

Public District School Board Writing Partnership

Course Profile

International Languages, Level 3

Grade 11

Open

LBACO–LYXCO

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2001

Acknowledgments

Public District School Board Writing Teams – International Languages, Level 3

Lead Board

Toronto District School Board

Superintendent

John Reynolds

Project Manager

Armando Cristinziano, Toronto District School Board

Lead Writer

Bruce Galbraith, Toronto District School Board

Writers

Joan Boms, Toronto District School Board

Jon Ruhnke, Peel District School Board

Reviewers

Penny Caceres, Director, Spanish Program, Seneca College, Toronto

Rev. Mario Cafarelli, De La Salle College "Oaklands," Toronto

Pal Dilulio, Director, Columbus Centre, Toronto

Jackie Drew, District-wide Coordinator, Cooperative and Career Education, TDSB

Course Overview

International Languages, Level 3, Open, LBACO–LYXDO

Course Description

This course provides students with further opportunities to develop their communication skills in the international language and to increase their confidence in applying them in a variety of practical situations, including contexts related to future employment. Students engage in a variety of activities, with resources that allow them to use the language in various real-life situations. They also continue to explore aspects of the cultures of the countries where the language is spoken, and to investigate careers that require facility in the language. (*The Ontario Curriculum, Grades 11 and 12: Classical Studies and International Languages, 2000*)

This course leads to Level 4, International Languages, Open. It is appropriate for students wishing to continue to acquire proficiency in the language for personal or professional reasons, such as future travel or business. Students continue to gain knowledge and practice of practical, everyday vocabulary and structures that enable them to communicate effectively in the language.

The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000 provides essential information on aspects of policy relating to program planning and the assessment, evaluation, and reporting of student achievement. The curriculum establishes high standards of education for secondary students, and has been designed to ensure that graduates are well prepared to lead satisfying and productive lives and to compete successfully in a global economy and a rapidly changing world. Clear and detailed curriculum expectations and descriptions of achievement levels assist teachers in their assessment and evaluation of students' work. The curriculum integrates material pertaining to violence prevention, anti-discrimination education, and native education where relevant.

Course Organisation

In this course profile, four thematic units have been developed for a complete course. Each unit takes 27.5 hours to complete. One unit has been fully developed, and can be used as a model for any language and for any other theme. For the other three units, themes have been suggested and tables provide suggestions for clustered expectations, activities, links to the categories of the Achievement Chart, and a focus for each activity.

More than 65 international languages are taught in Ontario schools. In order to make this resource as useful as possible to all teachers, English is used in the profile, with reference to resources in several languages. Some language-specific information and resources are contained in this Overview. In many languages, consideration and sensitivity must be shown to the cultural and regional nuances associated with the language, and to the idiosyncrasies and unique features of the particular language. Some languages have writing that are not phonetic, some are tonal, and others may stress the oral over the written components. The grammatical descriptions used in these course profiles apply more to European languages. Teachers of non-European languages need to identify the appropriate features of their particular language to teach at this level. Normally, a “standard” form of the language is taught in our schools. In many languages, however, regional dialects and levels of language may exist. It is hoped that teachers would make students aware of these variations, to increase their knowledge and appreciation of the richness of the language of study. International language teachers should maintain close contact with the language community (where it exists) in order to keep abreast of changes in the language as they occur.

Teachers may use this course profile to supplement or adapt activities contained in existing textbooks or may use it as a complete framework for a course of study where texts are not available. In this case, suitable resources would have to be found in the language of study to carry out the chosen activities. Where possible, this profile provides references to resources in a number of other languages. Resources for Chinese, German, Italian, Japanese, and Spanish are found in Resources towards the end of this overview.

Course Notes

The sample unit of this course profile can be used as a model for any unit of an international language course. The theme chosen is applicable to most languages; however, languages other than European ones would have to modify the grammar and language knowledge component to fit the needs and structures of their particular language. At this level, listening and speaking activities continue to play an important role in the classroom experience of students, while increasing emphasis is placed on reading and writing activities.

Overall and specific expectations from Oral Communication, Reading, and Writing are the basis of each unit and the starting point for planning an activity or an entire unit. Listening, speaking, reading, and writing are always taught and practised in combination, and so it is logical to cluster expectations from several of the strands in the planning of unit activities. Some suggested clustered expectations (coded), along with focus activities, links to the Achievement Chart categories, and tools for assessment and evaluation are presented in chart form following each unit description. In addition to the Oral Communication, Reading, and Writing strands, grammar and language knowledge are an integral part of international language courses and are always taught in context. Suggestions are made for the introduction and teaching of specific grammar and language knowledge expectations (for European languages) for all units.

Reading and writing take on additional importance at this level. According to *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000*, students are expected to read at least 60 pages of text (30 intensive, 30 extensive). Appendix A of this profile contains reading strategies and suggestions for teachers to use in international language classes. These strategies help students acquire good reading skills and make comprehension and discussion more effective. The acquisition of good reading strategies in any language reinforces literacy in the first language of the student, and is a goal for teachers of any discipline.

