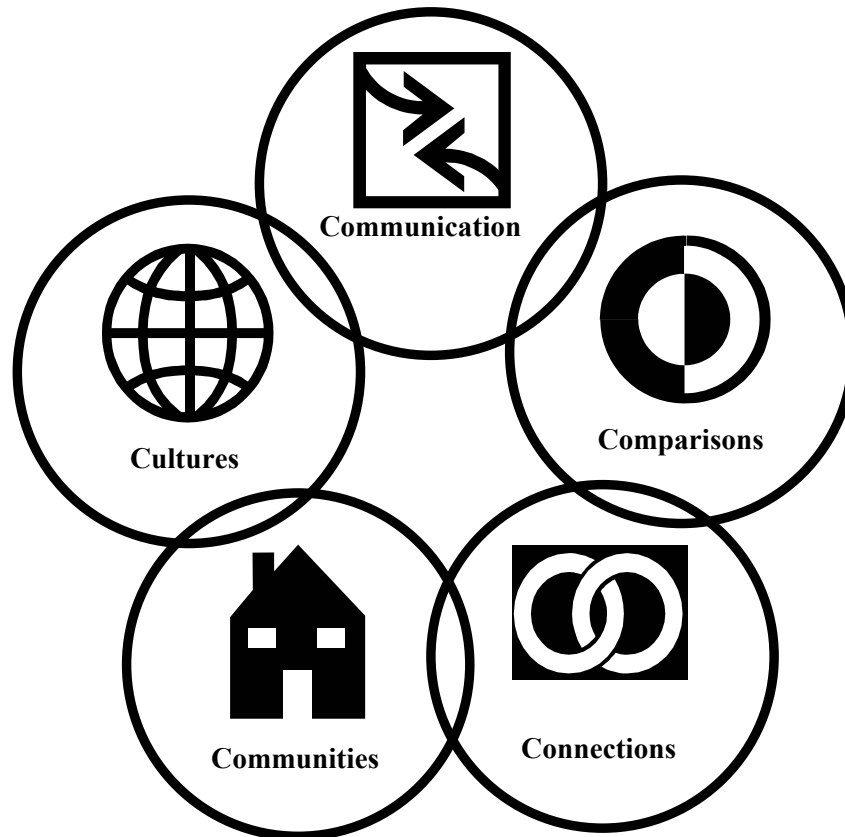


Revised 12/15/06

# Foreign Language Curriculum Blueprint



## German Montgomery County Public Schools

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## **Introduction**

### **MCPS Foreign Language Curriculum Blueprints**

#### **Goal, Understandings, Organization of Content, Instructional Guides, and Instructional Approach**

##### ***Goal***

The goal of the Montgomery County Public Schools' foreign language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use foreign languages for meaningful communication in both spoken and written form. The foreign language program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through foreign language study, students develop sensitivity to the cultural and linguistic heritage of other groups, understand their influence on American culture, and become prepared to participate in a society characterized by linguistic and cultural diversity.

##### ***Enduring Understandings***

- As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English.
- It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldviews, and contributions.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- The study of a foreign language enables students to develop insights into the nature of language and culture.
- Learning a foreign language enables an individual to participate in multilingual communities.

##### ***Organization of Content***

Students of a foreign language learn to use language for specific purposes in a variety of situations with ever-increasing linguistic and cultural accuracy. In addition to gaining communication skills, students acquire cultural knowledge and culturally-appropriate interaction skills essential for communicating with native speakers of the language. They develop insights into their own language and culture through linguistic as well as cultural comparisons with the foreign language and culture they are studying. The interdisciplinary focus of relating the content they are learning in other academic areas to content in their foreign language class also enhances their foreign language experience. Students become aware of the use of foreign languages in their community as well as the ability to access the foreign culture and people via technological connections.

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The *Foreign Language Curriculum Blueprint* delineates the performance indicators for Levels 1-3 of foreign languages in Montgomery County Public Schools. The performance indicators state what the students should know and be able to do at each level of instruction. In order to achieve these indicators, a thematic content base with accompanying vocabulary topics and essential structures has been identified. Within a given theme area, the performance indicators of the communication goal are the primary focus and the performance indicators in the goal areas of culture, comparisons, connections, and communities provide broader connections in which to learn the language.

In Levels 1-3, the vocabulary that the students learn is directly related to the purposes and situations identified with each topic. Teachers will also select vocabulary to reflect the students' needs and interests in each thematic topic. Vocabulary acquisition is heavily emphasized over linguistic competence at these levels, although a greater emphasis on structural accuracy to enhance communication occurs in each year of successive language study.

When communicating in the foreign language, both in writing and in conversation, the quality of communication of purpose and message are stressed over grammatical accuracy. Grammar skills are important as they aid in effective communication. Standards for grammatical accuracy increase as the students' language study progresses.

### ***Instructional Approach***

The study of a language involves learning vocabulary and structures in the context of the meaning one wishes to convey. It also involves nonverbal communication, knowledge of status and discourse style, and at times, the learning of a whole new alphabet. Communication strategies must be taught to enable students to use circumlocution and to derive meaning from context. Direct instruction in language learning strategies should be a part of the experience.

Concepts from other content areas must be incorporated into the foreign language learning experience. This not only gives a context to the language experience, but also expands and reinforces the students' knowledge in other areas. Access to a variety of technological tools, such as the Internet, e-mail, DVD, and CD-ROM, allows for an enhanced cultural experience as well as a context for interaction with native speakers.

Teachers use a variety of resources and teaching approaches to meet varied student interests and abilities. Differentiated instruction recognizes student learning styles, strengths, and interests and is paced to make the curriculum accessible to everyone. Textbooks, workbooks, readers, newspapers, magazines, video and audiotapes, films, realia, computer software, and other technological resources help bring language and culture to life. To the greatest extent possible, listening materials include native speakers in authentic situations in the target culture, and reading materials are drawn from authentic sources in the target language. Through teaching strategies such as large and small group instruction, pair and group communicative activities, class discussions, individual projects, dramatizations, and games, students are actively involved in language learning.

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Thinking skills are enhanced through the study of a foreign language. The cognitive demands of communication result in a growth of students' reasoning skills. The ability to negotiate meaning through two-way interpersonal exchanges or one-way negotiation with text (interpretive communication) or one-way expression of content and perspective (presentational communication) requires the use of the higher-order thinking skills. These communication skills, along with explicit training in learning strategies, are a part of every foreign language experience. Critical thinking skills are fundamental in the language-learning process from the basic level of recall and identification to the higher levels of analysis, synthesis, and evaluation as vocabulary and rules are applied to create original utterances and thoughts.

Research shows that students learn a great deal more than they are explicitly taught. When surrounded by rich, authentic oral and written language, they will acquire the target language. Teacher talk must be comprehensible, but in the target language, and organized around a communicatively meaningful goal. In an atmosphere of trust, mutual respect, risk-taking, and exploration in which students are actively involved in meaningful, purposeful exchanges, learning will take place. Although the textbook is one of the many tools used to provide this experience, it is not the sole organizing factor of an acquisition-rich classroom.

Frequent ongoing assessment of students' progress in the foreign language is essential. Teachers pre-assess the students' knowledge of vocabulary, structures, reading, and cultural content before instruction in new content begins. Formative assessments take place at regular intervals during the instructional stage to check for understanding and mastery of the material being taught, and to allow the teacher to adjust instruction to meet students' needs. Summative assessments evaluate all the goals in the standards and in format mirror the activities used to teach the topics.

Revised 12/15/06

## Acknowledgments

### **FOREIGN LANGUAGE CURRICULUM WRITING TEAM**

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Lisa Kerwin, Montgomery Village Middle School

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## National Standards for Foreign Language Learning

The academic standards for each level of instruction are organized around the five goal areas of language learning: (1) Communication, (2) Cultures, (3) Connections, (4) Comparisons, (5) Communities. For each goal there are two or three standards that describe what students of foreign languages should know and be able to do at the end of each level of study. The standards do not *prescribe* how students should get there; rather, they offer guidance to those responsible for assisting them on the journey.

### STANDARDS FOR FOREIGN LANGUAGE LEARNING \*

#### COMMUNICATION

##### *Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### CULTURES

##### *Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### CONNECTIONS

##### *Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### COMPARISONS

##### *Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### COMMUNITIES

##### *Participate in Multilingual Communities at Home and Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

\* The Standards for Foreign Language Learning are from the American Council on the Teaching of Foreign Languages (ACTFL) *National Standards in Foreign Language Learning Project* and are used with permission

***ESSENTIAL QUESTIONS***  
**ENDURING UNDERSTANDINGS**

**Communication**

- *Why is it important to communicate in another language?*
- *How can your communication with a foreign speaker be more meaningful if you speak his/her language?*

As the world moves toward a global community, it is increasingly important for foreign language study to result in proficiencies that enable students to engage in conversation, interpret authentic materials, and present concepts in a language other than their own.

**Cultures**

- *Why is it important to understand the perspectives and value systems of another culture?*
- *How do the products and practices of a culture come from these perspectives and value systems?*

The sharing and learning about customs and products increase students' understanding of the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and regions where the language is spoken.

**Connections**

- *How can the study of a foreign language enhance your knowledge of other disciplines?*
- *What can you read about in your foreign language that you would not be exposed to in your native language?*

As students increase their proficiency in another language, they acquire skills that empower them to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target cultures.

**Comparisons**

- *How are thought processes organized into the structure of different languages?*
- *Why do different cultures have different value systems?*

Students develop their critical thinking abilities as they become aware of the similarities and differences between their first and second languages. In so doing, they gain new perspectives on their own language and culture.

**Communities**

- *Where can you use the language other than the classroom?*
- *How has learning a foreign language enriched your life?*

Learning a foreign language opens doors to a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.

