the language of the other country, communicating via the Internet, and traveling to the host school for three weeks. Students use electronic mail to develop a literary magazine in Russian and English, and they work on the project during their time together in both countries. The literary magazine is published at a World Wide Web site: <http://csde.aces.k12.ct.us/>. Anyone in the world with Internet access can read the magazine in Russian or English and send comments.

6. *Knowledge Is Power*

In order to share and demonstrate their knowledge of Latin and the ancient world with other Latin students in Connecticut, high school students compete at the annual Connecticut State Latin Day (CSLD). The most scholarly Latin students prepare to compete in the *Certamen*, the Roman quiz bowl. For many, the *Certamen* is considered the high point of the CSLD.

Latin students select subcommittees of student experts on the five topics of the *Certamen*: grammar; history; vocabulary and derivatives; literature and literary devices; and mythology. Students at each school select teams (a captain and three players) that compete with each other. The winning team represents its school at the CSLD. In order to ensure fairness, the Latin classes borrow or buy *Certamen* machines, a set of buzzers and lights that electronically enables the teacher, reader and spotters to determine who has buzzed in first. Each team competes in a contest in which the players are asked 10 toss-up questions that are derived from the five question categories. The team that buzzes in first is given the chance to answer the toss-up question. Each correct answer on a toss-up question gives the team 10 points and the opportunity to answer a bonus question, worth 5 points. At the end of the round of 10 toss-up questions, the team with the highest score wins the round.

At CSLD, 40 schools compete in two levels of the *Certamen*. Each school may enter two teams, with a minimum of three players per team. The lower level is for students in the first two years (or comparable) of Latin study. The higher-level team may include a student from the first two years of Latin, but must include two players from Latin III or higher. Normally, five or six rounds of play determine the winners of each level of the *Certamen*, who are rewarded with ribbons of distinction at the awards ceremony.

SAMPLE 5.9, GRADES K-4**ILLUSTRATIVE LEARNING ACTIVITY***¿...en la Orquesta latinoamericana?*

An elementary Spanish class is studying different musical instruments from Latin America. The teacher brings in samples of some instruments so the students can experiment with them. They listen to authentic music on audiotape and videotape. If possible, a musician comes into the class to play one of the instruments, or the students visit a place in the community where they can hear these instruments played. The teacher distributes the activity “¿...en la Orquesta latinoamericana?” and students discuss which instruments they think might be in a Latin American orchestra or band. They compare these instruments to familiar ones in their own communities. Discussion during this activity often reveals which students can play instruments or have musical talent.

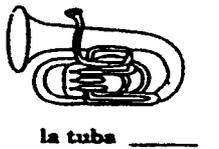
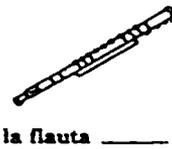
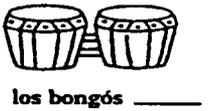
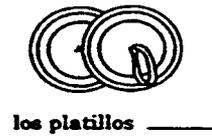
The illustrative learning activity and prototype assessment titled *¿...en la Orquesta latinoamericana?* are adapted and reprinted with permission from *¿...en la Orquesta latinoamericana?* in *Animalito Alfabeto: Un Diccionario de Actividades* by Kaye Wiley Maggart and Ethel Berger. Scott Foresman • Addison-Wesley, 1996, 82.

SAMPLE 5.9, GRADES K-4

PROTOTYPE ASSESSMENT

¿en la Orquesta latinoamericana?

Marca una X al lado de los instrumentos que crees que hay en una orquesta latinoamericana.



Dibuja un instrumento musical diferente a éstos.

Describe tu instrumento.

Mi instrumento es ...

Prototype assessment is adapted from *Animalitos Alfabetos: Un Diccionario de Actividades* with permission from the authors Kay Wiley Maggart and Ethel Berger and Scott Foresman • Addison Wesley, 82.

SAMPLE 5.9, GRADES 5-8**ILLUSTRATIVE LEARNING ACTIVITY***Our Friends to the North*

A middle school French teacher visits Quebec City each spring with her eighth graders, who prepare all year for the experience. There they visit a school one afternoon to meet the children to whom they have sent letters and who have only limited English skills. The students also visit museums, have a treasure hunt in the Old City, experience French cuisine and spend an evening at a sugar shack. This immersion experience provides the students with an opportunity to practice their emerging French language skills and at the same time make personal discoveries about French Canadian culture.

SAMPLE 5.9, GRADES 5-8**PROTOTYPE ASSESSMENT***Our Friends to the North*

The students' introductory letter must include, in French:

1. Return address
2. Date
3. Greeting
4. "In French class, my name is..."
5. Your age
6. A description of yourself
7. Descriptions of your family/pets
8. A description of two or more things you like (sports, music, collections, hobbies)
9. A school subject you like
10. How long you have been studying French, with a question about how long the reader has been studying English
11. One or more: *Ecris-mois bientôt!*
Peux-tu m'envoyer une photo?
Bonnes vacances!
12. Close with *amitiés* and your name

The illustrative learning activity and prototype assessment titled *Our Friends to the North* are reprinted with permission from Ellen Brookes, French and Spanish teacher at Silas Deane Middle School in Wethersfield, Connecticut.