Appendix B of the profile contains three sample rubrics for assessing student progress in using reading strategies. Appendix C is a glossary of terms. Appendix D provides a list of performance tasks that could be used in a language class for language practice, assessment or evaluation, and Appendix E is directly related to the fully developed unit.

Teachers should be familiar with school and board policies regarding acceptable use of the Internet. Close monitoring of student use of the Internet is very important to avoid misuse. A prime concern of teachers is always the physical safety of students within their jurisdiction, and the prevention of violence within the school environment. Teachers should plan classroom activities that avoid linguistic or cultural/stereotyping. Procedures and guidelines regarding community involvement in school activities (see Ministry of Education and Training Policy Memo No. 124) need to be known and practised. Wherever appropriate, activities that promote collaboration and integration with other school departments and the community are encouraged. These activities broaden students' perceptions, help them to make important connections, and link them to the world beyond the classroom walls.

Units: Titles and Time

* Unit 1	Full Steam Ahead: Preparing for the World of Work	27.5 hours
Unit 2	Wide World of Sports	27.5 hours
Unit 3	When in Rome, Do as the Romans Do: Social and Cultural Traditions	27.5 hours
Unit 4	Legendary Figures and Contemporary Heroes/Heroines	27.5 hours

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: Full Steam Ahead: Preparing for the World of Work

Students explore their interests and strengths. The students' language skills and their self-awareness develop as they progress through a series of activities related to the reality of the work world, preparation of résumés, language-related opportunities, and the interview process. In connection with this unit, students may also:

- find community service placements in the community using the language of study;
- link this unit with a cooperative education experience in the community using the language of study;
- job-shadow someone who uses the language of study in his/her work;
- incorporate decision-making and action-planning into their Annual Education Plan.

(See: *Cooperative Education and other opportunities for experiential learning*, Ontario Ministry of Education, 2000)

Note: Grammatical structures mentioned in the *Focus* column apply to European-based languages.

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, SP1.01, SP1.02, RE1.01, RE1.02, WR1.01, WR1.04	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Inventory chart of interests and strengths	- Discussing students' interests and strengths - Reviewing modal verbs - Reviewing and expanding negative constructions
2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Portfolios - Rating scale - Written/oral presentation rubrics	- Exploring kinds of work available in the community - Finding information on language- related careers and opportunities for immersion - Using negative constructions - Using the imperative mood
3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Observation - Self-evaluation - Rating scales - Writing rubric	- Preparing for a job interview - Giving each other advice on personal presentation - Exploring ways to improve the language-related aspects of résumés - Writing résumés with cover letters - Using indirect objects - Using pronouns as objects of prepositions

4. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.05	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Self-evaluation - Peer feedback - Objective-question quiz based on reading - Portfolio submissions - Oral presentation rubric	- Practising phoning for job interviews - Going through the interview process - Exploring possibilities for work experience in the language of study - Using the future tense
5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.03, RE1.05, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Group presentation rubric - Group writing rubric - Peer evaluation - Rating scale - 3-skill unit test - Oral interview rubric	- Creating videos to incorporate the content of the previous activities - Writing scripts for good and bad job interviews, then acting them out on video

Unit 2: Wide World of Sports

Students learn about geographical regions, countries and capitals. They identify the international Olympic signs for sports and present a mini Olympic *Parade of Nations* in class. They role-play an interview with an international sports figure. Guided by the teacher, they discuss the personal habits that lead to success in sports as well as in school and the business world.

Note: Grammatical structures mentioned in the *Focus* column apply to European-based languages.

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, WR1.02, WR1.04	Knowledge/ Understanding	- Paper-and- pencil quiz	- Introducing names of countries, geographical areas, maps
2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.02, RE1.03, WR1.01, WR1.05	Knowledge/ Understanding Application	- Quiz: match Olympic sports symbols to names of sports	- Discussing international Olympic sports symbols - Introducing sports vocabulary
3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, WR1.01, WR1.03, WR1.05	Application	- Rubric for oral presentation - Checklist for writing	- Presenting a mini Parade of Nations - Learning adjectives of nationality
4. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, WR1.01, WR1.03, WR1.05	Thinking/ Inquiry Communication	- Rubric for oral and written presentation of a sports hero	- Discussing sports heroes, medal winners, Paralympic competitors - Using adjectives describing character traits - Using comparative and superlative of adjectives

5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, WR1.01, WR1.03	Thinking/ Inquiry Communication	- Rubric for oral presentation - Rubric for peer evaluation of student participation in group discussions and presentations	- Developing good personal habits - Learning reflexive pronouns
---	---------------------------------------	--	--

Unit 3: When in Rome, Do As the Romans Do: Social and Cultural Traditions

Through a series of guided activities, students investigate everyday etiquette, cultural traditions such as birthday and wedding celebrations, and special festivals in countries where the language of study is spoken. Based on the information gathered, they make a presentation to the class. They report on a musical or other event that they have attended. Then, as a final task, they plan an event or celebration related to the culture of the language of study.