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## German 1 Contents & Thematic Introductions

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**German 1A**



**Theme: NEW CLASSES, NEW FRIENDS / NEUE KLASSEN, NEUE FREUNDE**

<b>TOPIC</b>	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1.Origin of German</b> <i>die Geschichte der deutschen Sprache</i>	1.1 Use the German alphabet to spell German words (names, countries). 1.2 Recognize the letters of the German alphabet and other symbols when words and names are spelled.	2.1 Describe the origin of German and identify where German is spoken in the world, including how German evolved into the languages of Belgium and the Netherlands. 2.1 Explain the role of German in European countries. 2.2 Identify the benefits of studying another language.	4.1 Demonstrate an understanding of the influence of German on the development of the English language. 4.1 Demonstrate an understanding of the concept and use of cognates.	Umlauts, ß
<b>2. Nice to Meet You</b> <i>Wie geht's?</i>	1.1 Engage in introductory conversations. 1.1 Greet one another and exchange basic information such as name, age, and birthplace (country of origin). 1.1 Recite and use the numbers from 0–20 in German in context. 1.1 Exchange phone numbers and e-mail addresses. 1.2 Demonstrate an understanding of basic, introductory conversations. 1.2 Demonstrate an understanding of the German alphabet when words are spelled. 1.2 Recognize spoken numbers and numbers written as words (0–20). 1.3 Present basic introductions.	2.1 Recognize appropriate expressions (formal vs. informal) and gestures for greetings and farewells.	4.1 Compare the common forms of address ( <i>Herr, Frau, Fräulein</i> ) with their English counterparts. 4.1 Compare the use of gestures for greeting and leave-taking in the United States and in German-speaking countries.	Formal vs. Informal ( <i>du vs. sie</i> ) Verbs <i>heissen</i> and <i>sein</i> Verb <i>kommen</i> ( <i>Ich komme aus...</i> ) Subject pronouns Question words and question formation Numbers 0–20

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<p><b>3. School Life</b> <i>die Schule</i></p>	<p>1.1 Exchange basic information about classes, class schedules, class preferences, school-related activities, and classroom supplies. 1.1 Use days of the week and time to talk about daily schedules. 1.1 Ask and answer questions about class preferences and schedules. 1.1 Recite and use the numbers from 0–100 in German in context. 1.1 Use and respond to basic classroom expressions. 1.2 Interpret and demonstrate an understanding of a class schedule in German. 1.2 Demonstrate understanding of short conversations among peers about favorite classes/activities at school. 1.2 Identify school supplies. 1.2 Recognize spoken numbers and numbers written as words from 0–100 in German. 1.2 Recognize and use basic classroom expressions. 1.3 List important classroom items. 1.3 Describe a class schedule.</p>	<p>2.1 Describe a daily and/or weekly school schedule in one German-speaking country. 2.2 Use authentic examples of school schedules to create an ideal personal simulated schedule in a German-speaking country.</p>	<p>4.1 Compare verb conjugation. 4.1 Compare the way numbers are formed in German and English. 4.2 Compare school systems in the United States to those in a German-speaking country.</p>	<p>Definite articles (gender) Nouns (singular and plural) Continue question words and question formation Telling time Regular verbs Liking/not liking: <i>(nicht) gern haben</i> Object pronouns (nom. vs. acc. case) Prepositions <i>bis, um, gegen</i> Numbers 0–100 Mathematical operations</p>
<p><b>4. Getting Acquainted</b> <i>Freunde machen</i></p>	<p>1.1 Provide information about self and obtain information about others. 1.1 Ask and answer questions about age. 1.1 Exchange information about birthday, nameday (namenstag), nationality, place of birth, address, physical description, and personality traits. 1.2 Demonstrate an understanding of personal data on forms. 1.2 Comprehend oral and written descriptions of peers or famous people, including their physical descriptions and personality traits. 1.3 Present a biographical sketch including physical description and personality traits.</p>	<p>2.1 Describe how birthdays/namedays are celebrated in German-speaking countries. 2.1 Describe origin and meaning of namedays in German-speaking countries.</p>	<p>4.1 Compare the way dates are expressed in German and English. 4.1 Compare essentials of sentence structure and negation. 4.2 Compare birthday celebrations and observances of namedays to celebrations in the U.S. 4.2 Compare what the two cultures consider necessary/allowable information on forms.</p>	<p>Descriptive adjective agreement (nouns w/out articles) Basic sentence structure and word order Negation: <i>nicht vs. kein</i> Date format, using ordinals Preposition: <i>für</i></p>

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<p><b>Connections Goal 3</b></p> 	<p>3.1 Use knowledge of map skills (latitude, longitude, compass rose, northern and southern hemispheres, scale, and legend) to identify and locate German-speaking countries and their capitals on a world map.</p> <p>3.1 Use numbers to perform mathematical operations.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.2 Describe evidence of German language and culture in the community.</p> <p>5.2 Communicate with a native speaker in German about class and activity preferences.</p>

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**German 1A**

**Theme: HAVING FUN / SPASS UND SPIEL**

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Pastimes and weather</b> <i>Freizeit und Wetter</i>	1.1 Engage in conversations about leisure-time activities in the context of weather and seasons. 1.1 Describe the weather in various parts of central Europe. 1.2 Interpret and demonstrate an understanding of basic weather reports. 1.2 Interpret and demonstrate an understanding of information about leisure activities. 1.3 Present basic information about preferred activities. 1.3 Present a simple weather report for a German-speaking city.	2.1 Identify typical leisure-time activities in German-speaking countries and tell why they are popular. 2.2 Discuss famous sports or entertainment personalities from the target cultures, including their countries of origin and significant contributions.	4.1 Compare essential structures of verb conjugation, sentence structure, and negation. 4.2 Compare typical teen activities of the United States to those of teens in German-speaking countries, including after-school or school-sponsored activities.	Irregular verbs as needed <i>-eln, -nen</i> verbs Negation review Sentence structure (inverted order) Use of the dative to describe temperature. ( <i>Mir ist kalt.</i> )
<b>2. New Clothes</b> <i>neue Klamotten</i>	1.1 Discuss basic clothing and colors in the context of weather and activities. 1.1 Exchange information with a peer about clothing using basic descriptive adjectives. 1.1 Request information about cost and sizing of clothing items. 1.2 Recognize basic oral and written descriptions of clothing. 1.2 Understand and interpret written information on clothing costs and sizes. 1.3 Describe clothing to an audience of listeners or readers. 1.3 List clothing items for certain activities or weather conditions.	2.1 Explore traditional forms of dress and their origins. 2.2 Explore the history and use of the Euro.	4.1 Compare use of the formal in the clerk/customer relationship with similar interactions in the U.S. 4.1 Compare use of commas and decimal points to explain place value. 4.2 Compare currency designs and their reflection of cultural perspectives. 4.2 Compare European sizes (clothing, shoes) with U.S. 4.2 Compare the concept of customer service in German-speaking countries and the U.S.	Indefinite articles <i>Der-</i> words: <i>welch-, solch-, jed-, all-</i> Adjective agreement for def./indef. articles and <i>der-</i> words Irregular verbs as needed Dative with verbs <i>gefallen</i> and <i>passen</i> Subordinate clause with <i>dass</i>




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<p><b>Connections Goal 3</b></p> 	<p>3.1 Use the Celsius temperature scale. 3.1 Demonstrate an understanding of different seasons in Alpine or lowland climates.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Locate and interpret an authentic weather map or weather report from a German-speaking country. 5.1 Find and describe examples of fashion in German-speaking countries and the U.S. 5.2 Listen to music and sing songs in German. 5.2 Watch a video or television program in German for personal enjoyment. 5.2 Play culturally authentic games. 5.2 Find German influences in our fashion.</p>



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**German 1B**

**Theme: FAMILY LIFE/DAS FAMILIENLEBEN**

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Family</b> <i>die Familie</i>	1.1 Exchange basic information about family and pets. 1.2 Interpret and demonstrate oral and written descriptions of family and pets. 1.3 Describe family members and relationships.	2.1 Describe family traditions and their origin in a German-speaking country. 2.1 Describe the importance/acceptance of pets in a German-speaking country.	4.2 Compare the meaning of <i>family</i> in the United States and German-speaking countries. 4.2 Compare how pets are accepted in public places in the U.S. and German-speaking countries.	Possessive pronouns Review question words and forms Review adjective agreement
<b>2. Home</b> <i>bei mir zu Hause</i>	1.1 Exchange information about homes, rooms, and furnishings. 1.1 Exchange information about locations of rooms and furnishings. 1.1 Exchange information about basic activities/chores that take place in the home. 1.2 Demonstrate an understanding of descriptions of homes, rooms, furnishings, and their placement. 1.3 Present information about homes, rooms, and furnishings, including descriptions and placement.	2.2 Exchange information about styles of housing and furnishings in a German-speaking country and explain why German-speaking people live this way.	4.2 Compare housing styles and furnishings in the United States to those in German-speaking countries. 4.2 Compare numbering of floors in the U.S. and German-speaking countries (Ground, 1 <sup>st</sup> , 2 <sup>nd</sup> , etc.).	Dative prepositions of location Modal verbs, esp.: <i>müssen, sollen, können</i> Separable prefix verbs Imperatives Review ordinal numbers
<b>3. Food</b> <i>das Essen</i>	1.1 Exchange information about food preferences, food groups, and eating habits. 1.1 Use the numbers 0–1000 to express quantity and price. 1.2 Demonstrate an understanding of information about food preferences, food groups, and eating habits. 1.2 Recognize and use the numbers 0–1000 in context. 1.3 Present information about food preferences, food groups, and eating habits.	2.1 Describe eating habits in German-speaking countries and the reasons for them. 2.2 Identify typical food items from German-speaking cultures and their origin.	4.2 Compare eating habits in German-speaking countries with those in the United States.	Review verbs Review numbers 0–1000 Review preferences Prepositions: <i>mit, ohne</i> Prefix <i>Lieblings-</i> <i>Es gibt</i>




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<p><b>Connections Goal 3</b></p> 	<p>3.1 Use the metric system to express quantity and volume. 3.1 Use the exchange rate to calculate expenses. 3.1 Collect, analyze, and graph data from a class survey about family or pets. 3.1 Collect, analyze, and graph data from a class survey about homes. 3.2 Research common names for house pets in German-speaking countries.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Locate and interpret information about real estate or furnishings through the use of authentic sources. 5.1 Locate typical German foods and restaurants in the community. 5.2 Sample authentic foods from the German-speaking world.</p>

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**German 1B**

**Theme: LET'S GO/GEHEN WIR**

<b>TOPIC</b>	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1. Community</b> <i>unsere</i> <i>Gemeinschaft</i>	1.1 Exchange information about places and location in the community. 1.1 Exchange information about means of transportation in the community. 1.1 Exchange information about basic activities and where they occur in the community. 1.2 Interpret and demonstrate an understanding of information about places in the community and their location. 1.2 Interpret and demonstrate an understanding of information about means of transportation in the community. 1.2 Interpret and demonstrate an understanding of information about basic activities that commonly occur in the community. 1.3 Present information about places, locations, activities, and means of transportation in the community.	2.1 Demonstrate an understanding of typical shops, services, and places in a German-speaking country and how they serve their community. 2.1 Demonstrate an understanding of business hours in German-speaking countries and why they exist. 2.2 Describe the organizational structure of a German-speaking community.	4.2 Compare community layout and transportation in a German-speaking city or town to a city or town in the United States. 4.2 Compare business hours in the U.S. and German-speaking countries. 4.2 Compare shopping habits (especially groceries) between the U.S. and German-speaking countries.	Review modals Prepositions: <i>entlang, durch</i> Review dative prepositions of location (including <i>beim Backer, im Supermarkt</i> , etc.)