EVALUATION DE LA LETTRE

	il manque dans le passage 0-1	le passage contient des fautes 2-3	le passage est complet et correct 0-1
ton adresse date salutation phrase #4 phrase #5 phrase #6 etc.			

SAMPLE 5.9, GRADES 5-8

STUDENT WORK EXEMPLAR

Our Friends to the North

551 Silas Lane Highway
Wethersfield, Ct. 06094
le 2 décembre

Cher ami,

Je m'appelle
de français, je m'appelle Natalie j'ai treize ans. Je suis blonde et drôle j'ai une soeur Elle s'appelle Victoria. j'aime musique et lire Ma classe favorite est français j'étudie le français depuis septembre, 1994 Depuis quand étudies-tu l'anglais? Nous serons en vacances du 22 décembre jusqu'au 2 janvier Ecris-moi bientôt et peux-tu m'envoyer une photo!

amitiés,

(Student name)

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SAMPLE 5.9, GRADES 9-12

ILLUSTRATIVE LEARNING ACTIVITY AND PROTOTYPE ASSESSMENT

¡Próspero Año Nuevo!

Student Outcomes	<p>Students use the language beyond the classroom to communicate with a senior citizen not already known to them. (public relations)</p> <p>Students make an original greeting card using the subjunctive in their wishes and add an English translation.</p> <p>Students serve as translators of the greetings and acknowledgment slip.</p>
Process	<p>Students identify a senior citizen who is unknown to them and living in the community, and submit name and address to teacher.</p> <p>Students design graphics and a greeting for a New Year's card using the subjunctive in their wishes. They include an accurate translation of their message on the back of the card.</p> <p>Some students volunteer to make cookies (for extra credit) using an authentic recipe from the target culture. Other students package the cookies in class and distribute a small (wrapped) plate to each student. Teacher provides a copy of the recipe.</p> <p>Students deliver cookies, recipe and card to their senior citizen during the December holidays, explaining the activity and translating the card and the acknowledgment slip which the senior citizen is asked to sign. (Recipients may add a comment if they wish.)</p> <p>Students submit the acknowledgment slips the first day of school after the holiday vacation to complete the project and receive their grade.</p>
Rubrics	<p>Follow instructions, including punctuality (10)</p> <p>Correct punctuation (10)</p> <p>All writing in Spanish is correct, including accent marks (10)</p> <p>Correct English translation and spelling (10)</p> <p>Correct card size (8.5 × 11) (10)</p> <p>Neat, readable printing (10)</p> <p>Design: drawings, color use, shapes and lines (10)</p> <p>Creativity and originality (10)</p> <p>Overall neatness (10)</p> <p>Overall effort (10)</p>

The illustrative learning activity and prototype assessment titled *¡Próspero Año Nuevo!* are reprinted with permission from Emily Peel, Spanish teacher at Wethersfield High School in Wethersfield, Connecticut.

SAMPLE 5.9, GRADES 9-12

ILLUSTRATIVE LEARNING ACTIVITY AND PROTOTYPE ASSESSMENT

Trash or Treasure? (¿La basura o un tesoro?)

Task	Students bring to class one to three items found locally which have writing in English and the target language and may include other languages.
Student Outcomes	<p>Students become aware of the increasing use of other languages in addition to English in items present in their own environment.</p> <p>They use their language skills to identify, categorize and describe the items they find.</p> <p>They practice higher-order thinking skills when they infer the reasons for the presence of more than English on these items, write a brief report in the target language and have a debate on proposals to make English the official language of Connecticut or of the United States. (Spanish IV class debates in Spanish.)</p>
Procedure Day 1	<p>The teacher launches the project and gives the students 10 days to find and bring in one to three items, log in their item(s) and write a brief report describing what they are, where they were found and why they use two or more languages.</p> <p>Examples may include instructions, ingredients, a warning of a hazard or other information.</p> <p>Resources may be a bill or invoice, an ad, a menu, a carton or box, a bottle, a can, a piece of paper, a napkin, a little plate, a cup, a glass, a place mat, a spoon, a clothing tag, wrapping paper, a bag, a sign.</p>
Rubric	<p>A=All the instructions have been followed, all items are submitted on time, and reports are written without errors.</p> <p>B=All instructions have been followed but there are some writing errors.</p> <p>C=The brief reports have many errors and item(s) have arrived late.</p> <p>F=Nothing is brought in, neither item nor report, or such poor effort and quality are evident, it is deemed unacceptable.</p>
Day 11/12	Students form groups of four and each describes to its group two items withdrawn from "The Garbage Bag" containing all the collected items from the class. One member records the information given and submits that documentation for the group.

(continued)

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Day 12/13 Evaluation: Students evaluate the activity and hand in their comments.

High school-level activity:

Students prepare for **The Debate** on the pros and cons of "Making English the Official Language of Connecticut or of the United States."

Each class is evenly divided into pro and con groups. All students do the research (in English) and then prepare notes for the debate in the target language using a vocabulary list the teacher provides.

Day 20/21 **The Debate!** Oral points are awarded during the activity and students' notes become a part of their portfolios.

Rubric A=Enthusiastic, very frequent participation with all utterances comprehensible and a high level of accuracy in both comprehending and speaking the language.

B=Frequent participation with some utterances incomprehensible and a moderate level of accuracy in both comprehending and speaking the language.

C=Minimal participation: each student must ask or answer at least one question and make at least one comment during the debate.

F=No active participation.