Note: Grammatical structures apply to European-based languages.

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.03, RE1.05, WR1.01, WR1.02	Knowledge/ Understanding	- Quiz joining main clauses and main and subordinate clauses	- Discussing social/cultural etiquette (e.g., visiting, preparing food, banking, borrowing) - Learning coordinate and subordinate conjunctions
2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.05, WR1.01, WR1.03	Knowledge/ Understanding Thinking/ Inquiry	- Portfolio item - Interview with teacher - Written quiz	- Discussing special celebrations e.g., Carnival, Chanukah, Diwali, Christmas, Lunar New Year - Using demonstrative adjectives
3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, WR1.01, WR1.04, WR1.05	Thinking/ Inquiry Application	- Portfolio item - Cloze exercise	- Introducing birthday celebrations, name days, weddings, etc. - Using the partitive with nouns - Learning possessive forms of nouns
4. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.02, RE1.04, WR1.01, WR1.03, WR1.04	Application Communication	- Rubric for oral presentation	- Reporting on a musical event
5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.03, WR1.05	Application Communication	- Rubric for oral and written presentation	- Culminating activity: planning a cultural or sports event or celebration related to the language of study

Unit 4: Legendary Figures and Contemporary Heroes/Heroines

(Note: See International Languages, University Preparation, Course Profile, Unit 4 for a fully developed unit on the same theme.)

Students identify legendary figures and real or fictional heroes and heroines of the 20th and 21st centuries and discuss the qualities that make them role models. They read comics in the international language of study and gather information on a legendary figure or modern hero/heroine. The teacher introduces heroes/heroines found in literature, poetry, music, theatre, opera, and art and explains how to tell a story in the past tense. Students present a legendary or modern hero/heroine, retell folktales using pictures and unscramble a plot sequence. As a culminating activity, students view videos or live productions of folk/fairytales and create a storyboard to retell the story in their own words and pictures.

Note: Grammatical structures mentioned in the *Focus* column apply to European-based languages.

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, WR1.01, WR1.02	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Observation- Rubric for oral presentation - Quiz: cloze exercise	- Discussing legendary figures and modern heroes/heroines - Role-playing an interview between a reporter and a heroic figure - Reviewing the perfect tense - Using the imperfect tense
2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.03, WR1.01, WR1.03	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Rubric for oral presentation - Rubric for written work	- Retelling and presenting a comic book story scene - Using the perfect and imperfect tenses to tell a story
3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.03, SP1.04, RE1.01, RE1.03, WR1.01, WR1.03	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Quiz on listening and reading comprehension - Rubric for oral participation - Rubric for oral presentation	- Reading an abridged folk/fairytale or poem - Using hand gestures and body language to retell a story that has been read - Reviewing the comparative and superlative forms of adjectives and adverbs
4. LI1.01, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.03, RE1.04, WR1.02, WR1.03, WR1.05	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Informal observation - Listening comprehension quiz - Rubric for oral presentation/written work - Student-created true/false quizzes	- Listening to excerpts from an opera/musical play, works of famous composers based on folk/fairy tales - Reviewing the possessive form of nouns

5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.02, RE1.04, WR1.01, WR1.03, WR1.05	Knowledge/ Understanding Application Communication Thinking/ Inquiry	- Rubric for oral presentation and written work - Rubric for assessing group work	- Reading about legendary figures or modern heroes/ heroines - Creating a storyboard to tell the tale
---	---	--	---

Teaching/Learning Strategies

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively, independently and with teacher direction, through hands-on activities, and through practice in all the skill areas. The strategies chosen should vary according to the curriculum expectations and the needs of the students.

The following considerations will guide teachers in the planning of international language courses.

- Assessment: time permitting, completing assessment packages before teaching a unit allows both the teacher and the students to share a clear understanding of the expectations. With a culminating activity in view, students are more motivated and better prepared to progress through diagnostic and formative activities.
- Learning styles: students learn in a number of different ways. Activities should take these learning styles into consideration.
- Groupings: a variety of individual, pair, small group, and whole class activities allow students to practise language skills and to interact with their peers and with the teacher in different situations and contexts. Some strategies to consider are:
 - individual: e.g., note-making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing, problem solving;
 - pair/small group: e.g., collaborative/cooperative learning activities, interviewing, creating and performing dialogues and skits, peer editing, simulating, problem solving, projects;
 - whole class: e.g., brainstorming, problem solving, presenting/introducing, discussion.
- Practice: in order to develop strong language skills, practice in all areas is essential after the introduction of vocabulary and structures. Teachers should provide adequate practice for students in all strands in a variety of situations.
- Technology: information technology provides a variety of resources to facilitate and enrich language learning. Software programs and CD-ROMs also offer students a rich variety of experiences—both linguistic and cultural—to which they might otherwise not have access. The Internet allows students access to a wealth of information, news, and texts in the language of study. Through organisations and sites that organize e-mail discussions, students can communicate with speakers of various languages from around the world. These activities need to be closely monitored by the teacher.
- ESL/ESD: European-based international language programs support ESL/ESD students in their efforts to develop communication skills, and can be beneficial to them in understanding the fundamental principles that are operative in the English language. Teachers should work closely with parents, colleagues, guidance counsellors, school administrators, and community support networks to ensure that ESL/ESD students learn to make connections between languages with similar structures and/or vocabulary (e.g., cognates, how adverbs are used, verb tenses).