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<p><b>2. Travel</b> <i>Reisen</i></p>	<p>1.1 Ask and answer questions about travel plans and destinations, including geographical features. 1.1 Ask questions related to vacations and travel, using interrogative expressions. 1.1 Ask and answer questions regarding hotel reservations. 1.1 Discuss schedules using the 24-hour clock. 1.2 Interpret and demonstrate an understanding of schedules and tickets of different means of transportation. 1.2 Interpret and demonstrate an understanding of hotel rate information. 1.2 Interpret and demonstrate an understanding of time schedules using the 24-hour clock. 1.3 Present information about future travel plans.</p>	<p>2.1 Demonstrate an understanding of typical forms of lodging in German-speaking countries.</p>	<p>4.1 Compare use of interrogative expressions. 4.2 Compare means of transportation in German-speaking countries to those in the United States. 4.2 Compare use of the 24-hour clock. 4.2 Compare typical accommodations in the U.S. and German-speaking countries.</p>	<p>Review use of the formal Review prepositions, both acc. and dative Review interrogatives Negative expressions 24-hour clock</p>
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<p><b>Connections Goal 3</b> </p>	<p>3.1 Use the metric system to express distance. 3.1 Use the exchange rate to calculate expenses.</p>
<p><b>Communities Goal 5</b> </p>	<p>5.1 Locate typical German shops or services in the community. 5.2 View a movie or museum exhibit highlighting German culture.</p>

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## German 2 Contents & Thematic Introductions

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**German 2A**

**Theme: MY LIFE, MY FUTURE/MEIN LEBEN, MEINE ZUKUNFT**




TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Introductions and Bios</b> <i>Wer bin ich?</i>	1.1 Exchange past and present biographical information. 1.2 Interpret and demonstrate an understanding of past and present biographical information of others. 1.3 Present autobiographical information to an audience of listeners or readers.	2.2 Identify famous historical, literary, or artistic German-speaking personalities and explain why the culture values their contributions.		Review present tense Review negative and interrogative formations Review adjective agreement Verbs <i>kennen</i> vs. <i>wissen</i> Simple past of <i>haben</i> and <i>sein</i> <i>bin geboren</i> Past time indicators
<b>2. Higher Education and Occupations</b> <i>die Ausbildung und die Arbeit</i>	1.1 Exchange information about occupational choices and higher education. 1.2 Interpret and demonstrate an understanding of information on occupational choices and higher education.	2.1 Discuss the attitudes of a German-speaking culture towards different professions at all levels and accessibility of these professions to all members of the culture. 2.1 Discuss the attitudes of a German-speaking culture toward summer jobs or part-time jobs while in school. 2.1 Discuss forms of higher education and their functions.	4.1 Compare the use of female gender indicators in occupational titles with “gender-blind” English equivalents. 4.1 Compare the use of the indefinite article with professions in German and English. 4.1 Compare use of “school” vocabulary vs. “university” vocabulary in German and English. 4.2 Compare systems of higher education and attitudes involved between German-speaking countries and the U.S.	With professions: <i>Ich bin... vs. Ich bin ein...</i> Verb <i>werden</i> used as future/to become Review modals, esp. <i>möchten</i> , <i>müssen</i> Use of <i>Schule</i> vs. <i>Uni</i> , <i>lernen</i> vs. <i>studieren</i> , etc.



<b>Connections Goal 3</b> 	
<b>Communities Goal 5</b> 	5.1 Research professions requiring the use of German through technology, media, and authentic resources.

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**GERMAN 2A**

**Theme: SCHOOL DAYS/DER SCHULTAG**




TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. School</b> <i>die Schule</i>	1.1 Exchange information in the present and past tenses about school classes and activities. 1.2 Interpret and demonstrate an understanding of a written course schedule. 1.3 Present information about present and past courses and schedule.	2.2 Describe how the course offerings in a German-speaking country reflect the goals of its educational system.	4.2 Compare course offerings in the United States to those in German-speaking countries.	Review simple past of <i>haben</i> and <i>sein</i> Conversational past tense Subordinate clauses using <i>als</i> , <i>wenn</i> , <i>weil</i> Review ordinal numbers (in context of school years)
<b>2. Extracurriculars and Pastimes</b> <i>Freizeit</i>	1.1 Extend an oral invitation to an activity and respond to the invitation. 1.1 Exchange information about preferences in music, books, movies, etc. 1.1 Ask and answer questions about past leisure activities. 1.2 Prepare a written invitation to an activity.	2.1 Demonstrate an understanding of “dating practices” in a German-speaking country and the resulting differences in extending invitations. 2.2 Describe the events to which one would extend a written invitation in a German-speaking country and tell why.	4.2 Compare film and book titles in English and German, and discuss translation choices.	Continue past tense Review separable prefix verbs Review acc. pronouns Review <i>wissen</i> vs. <i>kennen</i> Review subordinate clauses, including <i>dass</i> and interrogative pronouns
<b>3. Weather</b> <i>das Wetter</i>	1.1 Exchange information about past, present, and future weather conditions. 1.2 Identify meteorological conditions from a German weather report. 1.3 Present a description of the weather during a past event.	2.1 Demonstrate an understanding of how weather affects the culture of German-speaking countries.	4.1 Compare the existence of the simple and conversational past tenses in German to the English past tense.	Continue past tense Review negation Review subordinate clauses

<b>Connections Goal 3</b> 	3.1 Demonstrate an understanding of how climate is affected by geography. 3.2 Use authentic German-language resources to obtain and analyze climate information.
<b>Communities Goal 5</b> 	5.1 Share an aspect of German culture and/or create a product to enrich the school community, such as posters and signs in German. 5.2 Listen to music and sing songs of German-speaking peoples.



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**German 2B**

**Theme: DAILY LIFE/DAS TÄGLICHE LEBEN**

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Bon appétit</b> <i>Guten Appetit</i>	1.1 Exchange information on the preparation of favorite dishes, setting a table, and serving food. 1.2 Demonstrate an understanding of written or oral information about recipes. 1.3 Present a favorite recipe.	2.1 Discuss and explain eating customs and table etiquette in German-speaking regions.	4.1 Observe the German use of indefinite pronouns in recipes compared to English command forms. 4.2 Discuss cross-cultural influences on eating habits. 4.2 Note the use of weight measurements instead of volume. (grams of flour vs. cups of flour)	Review imperative Review <i>der</i> -words Review <i>es gibt</i> ... Indefinite pronouns Subjunctive <i>nehme</i> Expressions of measurement (related to cooking)
<b>2. Restaurant Experiences</b> <i>im Restaurant</i>	1.1 Comment on, inquire about, and make selections from a menu. 1.2 Demonstrate an understanding of information found on a menu.	2.1 Demonstrate an understanding of the different types of restaurants and what they offer. 2.1 Describe the influences of climate and geography on regional dishes. 2.2 Describe the influence of history on regional dishes.	4.1 Compare dining experiences in German-speaking regions with those in the United States.	Review modals, esp. <i>möchten</i> and <i>mögen</i> Review formal Review preferences Review questions and forms Choices: <i>entweder...oder</i> , <i>weder...noch</i>
<b>3. Routines and Household Chores</b> <i>Körperpflege und Hausarbeit</i>	1.1 Describe personal and household routines in past and present time. 1.1 Give oral instructions regarding household chores and responsibilities. 1.2 Respond to oral instructions regarding household chores and responsibilities. 1.2 Identify the furnishings of a residence and describe their placement. 1.3 Present the layout of a room or residence, including furnishings and their placement.	2.2 Examine household features and demonstrate an understanding of what they indicate about the perspectives of the German-speaking cultures.	4.1 Compare formal and informal commands in German and English. 4.2 Compare and contrast space allocation and furnishings in the United States and German-speaking countries. 4.2 Compare personal care routines and attitudes in German-speaking countries and the U.S.	Reflexive verb constructions Reflexive pronouns Review dative and acc. prepositions Review formal and informal commands Expressions of measurement




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<p><b>Connections Goal 3</b></p> 	<p>3.1 Use the metric system to measure liquid, weight, and temperature. 3.1 Apply the metric system to measurement within the home, such as room dimension and space allocation for furniture. 3.1 Discuss scientific/ecological reasons for regulation of certain products in German-speaking countries.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Use community resources to identify restaurants or businesses that carry food representative of German-speaking cultures. 5.1 Research the availability of home products typical of German cultures. 5.2 Sample the cuisine of German-speaking cultures.</p>



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**German 2B**

**Theme: GETTING AROUND/GEHEN WIR AUS !**

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Getting Around Town</b> <i>in der Stadt</i>	1.1 Ask for and give simple directions to specified locations, including landmarks and attractions. 1.2 Follow oral and written directions to a specified location. 1.3 Write directions to a specified location.	2.1 Describe the traditional layout of a German city (especially the <i>Altstadt</i> ) and its origin. 2.2 Identify the types of tourist attractions and historical sites often found in a German-speaking country and tell why they exist the way they do.	4.1 Compare the use of the dative to describe location in German to its apparent lack of use in English. 4.2 Compare opening hours and entrance fees of German-speaking countries and the U.S.	Review prepositions of location Review formal commands Review questions Dative prepositions ( <i>aus, bei, mit, nach, von, zu, etc.</i> ) Interrogative pronouns with <i>wissen</i> ( <i>Wissen Sie, wo...?</i> )
<b>2. Clothing and Shopping</b> <i>Kleidung kaufen</i>	1.1 Request sales assistance and state preferences for items sought. 1.1 Express personal preferences for style and design of clothing for specific occasions. 1.2 Determine size, price, and style of clothing items from authentic written sources. 1.3 Present ideas for appropriate clothing for specific/special occasions.		4.2 Compare shopping customs in German-speaking countries to those in the United States. 4.2 Compare sizing systems in the United States to those used in German-speaking countries. 4.2 Compare occasion-specific fashion choices in German-speaking countries and the U.S.	Demonstrative adjectives/pronouns Comparative and superlative forms of adjectives Review adjective endings Review <i>der</i> -words Numbers 0–1,000,000
<b>3. Travel</b> <i>Reisen</i>	1.1 Exchange information on past and future travel. 1.2 Demonstrate an understanding of travel-related documents. 1.2 Demonstrate an understanding of general information about German-speaking cultures. 1.3 Present a detailed description of past or future travel.	2.1 Describe the reasons for the access and availability of public means of transportation to reach a travel destination.	4.1 Compare the concept in German of using definite articles with geographical place names: <i>die Schweiz, die Türkei</i> . 4.1 Compare the use of certain prepositions to describe location: <i>an</i> vs. <i>auf</i> vs. <i>in</i> 4.2 Compare places and means of travel when vacationing.	Prepositions with geographical place names Review future tense Review interrogative formation Review contractions with prepositional phrases

