

<p><b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>		
<p><b>Strand: Interpretive Interpersonal Presentational</b></p>		
<p><u>Essential Question(s)</u></p>	<p><u>Enduring Understanding(s)</u></p>	
<p><b>Content Statement(s)</b></p>	<p><b>CPI #</b></p>	<p><b>Cumulative Progress Indicator(s)</b></p>
<p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p>	<p>7.1.NH.A.1</p> <p>7.1.NH.B.1</p> <p>7.1.NH.C.1</p>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>
<p><b>Instructional Focus</b> Exploring school life in the home and target cultures</p> <p><b>Performance Assessment Task</b> <i>For middle school learners 5-8</i> Scholastic, Nickelodeon and YouTube are sponsoring an international contest. Your school may be chosen to be a sister school in a country where the target language is spoken. Create a video podcast showcasing your school. The creator of the winning podcast will become an exchange student with the sister school. By learning about school life in the target culture and including this in your podcast, you will be able to best showcase your school and have a better chance of being chosen to be the sister school.</p> <p><i>For elementary learners K-5</i> Noggin is going international and has teamed up with Scholastic and YouTube to sponsor a contest. The contest theme is “My school is great because...” Create a video podcast showcasing your school to be televised in the target country on Noggin International. By learning about school life in the target culture and including this in your podcast you will be able to best showcase your school and have a better chance of being chosen.</p> <p><b>Instructional Strategies</b> <a href="#">Click here for suggested input strategies</a></p>		

**▪ Interpretive mode:**

Provide students opportunities to practice the interpretive mode through reading, listening and viewing authentic materials as related to school life.

Students:

- Read authentic texts and [websites](#) related to target culture school life and gather information related to school supplies, school schedules, dress codes, extracurricular activities etc.
- Collect information about school life in the target culture by connecting with a [target language classroom](#).
- Gather information about shopping for school supplies using the target culture's currency by viewing currency exchange websites such as XE.net.

**▪ Interpersonal mode:**

Provide students multiple opportunities to interact with each other to find out about school life.

Students:

- Compose [class email](#) to get information about school life.
- Complete a [Chalk Talk](#) about school life.
- Complete an informational gap activity related to [school supplies](#).
- Complete an informational gap activity related to [academic subjects](#).
- Complete an informational gap activity related to [school schedules](#).
- Complete an informational gap activity related to [dress codes](#).
- Complete an informational gap activity related to [extracurricular activities](#).
- [Share](#) information learned through interpretive tasks.
- Connect with a target language classroom via [an email exchange or Skype](#) to exchange information with peers of the target culture about school life.
- Participate in [role plays](#).

**▪ Presentational mode:**

Provide students opportunities to share knowledge about school in the home and target cultures.

Students:

- Create a [Venn diagram](#) “American school life and target culture school life.”
- Post information gained through reading of articles/websites, viewing commercials/video clips on an educational/social community website such as [wikispaces](#).
- Use digital tools, such as [doodle](#), to complete [a survey](#) about school life posted on an educational wiki.
- Make a [school schedule](#) based on school life in the target culture(s).

- Make a [shopping list](#) for an exchange student coming to New Jersey.
- Make a [shopping list](#) for an American exchange student studying in a target culture country.
- Write a letter applying for an exchange student scholarship to a school in the target culture.

**Hyperlinks:**

Essential Questions	Enduring Understandings
<p><b><u>Interpretive:</u></b>  <b><u>K-5:</u></b>                      How can I help myself understand what I hear and read?</p> <p><b><u>6-12:</u></b>                      What comprehension strategies do I use when I don't know all the words that I hear and read?</p> <p><b><u>Interpersonal:</u></b>  <b><u>K-5:</u></b>                      What can I do to keep the conversation going?</p> <p><b><u>6-12:</u></b>                      What can I do to keep the conversation going?</p> <p><b><u>Presentational:</u></b>  <b><u>K-5:</u></b>                      How do I make my message understandable and interesting to my classmates, teacher, and others?</p> <p><b><u>6-12:</u></b>                      How do I make my message understandable and interesting to my audience?</p>	<p>I will understand that...</p> <p><b><u>Interpretive:</u></b>  <b><u>K-5:</u></b>                      I can figure out what something means when I look for clues such as tone of voice, gestures, and visuals when listening and captions, pictures, titles, and familiar words when reading.</p> <p><b><u>6-12:</u></b>                      I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</p> <p><b><u>Interpersonal:</u></b>  <b><u>K-5:</u></b>                      I can talk with others about topics that I have practiced. I attempt to use knowledge, skills and strategies I have already learned to keep the conversation going.</p> <p><b><u>6-12:</u></b>                      If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</p> <p>I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, "The place where I buy stamps" for "post office."</p> <p><b><u>Presentational:</u></b>  <b><u>K-5:</u></b>                      I have to think about what I want to say before I say it or write it so that my classmates, teacher, and others can understand me and are interested in what I have to say.</p> <p><b><u>6-12:</u></b>                      The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</p>