-
- Exceptional students: because language instruction is a complex process, international language teachers must take particular care to adapt their teaching approaches and strategies to the needs of their students, as set out in the Individual Education Plan. Because the study of languages promotes creative thinking and problem solving, as well as the development of essential communication skills, international language courses have particular benefits for exceptional students and increase their chances of success in other areas of the curriculum.
 - Cooperative education and career education: students enrolled in international language programs can derive great benefit from cooperative education placements that allow them to apply the language skills they have developed in the classroom in practical situations. International language programs prepare students for careers in a wide variety of fields, and equip them for careers that require well-developed thinking, analytical, and communication skills.
 - Community: community organizations, cultural centres, consulates and embassies, as well as native speakers of the language of study who live in the community provide rich resources for students of international languages. Wherever appropriate, community resources should be integrated into language programs.

Assessment & Evaluation of Student Achievement

The recent emphasis on assessment and evaluation and its impact on the planning of classroom activities under the new curriculum is reinforced in the editorial in *Orbit*, OISE/UT's Magazine for Schools, Volume 30, Number 4, 2000, which states:

“Assessment and evaluation are central to educational reform initiatives all over the world. Not only are countries, provinces, and states relying on large-scale assessments as measures of the progress and success of their initiatives, but also classroom assessment has become a major part of the agenda for improving student learning.

The changes that are occurring in classroom assessment are not just superficial tampering. They represent major shifts in thinking about learning, about accountability, about schools, and about teaching. Classroom assessment reform is much more than using a variety of new techniques. It means teachers using their judgments about children's knowledge or understanding to improve the teaching process and to determine what to do for individual children. It means providing descriptions of student performance and sharing the decision-making. It means making assessment criteria visible and bringing parents and students into the process. It means making a fundamental shift in thinking about how and why assessment and teaching are integrally connected.” (*Used with permission of the editor*)

The primary purpose of assessment and evaluation, then, is to improve student learning. Data gathered help teachers to determine students' achievement of the curriculum expectations in each course and provide valuable information to students and parents regarding progress and steps toward improvement. Assessment is the process of gathering information from a variety of sources (including assignments, presentations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations. The main purpose of assessment is to provide descriptive feedback to students to guide their efforts towards improvement.

Evaluation is the process of judging the quality of students' work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation are based on the curriculum expectations (by strands) and the achievement levels outlined in the policy document *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000*. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart;
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students and ESL/ESD students;
- ensure that each student is given clear directions for improvement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

A final mark is recorded for each Level 3 International Language Course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows:

- 70% of the grade is based on assessments and evaluations throughout the course;
- 30% of the grade is based on a series of final evaluations (examination, performance task, project, interview, etc.) administered near the end of the course and comprehensive in nature. The components of the final evaluation should reflect the weighting of the strands (Oral Communication, Reading, and Writing) that has been followed throughout the year.

The final mark, following the weighting of three strands and the expectations contained in each of them, should also reflect the levels described in the Achievement Chart. It should not be based on a numerical average, but rather should reflect the most consistent achievement of the student.

The suggested weighting for Level 3 international language courses is as follows:

Oral Communication (Listening and Speaking)	40% - 50%
Reading	25% - 30%
Writing	25% - 30%

This weighting reflects a change from Levels 1 and 2, where there was more emphasis on the listening and speaking skills (50% - 60%), and less emphasis on reading and writing (20% - 25% each).

All types of assessment/evaluation—diagnostic, formative and summative—need to be used. Diagnostic and formative assessment provides valuable information and feedback to students to enable them to improve their skills. Carefully chosen summative evaluation activities provide students with opportunities to demonstrate their skill and knowledge in situations that integrate their language skills.

Some appropriate tools for diagnostic and formative assessment in an international language class include: observation (formal and informal), student-teacher conferencing, dictations, cloze exercises, oral/aural quizzes, teacher-generated and course-generated tests, formal written assignments, creative writing assignments, role performances, simulations.

Some appropriate tools for summative evaluation include: formal written assignments, listening and reading comprehension tests, projects, oral presentations, complex and varied performance tasks.