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<p><b>Connections Goal 3</b></p> 	<p>3.1 Use map-reading skills to follow and give directions. 3.1 Use the metric system to measure distances. 3.1 Use exchange rates to convert prices.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Identify places or organizations in the community that promote culture of the German-speaking world. 5.1 Identify organizations that sponsor occasions/celebrations typical of German-speaking countries. 5.1 Use authentic resources to investigate vacation spots in German-speaking countries. 5.2 Engage in a travel-related experience to a German-speaking country.</p>

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**German 3A**

**Theme: NATURE/DIE NATUR**

<b>TOPIC</b>	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1. Outdoor activities</b> <i>im Freien</i>	1.1 Share opinions about present and past outdoor activities at the beach, in the countryside, and in the mountains. 1.1 Exchange information in person or via other media about places and weather in the German-speaking world where one can participate in outdoor activities. 1.2 Demonstrate an understanding of descriptions of outdoor activities. (Identify corresponding pictures or illustrations.) 1.2 Demonstrate an understanding of information about outdoor activities from accessible German-language materials, such as television programs, youth magazines, the Internet, and videos. 1.2 Read and/or listen to descriptions about places and weather in the German-speaking world and identify the corresponding locations on a map. 1.3 Prepare and present illustrated descriptions of past outdoor experiences and activities. 1.3 Prepare, illustrate, and present materials promoting where and how one can participate in outdoor activities in a German-speaking region of the world.	2.1 Discuss and justify the importance of outdoor activities to a German-speaking culture. 2.2 Identify agricultural products from regions in the German-speaking world.	4.1 Compare the past tenses in German and in English and analyze how each language uses the past tenses. 4.2 Compare and contrast different types of outdoor activities in German-speaking countries and in the U.S. 4.2 Compare and contrast geographical features in German-speaking countries and the U.S.	Review present tense Review formation of conversational past tense Review clauses using <i>als</i> and <i>wenn</i> Other indicators of past time Conjunction <i>ob</i> Review comparative and superlative adjectives Prepositions used to introduce geographical locations

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<p><b>2.Environment</b> <i>die Umwelt</i></p>	<p>1.1 Discuss precautions that one should take to avoid harming oneself and the environment. 1.2 Understand information about environmental issues and events such as pollution/waste management and Earth Day from accessible German-language materials, including television, youth magazines, the Internet, and videos. 1.3 Present a document describing ways to protect the environment.</p>	<p>2.1 Discuss environmental practices of a German-speaking country that reveal the importance of environmental issues to them.</p>	<p>4.2 Compare and contrast environmental practices in German-speaking countries and in the United States.</p>	<p>Review adverbs of comparison Review negative constructions Infinitive verbs with <i>zu</i> Constructions with <i>da</i> (<i>damit dafür</i>, etc.)</p>
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<p><b>Connections Goal 3</b> </p>	<p>3.1 Identify contributions of a major German-speaking environmentalist. 3.1 Identify local, national, and/or international organizations for the protection of the environment or management of natural resources.</p>
<p><b>Communities Goal 5</b> </p>	<p>5.1 Plan and implement an environmental service project in the community.</p>



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**German 3A**

**Theme: FAMILY LIFE/DIE FAMILIE**

<b>TOPIC</b>	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1. Holidays and Celebrations</b> <i>Fest- und Feiertage</i>	1.1 Discuss and describe typical ceremonies that mark a stage of life (a significant life event) in German-speaking countries. 1.1 Discuss and describe typical holiday or festival celebrations in German-speaking countries. 1.1 Discuss and describe who would take part and the feelings of those involved. 1.2 Demonstrate an understanding of spoken or written descriptions of ceremonies or celebrations. 1.3 Prepare and present reports about ceremonies or celebrations. 1.3 Retell stories about family celebrations and how they made you feel.	2.1 Identify ceremonies that mark a stage of life in German-speaking countries. 2.1 Discuss the importance of family in these ceremonies and in the culture. 2.1 Discuss a particular ceremony or celebration and its importance to the culture.	4.2 Compare family life and celebrations that mark a stage of life between German and American cultures. 4.2 Compare national and religious celebrations between German and U.S. cultures.	Review negative constructions Review comparative and superlative adjectives Adjectives of nationality
<b>2. Traditions and Regional Cooking</b> <i>regionale Küche und Traditionen</i>	1.1 Exchange information about foods typical to the German-speaking world. 1.1 Exchange information about traditions or customs and their origins. 1.2 Demonstrate an understanding of spoken/written directions for food preparation. 1.2 Demonstrate an understanding of spoken/written descriptions of traditions or customs. 1.3 Explain the origin and preparation of a typical dish. 1.3 Explain the origin and meaning of a tradition or custom.	2.1 Discuss a tradition or custom and explain its importance to the German-speaking culture. 2.1 Discuss differences in traditions or cooking within the German-speaking countries themselves.	4.1 Demonstrate an awareness of the use of varied forms of greeting and formal vs. informal address, according to the relationship between the speakers. 4.2 Compare regional U.S. foods and their origins to foods from German-speaking countries.	Review indefinite pronouns Review commands Review formal vs. informal Measurement




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<p><b>Connections Goal 3</b></p> 	<p>3.2 Discuss the possible influence of climate and/or geography on regional traditions and cuisine.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Interview a native German-speaker about celebrations and holidays. 5.1 Interview a native German-speaker about typical dishes from his/her region. 5.2 Find evidence of major events and festivals in German-speaking communities (or communities with German heritage) in the U.S. 5.2 Find evidence of German traditions or cuisine in American cooking and customs.</p>



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**German 3B**

**Theme: WELLNESS/SICH WOHLFÜHLEN**

<b>TOPIC</b>	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1.Fitness</b> <i>sich fithalten</i>	1.1 Discuss fitness activities and sports. 1.1 Discuss training requirements to participate in a sport. 1.1 Discuss nutrition with classmates. 1.2 Demonstrate an understanding of information on fitness, sports, and nutrition from accessible German-language materials, including television, youth magazines, the Internet, and videos. 1.3 Demonstrate and explain basic instructions on how to participate in a fitness activity or sport, including the use of necessary equipment. 1.3 Write original compositions and/or journal entries about fitness activities, sports, or nutrition.	2.1 Identify sports and fitness activities enjoyed by German-speaking teenagers and explain their importance. 2.1 Discuss the attitude toward exercise and physical activity in German-speaking countries.	4.1 Compare the use of reflexive pronouns in German (as opposed to possessives in English) when discussing body parts. 4.2 Compare and contrast German and American cultural practices in areas such as popular sports (soccer and American football) or fitness activities and nutrition.	Review object pronouns, direct and indirect Reflexive verbs Reflexive pronouns
<b>2.Health</b> <i>die Gesundheit</i>	1.1 Engage in role-play where one explains to a doctor or dentist what is wrong, provides advice, and clarifies consequences of not following medical advice. 1.1 Discuss previous illnesses and treatments. 1.1 Discuss injuries and how they were obtained. 1.2 Demonstrate an understanding of information about health issues from accessible German-language materials, including television, youth magazines, the Internet, and videos. 1.2 Demonstrate an understanding of safety information designed to prevent injury. 1.3 Create and present skits or short plays on health issues or injuries.	2.1 Discuss universal health care coverage in German-speaking countries. 2.1 Describe the use of health services in a German-speaking country. 2.2 Describe the acquisition (how, where) of health-related products in a German-speaking country.	4.1 Compare German and English grammatical elements such as the subjunctive mood in suggestions and the use of reflexive phrases when discussing illness or injury. 4.2 Discuss health benefits in the social welfare programs of the U.S. and German-speaking governments. 4.2 Compare ideas on how to stay healthy (including myths and “old wives’ tales”) between U.S. and German-speaking countries. 4.2 Compare procedures for doctors’ visits, hospital stays, and obtaining medication between the U.S. and German-speaking countries.	Review object pronouns, direct and indirect Review questions Review use of the formal Reflexive verbs Reflexive pronouns Subjunctive mood




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<p><b>Connections Goal 3</b></p> 	<p>3.1 Develop a fitness program based on students' current levels of physical fitness. 3.1 Identify contributions of a major German-speaking scientist to the field of medicine.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Watch a German soccer game and discuss famous players and teams. 5.1 Prepare a list and discuss the brands of German health-related products available in the U.S.</p>



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**German 3B**

**Theme: TRAVEL/REISEN**

<b>TOPIC</b>	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1. Let's Travel</b> <i>Reisen wir</i>	1.1 Engage in role-play or participate in authentic situations dealing with past, present, or future travel plans. 1.2 Demonstrate an understanding of the content of authentic German-language materials and realia, such as travel reviews, documents, and announcements. 1.2 Demonstrate an understanding of spoken or written descriptions of travel experiences. 1.3 Share a presentation describing a “dream vacation.”	2.1 Explain and justify the characteristics of travel in a German-speaking country. 2.1 Identify and discuss practices of travel in the German-speaking world. 2.2 Identify and discuss various transportation systems in the German-speaking world. 2.2 Identify advantages and promotions offered by <b>DB</b> or <b>ÖBB</b> , such as Twen-Tickets and Interrail Pass and explain how they reflect the habits of German-speakers.	4.2 Compare practices in selecting travel experiences in a German-speaking country and in the United States.	Review negative constructions Review preferences Subjunctive mood
<b>2. Safe Travel</b> <i>sicher reisen</i>	1.1 Describe possible safety or health issues while traveling and how to prevent them. 1.1 Role-play giving safety or health-related advice or asking for assistance. 1.2 Demonstrate an understanding of authentic German-language materials dealing with travel safety. 1.2 Demonstrate an understanding of spoken or written safety/health advice. 1.3 Present and explain a travel kit that a traveler can use for a variety of small emergencies.	2.1 Identify agencies and organizations dedicated to assisting German-speaking travelers. 2.1 Identify government agencies or offices that ensure safety on a daily basis. 2.2 Judge the importance of driving schools and learn how they reflect the habits of German-speaking people.	4.2 Compare traffic and other safety laws between the U.S. and German-speaking countries. 4.2 Compare attitudes toward safety precautions in the U.S. and in German-speaking countries.	Review formal Review sentence structure Review giving directions