**Suggested input strategies that promote language acquisition**

**K-W-L Chart** Put a KWL Chart on the board or overhead/LCD projector. Students should have a blank copy of their own. Have them complete a TWPS (Think-Write-Pair-Share) activity. Put the phrase school life or school life in target culture on the board/projector. Ask them to think about what comes to mind. Students write down their thoughts and what they want to know. Put students in pairs and ask them to share their charts. Then as a class, fill out the KWL chart.

**Venn Diagram**

- Students describe American school life and target culture school life and identify similarities and differences. Allow students to compare descriptions. This can be done before and after they investigate target culture's school life.
- Use the Venn diagram to compare and contrast specific aspects of school life.
- Students may contribute to the Venn diagram individually, in pairs, in small groups or as a whole class.

**TPR** is an effective strategy to make language understandable to novice students. Enhance TPR through the use of visuals and miniature representation of items.

**Magic Backpack** Put school supplies in a backpack. As a student blindly selects an item from the box, hold it up and tell students what it represents. Describe its color, texture, material, size, and use. Ask students questions related to the object. Spiral questions to include ones that require yes/no, either/or and short responses.

**Suggested interpretive activities:****Websites and ads/commercials/videos**

- Go to <http://delicious.com/srajuradomorán>. On the right side look for the word tags and find the one for school life. Websites have been bookmarked by categories: school supplies, dress codes, school schedules, school life videos. Use these sites to get more information on school life or have your students explore them.
- Go to [www.youtube.com](http://www.youtube.com) and type in school life in \_\_\_\_\_ (target country). Although many are in English, you can play videos without sound and ask students to identify similarities and differences. You may also search youtube in the target language. Be sure to preview all videos and accompanying content prior to sharing them with your class.

**Suggested interpersonal activities:**

**Class email** Before handing out the graphic organizer, put a list on the board/projector of the topics you would like the email/letter to address. Use a graphic organizer to help students brainstorm ideas for the class email. It may contain words, lists or phrases that they think should be in the email. Ask students to fill out the organizer individually. In pairs, have them share information to gather more ideas. Students use their organizers to help write a class email. Use an LCD projector to display a blank word document on the screen. Students share their ideas by typing them into the document. The teacher may cut and paste it into an email or assign that task to a student.

**Chalk Talk**

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used with any group. Because it is done completely in silence, it encourages thoughtful contemplation and gives timid students a chance to be heard. Middle level students love the activity. It's the quietest they'll ever be!

*Process:*

- Briefly explain that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. Students may comment on other people's ideas simply by drawing a connecting line to the comment. After students have experienced chalk talk once, the teacher may choose to begin by putting finger to lips in a gesture of silence prior to beginning the activity.
- Write a topic or question related to school life on the board.
- Hand a piece of chalk to everyone, place many pieces of chalk at the board, or randomly hand several pieces to students.
- Students write as they feel moved. There are likely to be long silences. This is natural. Allow wait time before choosing to end a *Chalk Talk*.
- How the teacher as facilitator decides to interact with the *Chalk Talk* influences its outcome. The teacher may: stand back and let it unfold; expand thinking by circling other interesting ideas and inviting comments; write questions about a participant comment; add his/her own reflections or ideas; or connect two interesting ideas/comments together with a line and add a question mark.