Rubrics for oral and written assignments, checklists and rating scales provide useful information to students. They clarify what is expected of them and how the teacher and/or peers make judgements on their performance. A common understanding of what is expected makes feedback to students more valuable. In addition, the above-mentioned tools, that establish clear criteria for evaluation, help to ensure consistency by different teachers within a department.

Accommodations

The learning of a language is a complex task and requires skills in a number of areas – specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read (by speaking and/or writing). All aspects of these tasks are recognized, practised, assessed and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to maximize their chance of success in the course.

The following considerations must be kept in mind:

- students' Annual and/or Individual Education Plans;
- the variety of learning styles of students;
- individual differences in students' abilities, backgrounds and needs;
- special circumstances (e.g., extended absences due to illness, exchange trips, athletics);
- enrichment materials/activities available;
- alternative or independent assignments or projects;
- flexible groupings/roles of students according to needs and assignment;
- flexible time for preparation of assignments or presentations;
- resource packages or reinforcement sheets for extra practice;
- simplification of terminology or instructions;
- extra models and examples provided for oral or written assignments;
- class time planned for teacher and/or peer assistance;
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment).

Resources

This resource list is divided into three sections: A – a list of language-related websites that provide links to other useful sites; B – a list of Community resources in Chinese, German, Italian, Japanese, and Spanish; C – a list of resources related directly to the themes of the four units (print and technological) in the languages mentioned above.

In addition, teachers should consult the Course Profiles for International Languages (Open and Academic) for Levels 1 and 2. These contain community, print, and technological resources for the above languages and a number of others.

For additional resources and for other international languages, teachers should contact individual publishers and distributors. For many languages, community resources will be very helpful: community organisations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community. Teachers should ensure that all resources are free of bias and stereotyping, and that they are appropriate to the age and interests of students in the Level 3 course.

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

A. Websites of interest to language teachers:

All of these sites were active at the time of publication:

- www.google.com - a multi-lingual search engine
- <http://school.discovery.com/schrockguide/assess.html> - assessment rubrics
- <http://webhome.idirect.com/~omlta> - Ontario Modern Language Teachers' Association
- www.caslt.org - Canadian Association of Second Language Teachers
- <http://www.actfl.org/> - American Council on the Teaching of Foreign Languages
- <http://www.mla.org> - Modern Language Association of America
- www.itp.berkeley.edu/~thorne/HumanResources - From Arabic to Yiddish, a selection of quality international and native language sites and resources
- <http://members.aol.com/maestro12/web/wadir.html> - Internet activities for foreign language classes, including sample web lessons and links to teacher resource pages
- <http://libraries.mit.edu/humanities/flnews/> - Links to electronic journals, newspapers and magazines in Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish
- <http://www.bizforms.com/search.htm> - Foreign Language Internet Search Engines. A foreign language search engine directory categorized by country, from Argentina to Venezuela
- www.eleaston.com/languages.html - Materials for teaching and learning—grammar, reading, listening, dictionaries, key pals, culture, proverbs, jokes, publishers, and much more
- www.members.tripod.com/~shirish_kalele - National Anthems from around the World—with music in MIDI format and English translations of the words
- www.acs.appstate.edu/dept/fll - Foreign Language and Literature: A university site with language papers, resources, internet courses and study abroad programs
- www.travlang.com/languages - Foreign Languages for Travellers—vocabulary grouped by theme, language course information, translating dictionaries, currency information, and more
- www.uebersetzung.at/twister - International Collection of Tongue Twisters. A fun site with the world's largest collection of tongue twisters. Entries in 75 languages
- www.odyssey.on.ca/~elaine.coxon/ - The Staff Room for Ontario Teachers: links for planning, teaching using technology, rubrics, assessment, evaluation and reporting, using the Internet in the classroom, and more

B. Community Resources

Chinese

- Chinese Community Centre, 84 Augusta Ave., Toronto, ON, M5T 2L1. Tel: (416) 603-1917
- Chinese Cultural Centre of Greater Toronto, 5183 Sheppard Ave. East, Scarborough, ON.
Tel: (416) 292-9293
- Chinese Information & Community Services, 3852 Finch Avenue East, Suite 310, Scarborough, ON, M1T 3T7. Tel: (416) 292-7510
- Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, ON, M5R 2N5.
Tel: (416) 964-7260
- Hong Kong Economic and Trade Office, 174 St George St., Toronto ON. Tel: (416) 924-5544
- Hong Kong Tourist Association, 9 Temperance St., Toronto, ON. Tel: (416) 366-2389
- Taipei Economic and Cultural Office—Cultural Centre, 888 Progress Ave. Scarborough, ON, M1H 2X7. Tel: (416) 439-8889
- Taipei Economic and Cultural Office, 151 Yonge St., Suite 310, Toronto, ON, M5C 2W7
Tel: (416) 360-8778
- Toronto Chinese Community Association, 310 Spadina Avenue, #301, Toronto ON,
Tel: (416) 977-4026