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<p><b>Connections Goal 3</b></p> 	<p>3.1 Investigate and identify high-tech transportation in the German-speaking world.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Research travel by interviewing German-speaking members of the community about travel experiences or by using other German-language resources. 5.1 Research and communicate with authentic travel safety organizations in the German-speaking world as part of planning travel to that area. 5.2 Pursue travel opportunities in the German-speaking world. 5.2 Create a list of items to bring and agencies to contact in the event of an emergency.</p>



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**German 3B**

**Theme: MEDIA AND THE WRITTEN WORD/MEDIEN UND DAS SCHRIFTLICHE WORT**

<b>TOPIC</b>	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1. Media and the Internet</b> <i>Medien und Internet</i>	1.1 Exchange opinions of and information from various forms of media. 1.1 Engage in conversations about computers and the Internet. 1.1 Use paraphrasing to retell the plot of a film or broadcast. 1.1 Exchange opinions about different types of films and broadcasts. 1.2 Demonstrate an understanding of the content of articles, films, or television programs. 1.2 Identify computer components from corresponding pictures. 1.2 Identify main ideas and pertinent details of documents about computers and the Internet. 1.3 Present a student-created activity on the computer for classmates. 1.3. Present a critique of a TV program, film, or news article.	2.2 Recognize and interact with computer products of German-speaking cultures, such as a website. 2.2 Discuss and explain the role of media in the everyday life of German-speakers. 2.2 Identify and discuss characters, themes, and objectives in German-language films or broadcasts.	4.1 Identify cognates by pairing similar German and English words. 4.1 Identify how the simple past tense is used in German writing. 4.1 Identify how the subjunctive mood is used in reporting. 4.2 Compare news sources and formats between the U.S. and German-speaking countries. 4.2 Compare use of computers and the Internet between the U.S. and German-speaking countries. 4.2 Compare TV viewing habits and programming patterns between the U.S. and German-speaking countries.	Subjunctive mood Simple past tense
<b>2. Introduction to Literature</b> <i>Einführung in die Literatur</i>	1.1 Use paraphrasing to retell the plot of a story. 1.1 Exchange opinions about different stories or poems. 1.1 Exchange information about authentic German-language literary works and their authors. 1.2 Identify and recognize literary terms and genres, as well as German-speaking authors and their works. 1.3 Summarize the plot of a story orally or in writing. 1.3 Analyze and present an opinion of a simple literary work by a German-speaking author.	2.1 Discuss the role of the various genres of literature in the German-speaking world. 2.2 Discuss the influence of a particular author on the German-speaking world and that world's influence on the literary work.	4.1 Compare genres and styles of writing between German-speaking authors. 4.2 Identify differences in tense sequence in German and English when retelling a story. 4.2 Compare and contrast a German work with one in English.	Indirect discourse (subjunctive mood) Simple past tense Passive voice

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<p><b>Connections Goal 3</b></p> 	<p>3.1 Use the Internet to access information on the topics of the media, films, or broadcasts in the German-speaking world. 3.2 Use German-speaking media sources to acquire information and opinions only available in the German language and culture. 3.2 Read authentic works of literature in the target language.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.2 Read German-language magazines or newspapers, or watch German TV or films for personal enjoyment. 5.2 Read German-language stories for enjoyment and personal growth.</p>

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## Glossary

<b>accent marks</b>	a mark, point, or sign added or attached to a letter or character to distinguish, give phonetic value, or indicate stress; diacritical marks
<b>cognate</b>	a word related by descent from the same ancestral language or by adoption from one source language into other languages
<b>differentiation</b>	adjusting instruction for students with different needs so that each student can attain mastery of a performance indicator
<b>essential structures</b>	grammar and linguistic elements to be taught in each topic
<b>formative assessment</b>	ongoing checking of understanding to monitor student progress towards mastery of a specific concept, process, or skill with the goal of adjusting instruction to meet student needs
<b>idiomatic expressions</b>	expressions that are characteristic of a particular language and do not translate word for word into another language
<b>indicator</b>	a content standard that describes what students will know and be able to do at a particular level
<b>indirect discourse</b>	recorded speech ( <i>e.g., He told me that his flight would be arriving late.</i> )
<b>interpersonal communication</b>	direct oral or written exchange of information between individuals or groups of individuals
<b>interpretive communication</b>	receptive: listening, reading, or viewing

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<b>lexical item</b>	a grammatical example taught as vocabulary
<b>performance assessment</b>	an assessment in which students perform an authentic task; items measuring student mastery of specific indicators are embedded in the task
<b>perspectives</b>	attitudes, values, and ideas or feelings toward products or practices
<b>pre-assessment</b>	a determination of advance student mastery and/or readiness to learn a specific concept, process, or skill
<b>practices</b>	patterns of social interactions; how native speakers of the target language act and what they do
<b>presentational communication</b>	direct speaking, writing, or showing to an audience; involves no interaction
<b>products</b>	anything created by a culture for members of that culture, tangible or intangible
<b>reciprocal verbs</b>	verbs that express actions that are mutually exchanged ( <i>e.g., We help each other.</i> )
<b>register</b>	variation in forms of address and/or greetings depending on the speakers
<b>spiraling</b>	recycling and expanding information in a language theme area across levels
<b>summative assessment</b>	a determination of student mastery of a specific concept, process, or skill
<b>syntactical</b>	pertaining to the patterns and rules for the formation of grammatical sentences and phrases in a language
<b>theme/thematic-based</b>	the unifying or dominant idea, which is used to organize the vocabulary, grammar, and structures, used for language instruction
<b>topic</b>	the category within a theme containing related vocabulary and objectives

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## Instructional Strategies and Best Practices

### Assessments

1. **Pre-assessment** – The purpose of pre-assessment is to determine what students know about a topic, skill, or process before it is taught. It must be used routinely in all classes in order to make diagnostic decisions about students' strengths and needs.  
*Examples:* questioning, show of hands, survey, questionnaire, student work samples
2. **Formative Assessment** – A formative assessment is any ongoing assessment that monitors student progress toward mastery of a specific content, process, or skill. It should be used routinely in all classes in order to make decisions about instruction.  
*Examples:* daily student work, brief oral assessments, teacher observations, written assessments, dipsticking
3. **Summative Assessment** – A summative assessment measures student mastery of a performance indicator or indicators taught within a unit of study, course, or year.  
*Examples:* projects, performance-based tasks, unit tests, oral summative assessments
4. **Performance Assessment** – Performance assessments evaluate student behaviors during a simulated or real-life problem-solving situation. Performance tasks require students to construct a response, create a product, or perform a demonstration. They can be formal and specific or informal and spontaneous, and are based on students' ability to apply higher-order thinking skills to a task rather than their ability to recall information.  
*Example:* Provide a detailed description of your lost puppy to the police officer.

**Brainstorming** – A strategy that helps students generate a list of ideas about a topic. In a brainstorming activity all responses are recorded without evaluation or judgment.

*Example:* List sports and leisure activities that are performed with another person.

**Clarity of Instruction-** Teachers must anticipate areas of confusion, pose carefully-constructed questions, provide clear, concise directions, use rubrics and samples of completed products, and model what students are expected to do.

### ***Effective strategies (Possible mnemonic to remember: TEAM A)***

1. **Time-** the activity carefully, giving only the time needed.
2. **Explain-** what students are expected to do in clear, precise, and simple language.
3. **Ask-** another student to re-explain the directions, in English, so that it is clear to everyone.
4. **Model-** show students exactly what you want them to do.
5. **Accountability-** Explain to students how they will demonstrate to you that they have completed the task.

Without accountability, students will soon learn that there is no need to complete the task.

**Cooperative Learning** – Cooperative learning activities rely on collaboration and teamwork and encourage students to explain, discuss, and solve problems. Individual accountability requires that students are responsible for individual tasks that will help the

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group meet its goals. Interpersonal skills are practiced and developed in order to enhance positive interaction between group members and to attain a common goal.

Kagan, S. (1990). "The Structural Approach to Cooperative Learning," *Educational Leadership* (Vol. 47, pp. 12-15).

**Differentiation** – A differentiated classroom is one in which the teacher plans for instruction by addressing the diverse needs of the students. A variety of activities provide different avenues to acquiring content, to processing or making sense of ideas, and to developing products. Not all students in a differentiated classroom are doing the same thing at the same time.

### ***Strategies for Differentiating Instruction***

1. **Differentiate the content-** By varying the text and the resource materials, all students are working on the same objectives, but the information is presented through a variety of texts, magazines, computer programs, and videos.
2. **Differentiate the process-** Using Gardner's Multiple Intelligences, students are provided with more than one option for demonstrating their mastery of a desired concept or skill. Activities are matched to students' level of readiness, their talents, interests, and needs.
3. **Differentiate the product-** Products should help students use and extend what they have learned over a period of time and allow for student choices and creativity in applying what they have learned.
4. **Use flexible grouping practices-** Flexible grouping allows the teacher to create skill-based, interest-based, or random groups that are matched to student interest, learning style, or readiness. Flexible grouping also allows students the opportunity to work with other students at all performance levels. Seating should be arranged to promote student learning, participation, and interaction.
5. **Implement a multi-sensory approach-** In order to support active learning and accommodate for a variety of learning styles, teachers should use the chalkboard, the overhead, pictures, posters, drawings, cards, graphic organizers, manipulatives, computer, videos, and tapes. Using a multisensory approach to instruction helps students in organizing and internalizing information by creating physical and pictorial representations.
6. **Use a variety of instructional strategies-** Students at all levels of ability need to work in a structured environment that provides a variety of meaningful, authentic, and purposeful activities that engage them in active communication with peers.
7. **Provide adaptations-** Teachers can provide opportunities for additional practice and reinforcement through careful planning, tiered assignments (see below), meaningful communicative activities, peer tutors, study groups, adjusted workload, allowing extra time to complete and hand in work, make-up testing, and reduced length or complexity of assignments.