**Information Gap Activities**

- **School supplies:** Students interview each other to find out what is in each backpack. Once they get the information from their partner, they look at the supplies and determine which class the backpack is for.
- **Academic subjects:** Students receive a schedule with eight periods. **Student A** is missing the classes of the even numbered periods and **student B** is missing the odd numbered classes. They interview each other to complete their schedules. Once they complete their schedules, together they list 3-4 items they need for each class.
- **School schedules:** Students receive a schedule with eight periods. The periods also list at what time the class starts and ends **Student A** is missing the times of the even numbered periods and **student B** is missing the odd numbered times. They interview each other to complete their schedules.
- **Dress codes:** **Student A** has information about school dress codes in the United States and **student B** has information about school dress codes in the target culture. They exchange information from both cultures and work in pairs to list similarities and differences. This information may be shared with the class through a Venn diagram.
- **Extracurricular activities:** **Student A** has information about extracurricular activities in the United States and **student B** has information about extracurricular activities in the target culture. They exchange information from both cultures and work in pairs to list similarities and differences. This information may be shared with the class through a Venn diagram.

**Email exchange and Skype** Connect with a target culture classroom. See “survey” under presentational for survey question ideas.

- To find a target culture school, click on [www.thinkquest.org](http://www.thinkquest.org) or [www.epals.com](http://www.epals.com). Both sites allow teachers to search for classrooms by location or project. Ask students from that class to complete a school life survey. Scaffold questions by starting with ones that elicit yes/no, either/or and short responses. Use the information to compare and contrast responses from the two cultures.

- [Skype](#) is a software application that allows users to video conference or to make telephone calls using the Internet. You can video conference with a classroom from thinkquest, e-pals, a classroom from the target culture or one from your district or a neighboring district asking the same questions from the survey.

**Share information gained from interpretive tasks** Students compare school life in various locations by sharing information gained from reading different texts/websites or viewing video clips. Each student chooses the five most important words from the text read and shares them with a partner. They explain to each other why they selected those words.

### **Suggested presentational activities**

#### **Wikispaces**

Wikispaces is a collaborative website to use in your classroom and your school. Go to [wikispaces](#) for more information.

**Survey** Use [www.doodle.com](#) to create a survey, post results on a poster or a wiki or present results orally. Before creating the survey, do a TWPS activity. Think: What would you like to know about? Write: Write down some questions. Pair: Share with a partner your thoughts and add to your questions. Share: Using an LCD projector put a blank word document on the screen. Students share their ideas by typing them into the document. Create one class survey with the teacher facilitating the process.

#### *Ideas for survey questions:*

- What school supplies do you need (or not need)?
- What classes do you have?
- How long are your classes?
- Do you have the same classes every day?
- What is your favorite class? Why?
- Who is your favorite teacher? Why is he/she your favorite?
- Do you wear a uniform? Describe it. Do you like it? Why or why not?
- If you don't wear a uniform, what do you typically wear to school?
- What kind of extracurricular activities and clubs are available at your school?

*Gather responses to this survey through an email exchange, Skype interview, or post it on an educational collaborative website.*

**School schedules** After viewing samples of authentic schedules from the target culture, create an ideal school schedule reflecting the practices of that culture.

**Shopping list** After investigating the school supplies commonly used in the target culture students make a shopping list for themselves as if they were going to be an exchange student in a target culture country or for a student of the target culture studying in the United States.

**Venn diagram** Students identify similarities and differences in dress codes and extracurricular activities by comparing and contrasting American culture and the target culture and use the information to fill out a Venn diagram. The diagram may be created individually, in pairs, in small groups or as a class.

**Role Plays** In order to maximize language production during a role play, students brainstorm as a class words, phrases, questions and/or statements they might hear during the role play. Students complete the role play in pairs.

Some examples of role plays include:

- Your parents are considering sending you as an exchange student to a target culture country. They want more information before they make their final decision. Get as much information about school life in the target culture and share it with them.
- Convince your parents to let you be an exchange student. Use all the information you have about the target culture's school life to build a strong persuasive argument.
- You are on Skype talking to a student from the target culture. Find out about school life in his country. Some topics you may wish to include in your conversation are: classes, schedules, supplies, clubs and activities, dress code, and school rules.
- An exchange student from the target culture is spending his first day in your school and you have been asked to give him a tour of your school. Share as much information as you can about school life in the United States.
- You are making a packing list for a semester abroad experience. You decide to save room in your suitcase and buy your school supplies when you get there. You find a store near your exchange school. Call to see if they have the supplies you need.