German

- Austrian Consulate General, 360 Bay St. Toronto, ON M5H 2V6. Tel: (416) 863-0649
- Consulate General of Germany, 77 Admiral Road, Toronto, ON, M5R 2L4. Tel: (416) 925-2813
- Consulate General of Switzerland, 154 University Ave., Suite 601, Toronto, ON, M5H 3Y9.
Tel: (416) 593-5371
- Embassy of the Federal Republic of Germany, 1 Waverley St., Ottawa, ON, K2P 0T8
Tel: (613) 232-1101
- Goethe-Institute Ottawa, University of Ottawa, 25 University, Ottawa, ON, K1N 6N5
Tel: (613) 235-5124
- Goethe-Institute Toronto, 163 King St. W., Toronto, ON, M5H 1V8. Tel.: (416) 593-5257
- *Deutsche Presse* (German community newspaper), 455 Spadina Ave., Toronto, ON M5S 2G8.
Tel.: (416) 595-9714.

Italian

- Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193.
Fax (416) 977-5422. <http://www.italconsulate.org>
- Ente Nazionale Italiano per il Turismo, 175 Bloor St. E. Suite 907, Toronto, ON, M4W 3R8.
Tel: (416) 925-4882, 1-800-482-5907 <http://www.italiantourism.com>
- Istituto Italiano di Cultura, 496 Huron St., Toronto ON, M5R 2R3. Tel: (416) 921-3802/-0499.
Fax (416) 962-2503. <http://www.iicto-ca.org>
- Radio and TV stations (e.g., CHIN International radio and TV station)

Japanese

- Association for Japanese Culture, 6 White Leaf Cres., Scarborough, ON, M1V 3G2.
Tel: (416) 298-7657
- Embassy of Japan in Canada, 255 Sussex Drive, Ottawa ON, K1N 9E6. Tel: (613) 241-8541
- The Japan Foundation of Toronto, 131 Bloor St. W., Suite 213, Toronto, ON, M5S 1R1.
Tel: (416) 966-1600
- Japan Information Centre, Consulate General of Japan, Suite 3300, Royal Trust Tower, TD Centre,
77 King St. W., Toronto, ON, M5K 1A1. Tel: (416) 363-7038
- Japan National Tourist Organization, 165 University Ave., 5th floor, Toronto, ON, M5H 3B9.
Tel: (416) 366-7140
- Japanese Canadian Cultural Centre, 6 Garamond Court, North York, ON, M3C 1Z5.
Tel: (416) 441-2345

Spanish

- Centre for Spanish-Speaking Peoples, 1004 Bathurst St., Toronto (416) 533-8545
- Consulate General of Spain, 200 Front Street, Suite 2401, Toronto, ON, M5V 3K2
Tel: (416) 977-1661
- Embassy of Spain in Canada, 74 Stanley Ave., Ottawa, ON, K1M 1P4. Tel: (613) 747-2252/7293
- Embassy of Spain Education Office, 74 Stanley Ave., Ottawa, ON, K1M 1P4. Tel: (613) 741-8399
- Language Plus, 76 Park Lawn Road, Toronto Telephone; (416) 251-6877 (library in centre)
e-mail: _spacen@inforamp.net
- Spanish Centre for Language and Culture, 40 Hayden St., Toronto M4Y 1V8 Tel: (416) 925-4652 or
(416) 515-2752 (video and audio tapes, attached bookstore for comics, magazines, newspapers)
- Spanish Tourist Office, 2 Bloor St. W., 34th floor, Toronto, ON, M4W 3E2. Tel: (416) 961-3131

C. Unit Resources

Unit 1: Full Steam Ahead: Preparing for the World of Work

Generic Resources

Print

- Brand, Margaret, Ann Olney Sparkes, Eastern Townships School Board. *Success In The Workplace (A Student Guide)*, Mississauga, Ontario: Copp Clark Pitman Ltd., 1990. ISBN 0-7730-5004-3 pp. 2-17: ideas for interest inventories
- Kennedy, Dora. *Exploring Languages*. Lincolnwood, Illinois, USA: National Textbook Co., 1994. Bourgon, Edward. *Foreign Languages and Your Career*. Guilford, Connecticut, USA: Jeffrey Norton Publishers, Inc., 1978.
- Kirk, Janis Foord. *SurvivAbility (Career Strategies for the New World of Work)*. Kelowna, British Columbia: Kirkfoord Communications Inc., 1996. ISBN 0-9695936-1-9 Chapter 8: ideas for interest and strength inventories
- Misener, Judi, Susan Kearns. *Expanding Your Horizons (A Career Guide)*. Toronto, Ontario: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551392-7 Chapter 2: ideas for interest inventories
- Ontario Ministry of Education, 2000. *Cooperative Education and other opportunities for experiential learning*. ISBN 0-7794-0318-5
- Community newspapers