**Games** – Using carefully designed games with clear instructional purposes can help students develop many valuable auditory, visual, and social problem-solving skills. Games can arouse curiosity, challenge students' imagination, and stimulate their interest in the content.

*Examples: Jeopardy, Bingo, Around the World, What's in the Box?*

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**Graphic Organizers** – Graphic organizers are tools that provide students with a structure for recording, classifying, and organizing ideas and information. They show relationships between ideas, help students compare and contrast, and are useful writing tools and study aids.

*Examples:* Venn diagrams, webs, charts etc.

Retrieved June 27, 2003 from <http://curry.edschool.virginia.edu/go/edis771/notes/graphicorganizers/graphic/>

Retrieved June 27, 2003 from <http://www.graphic.org/goindex.html>

Retrieved June 27, 2003 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grog.htm>

Retrieved June 27, 2003 from <http://www.writedesigonline.com/organizers/>

**Information-Gap Activity** – In this type of activity, partners have identical documents or pictures but with some missing parts. One student has the information that the other does not have, but needs. As the partners communicate and share information, they eventually find out what they need to know.

*Example:* Each partner has an individual, different typical day’s schedule and the pair must determine an hour when both partners are free.

**Inside-Outside Circles** – This strategy enables all students to practice oral communication simultaneously. Students are divided into an outside circle facing inward and an inside circle facing outward, so that each person is facing a partner. Students communicate briefly with each other, then a bell or noise signals that they move so that they have a new partner, and the same or a similar communication takes place again. This process continues for a time determined by the teacher until students have adequately mastered the oral objective.

**Instructional Technology** – With the use of technology in the classroom, the environment can become more active and student-centered. Students can create multimedia presentations, research information through global networks, and correspond with students from other places through telecommunications.

**Interdisciplinary Instruction** – Interdisciplinary instruction requires the re-aligning of course objectives so that the concepts are taught concurrently in more than one class. Teachers often work together on a team to align curricula in this fashion so that subjects are mutually reinforced and students make curricular connections.

*Example:* World Studies classes study the history of Latin America at the same time that the Foreign Language classes are covering the same material.

**Jigsaw Activity** – In this cooperative learning strategy each member of the group assumes the responsibility for a different part of the lesson and becomes an “expert” who will later teach the group what he has learned. The teacher begins by assigning each group a different aspect of the lesson. These expert groups then split up and form new groups where they share with others what they know.

**Learning Centers** – Learning centers are areas or “stations” where students are grouped to perform specific tasks and explore a particular topic, skill, or process. This strategy allows the teacher to match the tasks to student learning styles and allows for division of the class into groups for differentiated purposes.

**Line-ups** – Line-ups are a good communication and organization strategy that helps to get students out of their seats as they exchange information. Students are asked to line up in a particular order according to how the task is structured.

*Examples:* youngest to oldest, order of birthdays, number of places where you have lived, number of siblings, etc.

**Multiple Intelligences** – This theory is centered around the premise that there are at least eight ways for students to demonstrate what they know and at least eight different approaches that teachers can use to teach the necessary skills and concepts (e.g., verbal, linguistic-mathematical, bodily-kinesthetic, interpersonal, musical, intrapersonal, naturalistic, visual-spatial).

*Examples:* perform a dialogue, design a poster, or create a mail-order catalogue for clothing items (See *Teaching Vocabulary for Acquisition*)

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Retrieved June 27, 2003 from <http://www.harding.edu/USER/dlee/WWW/lessonplanguide.htm>

Retrieved June 27, 2003 from <http://www.multi-intell.com/>

Retrieved June 27, 2003 from <http://www.surfaquarium.com/im.htm>

**Pair and Partner Activities** – A very effective strategy that gets students to communicate with each other in the target language. It gives students training in following oral directions from the teacher, practice in asking and receiving information, and greatly increases the total amount of time that each student spends using the language in the classroom.

*Example:* Begin with having students greet each other and ask for personal information.

**Questioning Techniques** – Adjusting the kinds of questions and their level of complexity challenges all students based on their readiness, interests and learning styles. A variety of questions should be used routinely to encourage the use of a variety of thinking skills. Examples: knowledge, comprehension, application, analysis, synthesis and evaluation

### **Reading Strategies**

1. **Pre-reading and Prediction** – Pre-reading activities help students determine the purpose for reading and activate prior knowledge about the topic as well as identify new vocabulary and predict the contents of the text. Clues are derived from titles, headings, subjects, pictures and captions.
2. **Activating Prior Knowledge** – Background knowledge is particularly important because it helps students make a connection between what they are about to read and what they already know.

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**Example: Word splash:** A word splash displays texts used most often in conjunction with a reading text. It requires students to make predictions about the text and to see relationships between words and concepts. Students are given a few minutes to brainstorm ideas in small groups and then read the text to confirm how accurate their predictions were.

Saphier J., Haley M. A. (1993). *Activators*. Acton: Research for Better Teaching.

3. **Scanning** - Students begin to interact with the text by quickly reading through the selection and scanning for specific information. This information is added to what they learned from the pre-reading stage.
4. **Looking for Cognates** - To gain further understanding of the passage, students identify key vocabulary, predict meanings, and look for words that are similar to words they already know in English.
5. **Looking for Meaning Through Context** - Students can sometimes get the meaning of unfamiliar words by looking at the context where the words are found. In this way, students are better able to decode challenging passages at all levels.
6. **Careful Reading** - Too often students begin reading with this step. They find the passage difficult, get discouraged, and stop reading. With the preceding steps, students are better equipped to read and understand a selection. They learn to recognize the order of events, pick out main ideas and supporting details, analyze text structure, find comparisons, and determine cause and effect.
7. **Application** - The application step taps the students' creativity and higher-level thinking skills. Follow-up activities allow students to express, justify, and refine ideas and leads them to apply and further extend information from the text to a new situation.

#### *Reading Strategies Resource*

Retrieved June 27, 2003 from

<http://www.mdk12.org/instruction/success%5Fmispap/general/projectbetter/thinkingskills/ts%2D31%2D32.html>

**Round Robin Activity** – A Round Robin is a group activity in which students have a common task to complete. Each person contributes, in turn, usually around a table or in a group. The task ends when all contributions have been acknowledged.

*Examples:* List as many food items as you can that are native to Mexico. List as many pastimes as you can that are performed in the winter.

**Summarizing** – Students must be given instruction and practice in how to write a summary. Unlike any other form of writing, summary involves evaluating and synthesizing material that has already been written, and requires students to learn how to select information, reduce unnecessary information, reorganize the material, and retain the author's meaning.

Saphier J., Haley M. A. (1993). *Summarizers*. Acton: Research for Better Teaching.

**Tiered Assignments** – One way to differentiate instruction is to use tiered assignments. Different tasks are assigned to different groups within the same lesson or same unit so that not everyone is doing the same thing. Although all students are focused on the same objective, the tasks are differentiated and students are challenged at their own level.

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*Examples:* Create a poster of clothing items and their descriptions; create a dialogue between a shopper and a salesperson; perform a narrated fashion show.

**Total Physical Response** – The TPR strategy attaches a word or words to an action in order to help students internalize the information. Some examples are when students are asked to perform simple acts such as standing up, sitting down, going to the board, setting the table, and matching the appropriate word to the action.

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## Teaching Cultural Products, Practices, and Perspectives

What does a student experience as he/she learns about the target language culture?

Research shows there are various levels of cultural awareness:

1. Students with no experience think the other culture is exotic and bizarre due to stereotypes, such as kissing on cheeks.
2. Students with some experience make comparisons with their own culture, such as stores that close at 1PM and don't reopen until 4PM; they accept it but don't really understand the differences.
3. Students start understanding the other culture and become more empathetic because they are told the ways that the cultures are different.
4. Students really understand the other culture as a result of living in the other culture and adapting to its practices.

What are the implications for classroom instruction?

1. Students need to be taught cultural products, practices, and perspectives that affect a culture, not just learn facts and superficial details.
2. Students need to be taught the differences between practices and perspectives as well as between products and perspectives.

**Product:** Anything created by the culture for members of that culture, tangible or intangible, such as food, art, books, educational system, and laws

**Practices:** What people do, when and where of social interactions, what they do with their products, etc.

**Perspectives:** The attitudes, beliefs, or values of people in a culture

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Introductory Activity

<p>The Product</p> <p><b>The “what”</b> <b>What is it?</b></p>	<p>The Practice</p> <p><b>The “how”</b> <b>How is it done?</b> <b>What do people do with the product?</b></p>	<p>The Perspective</p> <p><b>The “why”</b> <b>Why do you think people do that?</b></p>
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1. One of the products of the culture in the U.S. and many other countries is a car. Identify the practice and the perspective of cars in the U.S.

**Practice:** \_\_\_\_\_

**Perspective:** \_\_\_\_\_

2. A product of the U.S. culture is jeans. One current practice is to wear them very low on the body (far below the waist). What do you think the reason is behind this? What is the perspective of people who do that?

**Practice:** \_\_\_\_\_

What are the people who do that showing that they value? (What is important to them?)

**Perspective:** \_\_\_\_\_

3. One current practice in the U.S. among some teenagers and young adults is getting tattoos. What do you think the perspective behind that is? Why do people get tattoos?

**Perspective:** \_\_\_\_\_

Culture Definitions: What is culture?

The three elements of culture are:

- 1. Products
- 2. Practices
- 3. Perspectives

1. Products: The products of the culture are what the culture of a people produces.  
It is the “What?” of a culture.

What is produced?

A product can be: What people eat in a certain country.  
 What people celebrate in a certain country.  
 What people wear in a certain country.  
 Other examples: \_\_\_\_\_

2. Practices: The practices of the culture are what people DO, or the way people act, in a certain culture.  
 Practices are the “How?” of the culture.

How is something done?

A practice can be: How people celebrate birthdays.  
 How people celebrate other holidays.  
 How people greet each other.  
 Other examples: \_\_\_\_\_

3. Perspectives: The perspective is the “Why?” behind what a culture has or what a culture does. It is the way people in a culture think.

Why? Because....