Technological

- “A Piece Of The Puzzle” (video). Toronto District School Board.
- website, www.excite.ca/careers
- website, www.infoseek.go.com
- website, www.lycos.com (enter name of language and careers, e.g., German careers)
- website, www.mediainfo.com
- website, www.webcrawler.com
- website, www.yahoo.com (enter careers)
- Job interview video (sound turned down if not in language of study)

Chinese Resources

Print

- Wu yu-qing, *Lingting ji shuohua nengli xunlian*, Hong Kong Educational Publishing Ltd. ISBN 962-290-7601 - planning, setting and writing up of future goals
- *Mingpao daily news, Singtao daily news, The World Journal Daily News* - reading a newspaper
- *Feng shi, Xiandai yingyongwen shouce*, Zhongliu Publishing Co. - résumé
- *Xinbian Putonghua jiaocheng (chujie)* Joint Publishing Co. Ltd. ISBN 962.04.0688.5 Lesson 9: job interview
- *New Chinese 300 A Beginning Language Course*, Cheng & Tsui Company. ISBN 0-88727-001-8 – acceptance/rejection call

German Resources

Print

- Aufderstraße, Hartmut, Heiko Bock, Mechthild Gerdes, Jutta Müller, Helmut Müller. *Themen neu 1*. Ismaning: Max Hueber Verlag, 1994. ISBN 3-19-001566-X Chapter 12: *Schule, Ausbildung, Beruf*, Chapter 14: *Industrie, Arbeit, Wirtschaft*
- Aufderstraße, Hartmut, Heiko Bock, Mechthild Gerdes, Jutta Müller, Helmut Müller. *Themen 2*. Ismaning: Max Hueber Verlag, 1984. ISBN 3-19-001372-1 Chapter 2: *Schule, Ausbildung, Beruf*

- Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3 Chapters 1 and 2: free time, jobs, exchanges; Chapter 7: *Schule*
- Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 3*. Surrey: Thomas Nelson and Sons Ltd., 1988. ISBN 0-17-439311-3 - pp. 134-139: personal ads, jobs
- Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X - Chapter 19: *Die Medien*
- Holt, Rinehart, Winston. *Komm Mit 2*, Harcourt, Brace & Company, 2000. ISBN 0-02-052087-8 - p. 17: giving and responding to compliments; p. 151: writing a realistic dialogue; p. 202: writing an interview dialogue
- Kraft, Wolfgang S, Roland H. Specht, Shawn C. Jarvis, Isolde Mueller. *Deutsch Aktuell 3*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1999. ISBN 0-8219-1702-1 - p. 203: job interview
- Moeller et al. *Blickpunkt Deutschland*. Boston: Houghton, Mifflin Company, 1973. ISBN 0-395-13690-3 - p.62: short story *Und einer verkauft z.B. Zeitungen*
- Moeller, Liedloff, Kent. *German Today 2*, 4th ed. Boston, Houghton Mifflin Company, 1989. ISBN 0-395-47135-4 - Kapitel 11: choosing a career
- Winkler, George and Margrit Meinel Diehl. *Unbedingt Lesen!* Orland, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - pp. 35-36: *Der junge Rechtsanwalt*

Technological

- Video series *Lernexpress 1*. BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire, 1990. ISBN 0-563-34823-2 - Unit 9: *Auf dem Land*, discussion of career traditions within families
- Video series *Alles Gute*. Inter Naciones, Kennedyallee 91-103, D-5300 Bonn 2, 1989 - Episode 11: employees' meeting
- website, www.career.de
- website, www.lycos.com (enter *German careers*)

Italian Resources

Print

- Cristinziano, Armando, Rocco Mastrangelo, *Quaderni di Termini Pratici: Il Mondo Del Lavoro: Terza Serie*. North York: North York Board of Education, 1984. pp. 18, 19, 24, 44, 45-58.

Technological

- website, <http://www.unilibro.it/libro/1184644.htm> - how to find a job in the 20th century in Italy
- website, <http://www.unilibro.it/libro/1184644.htm> - jobs and professions in the world
- website, <http://www.lavorare.com/>
- website, <http://www.lavorare.com/mestprof/> - information about "work" and lists of jobs and professions and how to acquire skills for a certain trade and/or profession

Japanese Resources

Print

- Koyama, Tomoko. *Japan: A Handbook in Intercultural Communication*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, 1992. ISBN 0-85837-734-9 Chapter 5: Living in Society; Chapter 7: Values-Thinking in Society

Technological

- website, http://homepages.go.com/*nishijin/japanfaq.htm - a guide to assist those who are planning to go to Japan
- website, http://dmoz.org/Regional/Asia/Japan/Business_and_Economy - a directory that provides a good list of areas related to business