To discuss a culture’s perspective, you might think about these questions:

- Why do they do that?
- Why does this country have that food?
- Why do they wear that?
- Why do they celebrate that holiday in that particular way?

Other examples of questions to help you think about perspective: \_\_\_\_\_

Culture

Name: \_\_\_\_\_

1. What is culture? \_\_\_\_\_

\_\_\_\_\_

2. What three elements of culture were identified in class today?

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

3. Define *product*: \_\_\_\_\_

\_\_\_\_\_

Give two examples of a product from class or life: \_\_\_\_\_

\_\_\_\_\_

4. Define *practice*: \_\_\_\_\_

\_\_\_\_\_

Give one example of a practice in life: \_\_\_\_\_

\_\_\_\_\_

5. Define *perspective*: \_\_\_\_\_

\_\_\_\_\_

Give one example of a perspective in life: \_\_\_\_\_

\_\_\_\_\_

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## Teaching Grammar in Context

Teaching grammar can be a challenging experience for foreign language teachers. We know that if we want students to be able to communicate, we need to do more than teach them structure and rules. We also know that students are much more likely to be motivated to participate in and to complete tasks that are purposeful and meaningful. For this reason, teachers need to provide the opportunities for students to be actively engaged in communication, which simulates real-life situations.

There are several different ways that grammar can be taught in the classroom. In *explicit grammar instruction*, the teacher explains the rules and then provides exercises and drills to reinforce them. In this situation, the role of the student is passive, and often the grammar point is not retained in the student's active memory. However, there are occasions when students can more easily understand how to use a complex structure if the comparison is explicitly made between the first language and the target language.

In *implicit language instruction*, language is acquired more naturally if authentic use of the language is stressed. When students become active learners, when they are introduced to grammar in context, and when they use it in real-life settings, they are more likely to internalize the structure and be able to transfer that structure to new situations. For example, if students hear a description in Spanish of a summer vacation, such as, “*Yo fui a Madrid... yo fui a Valencia... yo fui al museo... yo fui a la iglesia*, or the French equivalent, “*Je suis allé(e) à Paris... je suis allé(e) à Bourges... je suis allé(e) au musée... je suis allé(e) à l'église...*, the verb form “I went” easily becomes a part of the student's active memory and he/she is more likely to be able to use that structure when retelling his/her own story later. Using this same example, students can deduce for themselves how to use the past tense when talking about places to which they went.

Often, a form of a verb can simply be taught as a vocabulary item if it is necessary for communication, without having to teach the complete verb conjugation. For example, if students need to use a particular stem-changing verb so that they can order food in a restaurant, there is no practical reason why they need to learn the entire list of stem-changing verbs, most of which have nothing to do with the subject of food. We teach the grammar through examples that are directly related to the content and then recycle the concept of stem-changing verbs later.

In order to teach grammar within a communicative framework, as in the MCPS curriculum, there are several different approaches that can be used. Learners are asked to process grammatical structures by listening to them first and then seeing them in written form later. They are not initially asked to produce them. After being given many opportunities to hear the structure used over and over, students will be more likely to be able to produce it themselves. One might begin by trying something simple like, “Listen to the sentences and tell me if they are in the past, the present, or the future,” or, “Listen to the sentences and tell me what you think the rule for agreement might be.”

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Another possibility is to give many positive and negative examples of how a rule is applied. In this way learners can deduce the rule themselves. This is known as Bruner's Model of Concept Attainment. When teaching *ser* and *estar* in Spanish, or *savoir* and *connaître* in French, the teacher can write sentences on the chalkboard or the overhead, as examples of how each verb is used. Students are asked to observe as more examples are given, and try to recognize the emerging pattern by identifying the critical attributes of the positive examples. Teachers can help the students by encouraging them and giving them clues, but students will benefit most when they are able to see the pattern, verbalize the rule for the structure, and then transfer that understanding to a new situation where they use it communicatively. After examples have been given, say, "Does anyone see a pattern emerging?" "Can you tell me in what circumstances each of the verbs are used?" "Now, take a moment and write the rule for when these two verbs are used."

It is important to present only one concept at a time, to break things down into smaller parts, and to progress from the simple to the complex. When introducing the conjugation of verbs, for example, begin with only the first-person singular and have students practice those forms in a variety of tasks. Students may begin by listing the activities that they do, using the verbs that they have learned. In Spanish, they might say, "*Yo canto en el coro, yo bailo con mi amigo, yo estudio el español*, etc. In French, they might say, "*Je chante dans la chorale, je danse avec mon ami, j'étudie le français*... Then, gradually, add the rest of the forms, making sure that students use the structure in context in a variety of activities. Teaching all of the conjugations, all of the contractions, or all of the personal pronouns simultaneously ahead of time or out of context can interfere with students' ability to internalize them.

Grammar structures are internalized when learners are placed in situations where they need to use those structures to give and receive information. It is best to begin by thinking about the context in which you are asking students to participate. Ask yourself, "In what real-life situations will students need to use this structure?" That will determine what kinds of activities you will need to create. For example, if you are teaching adjective agreement to beginning students, think about when students might have to use descriptive adjectives in real-life to provide accurate descriptions of people. Perhaps they can describe a missing person or pet to a policeman or describe family members in a letter to a penpal. When you create activities in which students are asked to draw a person based on an oral description given by a partner, the way in which students give their verbal clues can lead to either an accurate or an inaccurate picture. This is where students learn that proper adjective agreement matters! Similarly, if you are working within the Community topic and you need to teach commands, think about real-life situations in which students would need to use them, such as giving directions to the church where a friend's wedding will take place, helping a lost traveler find a hotel, or recommending where to find a great restaurant.

A variety of classroom activities offers students multiple opportunities to practice and reinforce structures in communicative settings. **Information-Gap** activities work very effectively to help students give and receive information that they need for a specific purpose. Students may have identical documents, but each has some missing parts. By communicating and sharing information, they eventually find out what each needs to know.

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Interview activities and the **inside-outside circles** activity are also excellent ways for students to practice structure with a variety of partners. Think about using the interview to teach students how to ask and answer the question, “¿Qué haces el sábado?” in Spanish or, “Qu’est-ce que tu fais le samedi?” in French. The inside-outside circles activity enables all students to practice structures and vocabulary simultaneously with a variety of partners. Think about using this activity to give students practice in being both shopper and salesclerk, waiter and customer, doctor and patient, and hotel receptionist and tourist.

Even simple communicative tasks for pairs work very effectively when used routinely along with **flexible grouping practices**. “Turn to your partner and find out the name of his/her English teacher,” “Ask your partner what he/she eats for breakfast,” and, “Find out how many people there are in your partner’s family” are examples of tasks that may take only a few seconds, but are valuable communicative language activities because they reinforce both asking for and receiving information. All of these activities, as well as many others, are described in greater detail in the section of the Instructional Guide titled **Instructional Strategies and Best Practices**. Finally, try introducing a short poem, story, legend, song, or recipe that is appropriate to the level of the students, either orally or in written form, emphasizing that students should try to make some sense of the selection before they begin to focus on the grammar. Once students are able to comprehend the whole text, they are better able to deal with all of the linguistic structures within that text.

#### *Section Resource*

Joyce, B., Weil M., Showers B. (1992). *Models of Teaching*. Boston: Allyn and Bacon.

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## Teaching Vocabulary for Acquisition

Language learners go through different levels of memory retention when acquiring new vocabulary. Remembering the words and expressions that we have taught them is more complicated than we sometimes realize. Think for a moment of a telephone number that you have found in the phone directory to call for pizza delivery. If you find the number and dial it once, you will most likely have to look it up again if you wait for a week before ordering another pizza. This is the **pre-short-term stage** of memory – the equivalent of being exposed to a vocabulary word or expression for the first time. If the line is busy when you call, and you repeat the number four or five times before you get through, by the third or fourth time you redial you will probably remember the number. This is the **short term phase** of memory – the equivalent of practicing the word or expression to study for a quiz or using it many times during one activity. We still can't ensure that the word or expression has been internalized into our long-term memory. The phone numbers that we commit to **long-term memory** are those that we use consistently over a long period of time. Likewise, for our students to commit vocabulary words and expressions to long-term memory, they must hear and use them regularly over long periods of time.

In order to assist our students in storing words and phrases in their long-term memories, we must create an acquisition-rich environment in our classes. This involves large doses of active listening, reading, speaking, and writing. The teacher must speak in the target language, using the vocabulary to teach the vocabulary. The student must hear and read the word multiple times in multiple experiences, and speak and write with the vocabulary in meaningful exchanges. These acquisition-rich experiences should be understandable to the student, yet always at a level to which the student can comfortably stretch. Characteristics of **comprehensible input** include the use of gestures and pictures, little or no slang, few idiomatic expressions, simple syntax, and frequent comprehension checks.

Vocabulary can be introduced in many ways, but translating from the target language to English should **not** be one of them. This encourages the student to think of the foreign language as a translation of English, which it is not. Unfortunately once a student is allowed to believe this false concept, he/she will believe that all aspects of the language, grammar included, can be translated from English into the language he/she is learning.

Some strategies that use the target language to introduce vocabulary are:

1. **Total Physical Response (TPR):** (See appendices for a more complete explanation of this strategy.) TPR is most easily done with action verbs; however, it can also be used with nouns, adjectives, etc. Total Physical Response is effective because it involves motion, which is one way in which students attach meaning. It also relies on a preliminary understanding phase before the student can actively use the new vocabulary.
2. **The Natural Approach:** This involves the use of visuals with yes/no and either/or questions to allow students to pass through an understanding phase before they begin to use the word for communication. Using this approach also encourages students to pronounce vocabulary in meaningful ways, thus eliminating mindless repetitions (“repeat after me” is eliminated by using this approach). Students are encouraged to answer yes/no and either/or questions that the teacher poses about visuals of the vocabulary being taught. Teachers

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accentuate the vocabulary being taught, while speaking naturally with the words in the target language to stretch the students' level of comprehension.

- Example: (picture of a beach in a Level 1A class – teacher speaking in the target language): This is a picture of a **beach** - Ocean City, I think. I haven't been to the **beach** in a long time, but going to the **beach** is something I like to do. There are a lot of **beaches** in this area, but most of the **beaches** are at least three hours away from here. Do you like to go to the **beach**? Who goes to the **beach** at least one time in the summer (students raise their hands)? Who goes to the **beach** every weekend in the summer? Which is your favorite **beach**? (The teacher has now repeated the target word *beach* nine times. Some students have understood a lot of the teacher talk, while others have at least mastered an understanding of the word *beach*.)
  - 2<sup>nd</sup> word: (picture of a swimming pool) Now, this is not the **beach**. People who can't go to the **beach** often go to the **swimming pool**. And then people who don't like the **beach** also go to the **swimming pool** if they like to swim. Personally, I prefer the **swimming pool** because there are no animals that will bother me. What **swimming pool** do you go to? Do you prefer the **beach** or the **swimming pool**? (This activity has now allowed for the student to understand both words and to begin to repeat the word in a meaningful exchange. By repeating the word in a meaningful context the student is acquiring the correct pronunciation while at the same time internalizing the meaning of the word.)
3. **Vocabulary list as an activity:** If the students are given a list of vocabulary words with accompanying pictures, the teacher can introduce the words **with questions** instead of asking the students to repeat the correct pronunciation of the words. This would include questions of this nature (pictures of the rooms in the home and basic furnishings):
    - If you wanted to watch television, would you go to your **kitchen** or to your **bedroom**? (The students have now heard the pronunciation of the two rooms and are repeating only the one that answers the question). And where do you generally eat your lunch on the weekends, in the **kitchen**, in your **bedroom**, or in the **family room**? (Again, this approach avoids repetitions of vocabulary.)
  4. **Personalizing:** Anytime you can personalize the vocabulary you are teaching, you increase the chance that the students will internalize the information. One way to accomplish this is to use the strategies explained with the **Natural Approach**.
  5. **Information-Gap activities:** An Information-Gap activity is one in which students must work with each other or you to carry out a task and arrive at a conclusion. Instead of showing a flashcard of an orange and asking, "What is this?" you would show a picture of many different kinds of fruit, remind the students of how to say them, and ask them to come up with the three best ingredients for a fruit salad. Students then negotiate while using the words that you can repeat for them as they ask you to remind them of how to say the words.
  6. **Associations:** This can be done orally or in writing. As you are practicing the vocabulary for the parts of the body, you can ask questions such as, "Where do you put your shoes?" "What do you associate with eating?" or, "What part of the body do you associate with baseball?"

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7. **Open-Ended situations:** By allowing for multiple answers, you are creating many opportunities for students to hear different vocabulary and to negotiate a group solution. After you have allowed the students to create their own fruit salad, you can have them negotiate and decide on the best five ingredients for a group salad.
8. **Individual flash cards:** You can have students create their own flash cards with particular vocabulary words on one side and pictures of them on the other. With these cards you can then create activities to categorize the words in different ways, as well as memory games, etc. to practice the vocabulary. For example, if you are teaching places in the community, you can ask the students to place the flash cards of the places where they might go on the weekend in one pile and the places where they only go on weekdays in another pile. By creating cards with the vocabulary word in the target language on one side and a picture instead of the English word on the other side, you are reinforcing the fact that one language is not a translation of the other.
9. **Games:** Games are a very motivating way to practice vocabulary and to create situations in which teachers can check to see individual students' progress in internalizing the vocabulary being learned. Although games usually practice language at a more mechanical and less of a communicative level, the motivational factor that is involved can make them a successful tool to use.
10. **Multiple intelligences:** It is important to create experiences that motivate and engage students with different learning styles. The following suggestions are aligned with different intelligences.

**Verbal/Linguistic:**

- Create and present skits.
- Expert student practices with struggling learner.
- Create a vocabulary puzzle or game for the class.
- Describe a simple picture while your partner draws it.
- Write a description (example: what you are wearing today) and have your teacher read it to the class while the class guesses who wrote it.
- Play *Password*.
- Play *Family Feud*.
- Create true/false statements using the vocabulary for students to call out the answer.
- Play *Ladders*.
- Play *Heart Attack*.

**Logical/Mathematical:**

- Play guessing games.
- Create graphs of class answers or preferences.
- Create a connect-the-numbers picture.

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- Predict.
- Read to solve a problem.
- Solve a crossword puzzle.
- Play *Jeopardy*.
- Create a board game with the vocabulary.
- Play a game with numbers.
- Decipher codes.

**Visual/Spatial:**

- Play *Win, Lose, or Draw*.
- Draw a picture that is being described to you.
- Play *Charades*.
- Draw a poster/create a brochure.
- Look at a picture and try to remember what you saw when the picture is removed.
- Play *Bingo* – draw the item on the Bingo board instead of writing out the word.
- Play *Concentration* matching up pictures to their words.
- Play *Memory*.

**Bodily/Kinesthetic:**

- Perform skits/role play.
- Play *Charades*.
- Play *Memory*.
- Create paper dolls with clothes or a home with furniture to move things around.
- Create parts of sentences to be joined by walking around the room matching them up.
- Create a mini-community to practice the vocabulary in question (a shop in which to purchase clothing, etc.).

**Interpersonal:**

- Ask questions of each other.
- Complete *Who in the class...?* scavenger hunts.
- Do *Mad Libs*.
- Participate in cooperative learning experiences and group activities.

**Intrapersonal:**

- Create personalized lists (e.g., What you would pack for a vacation?).
- Do silent reflection activities.

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- Practice concentration skills and higher order reasoning.

**Musical/Rhythmic:**

- Practice the vocabulary with rhythmic patterns.
- Learn the vocabulary to music.
- Create a vocabulary song or dance.

**Naturalistic:**

- Take a nature walk or field trip.
- Collect and classify nature items.
- Keep a journal or log.

To put these ideas to practice, try following these steps:

1. Choose the chunk of vocabulary that you want to introduce.
2. Decide on your strategy to introduce the vocabulary.
3. Identify the strategies you will use to practice the vocabulary, realizing that it takes multiple experiences for students to internalize what they are practicing.
4. Think about where in the real world students would actually use the vocabulary being learned, and create a simulated real-world experience.
5. Decide how to assess what they **know and can do** with the language and not what they don't know and can't do.

*Multiple Intelligence Section Resources*

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Retrieved June 27, 2003 from <http://www.multi-intell.com/>

Retrieved June 27, 2003 from <http://www.surfaquarium.com/im.htm>

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## Thinking Skills

**Brainstorming** – The ability to work with a group of other people and withhold judgment while identifying various innovative and numerous alternatives for solving a given problem.

**Categorizing** – The ability to group similar objects or items according to established attributes or characteristics.

**Classifying** – The ability to sort, organize, and group information.

**Creative Problem Solving** – The ability to use a multiple-step process to identify, research, and plan to solve a subproblem that requires a novel but irrelevant solution in order to remedy or alter a problem situation.

**Comparing and Contrasting** – The ability to identify common attributes and distinctions between objects, ideas, or events.

**Decision-Making** – The ability to use appropriate criteria to select the best alternative in a given situation after careful consideration of the facts, possibilities, consequences, and one's personal values.

**Deductive Thinking** – The ability to draw a logical conclusion in which the premises were related and supported the argument under discussion.

**Detecting Inconsistencies** – The ability to identify contradictions or incompatibilities within an argument.

**Determining Cause and Effect** – The ability to identify the varied and most powerful reasons for, or results of, a given event or previous action.

**Elaboration** – The ability to generate a large number of minute details or descriptions that explain a specific and/or novel solution to a problem.

**Formulating Questions** – The ability to develop relevant inquiries that will provide needed information to solve a given problem.

**Generalizing** – The ability to use repeated, controlled, and accurate observations to develop a rule, principle, or formula that explains a number of related situations.

**Goal-Setting** – The ability to identify the most desirable end state of a problem situation.

**Identifying Ambiguity** – The ability to identify words or phrases within an argument that have two or more possible meanings so as to be unclear, indefinite, vague, and subject to personal interpretation.

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**Identifying Characteristics** – The ability to identify the distinct, specific, and relevant details that distinguish a person or idea.

**Identifying Missing Information** – The ability to identify the information that is needed to evaluate the strength of an argument; information that may have been purposefully omitted from related data sources.

**Identifying Point of View** – The ability to recognize the various individuals or groups that may have differing sets of observations or priorities that influence their perspectives on a given argument.

**Imagery** – The ability to visualize a situation or an object and to mentally manipulate various alternatives for solving a problem related to the object or situation without benefit of models, props, or physical objects.

**Inductive Thinking** – The ability to draw an inferential conclusion on the basis of repeated observations that yielded promising, and consistent, but incomplete, data.

**Making Analogies** – The ability to identify a relationship between two familiar items or events and similar items or events in a novel situation for the purpose of problem-solving or creative productivity.

**Metacognition** – The ability to think about and describe one’s thinking.

**Memory** – The ability to readily bring from long-term memory relevant, stored facts and information.

**Pattern Finding** – The ability to recognize the specific variations between two or more attributes in a relationship.

**Planning** – The ability to develop a detailed and sequenced program of action to achieve an end.

**Predicting** – The ability to use pattern recognition, comparing and contrasting, and identified relationships to identify and anticipate likely events in the future.

**Prioritizing and Sequencing** – The ability to place items or events in a hierarchical order according to a quantifiable value.

**Problem Solving** – The ability to define and describe a problem, to identify the ideal outcome, and to select and test possible strategies and solutions, revising and evaluating as necessary.

**Recognizing Attributes** – The ability to assign a name or label to the general or common features of people or ideas.

**Seeing Relationships** – The ability to compare ideas or events to identify the relationship between two or more operations.

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**Summarizing** – The ability to give a brief review of essential information that has been read, heard, or observed.

**Synectics** – Synectics uses analogy, metaphor, and simile to help users find relationships between things in order to learn (make the strange familiar) and innovate (make the familiar strange). It operates with a psychological attitude that it is easier to solve other's problems than it is to solve our own problems, therefore asking us to "get outside of our problem" so that we might get deeper into it.

Retrieved June 27, 2003 from <http://www.writedesignonline.com/organizers/synectics.html>

Retrieved June 27, 2003 from [http://edweb.sdsu.edu/Courses/ET650\\_OnLine/MAPPS/Synectics.html](http://edweb.sdsu.edu/Courses/ET650_OnLine/MAPPS/Synectics.html)

*Section Resources*

Burns, Deborah E. (1991). "Developing a Thinking Skills Component in the Gifted Education Program," *Roeper Review* (Vol. 14, pp. 72-79).

Sousa, David A. (2001). *How the Brain Learns: A Classroom Teacher's Guide*. Thousand Oaks: Corwin Press.

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