Spanish Resources

Print

- Funston, James F., Alejandro Vargas Bonilla, Daphne Helms Sherman. *(Somos así) LISTOS* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1913-X - Chapter 7: *Las noticias*; Chapter 9: *Hablando del futuro*; pp. 374-375: *Asistir a la universidad and Oportunidades* section in every chapter.
- Funston, James F., Dolores M. Koch, Alejandro Vargas Bonilla. *Somos así 2*. Saint Paul, Minnesota: EMC/Paradigm Publishing, 1997. ISBN 0-8219-0993-2 - Unit 8: *Sueños y aspiraciones*; Unit 16: *El lenguaje del cuerpo*
- Funston, James F. *(Somos así) ¡YA!* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1937-7 - p. 9: completing an application; pp. 450-461: looking at job ads; pp. 462-473: interviews and *Oportunidades* section in every chapter
- Funston, James F. *(Somos así) En Sus Marcas* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5 - pp. 402-403: *El correo electrónico; Oportunidades* section in every chapter
- Gonzalez M., L. Kettle & M.E. Placencia, *Sueños World Spanish*, NTC Publishing Group, BBC Worldwide Ltd., 1995. ISBN 0-8442-0541-9 - Unit 17: talking about your dreams and ambitions
- Samaniego, Fabian, M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman and Carol L. Sparks. *¡Dime!* 2. Lexington: D. C. Heath and Company, 1994. ISBN 0-669-23996-8 - Unit 7: looking for jobs

Technological

- website, www.sispain.org/english/mediapress/ Spanish newspapers on the Internet
- website, www.espanol.yahoo.com Click on *Economía y negocios* and you will find information on business, curriculum vitae, job applications.
- website, <http://cuvitae.com.ar/es/> - information on résumés, jobs
- website, www.eldirectoriatino.com
- website, www.latpro.com (in English, Portuguese, Spanish)
- website, www.spanishmarketing.com (in English)

Unit 2: Wide World of Sports

Chinese Resources

Print

- *Putonghua keben Vol 1, Xianggang Putonghua Yanxishe* (Lesson 11) - names of countries
- Cynthia Yu Wang, Paul Mercier, *Learn Chinese Vol 1 & 2*, Department of East Asian Studies, University of Toronto
- Huang zheng-cheng, *Standard Chinese course Vol 4*. Peking University Press ISBN 7-301-03408-3 - Lesson 35: sports vocabulary
- Chang, Peter and Alyce Mackerras, *Yu Hsiu-ching, Hanyu 2 Chinese for beginners*. Cheng & Tsui Company ISBN 9-780582-873810
- *Xinbian Putonghua jiaocheng (chují)* Joint Publishing (H.K.) Co., Ltd. ISBN 962-04-0688-5 Lesson 12
- Wang, Cynthia Yu, Paul Mercier, *Learn Chinese Vol 1 & 2*, Department of East Asian Studies, University of Toronto - adjectives of nationality
- Chang, Peter, Alyce Mackerras, *Yu Hsiu-ching, Hanyu 3 Chinese for beginners*, Cheng & Tsui Company. ISBN 9-780582-874572 - Unit 4: adjectives describing character traits

- Huang zheng-cheng, *Standard Chinese course Vol 4*, Peking University Press. ISBN 7-301-03408-3 - Lesson 39: excelling at school
- Chinese folk tale: *Father, son and the donkey* - peer pressure vs. making one's own decisions – This famous story can be found in many storybooks.

Technological

- website, www.china-contact.com/chinese/country.html
- website, http://chineseyahoo.com/Recreation_and_Life_/Sports/Athletes/ - sports heroes

German Resources

Print

- Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3 - Chapter 4: swimming and sports; Chapter 10: sports and sports clubs
- Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 3*. Surrey: Thomas Nelson and Sons Ltd., 1988. ISBN 0-17-439311-3 - Chapter 1: swimming competition; pp. 154: good habits/bad habits
- Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X - pp. 85-90: pastimes, sports
- Kraft, Wolfgang S. *Deutsch Aktuell 2*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X - pp. 38-40: reading about a female sports car driver
- Kraft, Wolfgang S, Roland H. Specht, Shawn C. Jarvis, Isolde Mueller. *Deutsch Aktuell 3* (Teacher's Edition). St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1999. ISBN 0-8219-1702-1 - Chapter 8: healthy living
- Winkler, George and Margrit Meinel Diehl. *Unbedingt Lesen!* Orland, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - pp. 6-9: *Uli und der Sport*

Technological

- CD-ROM: *Practice Makes Perfect*. Knoxville, TN, USA: The Learning Company.
- CD-ROM: *The Rosetta Stone*. Harrisonburg, VA, USA: Fairfield Language Technologies. ISBN 1-58022-022-3
- CD-ROM: *German for everyone*. Cambridge, Mass.: The Learning Company, 1997 (2 disks).
- Video series *Alles Gute*. Inter Naciones, Kennedyallee 91-103, D-5300 Bonn 2, 1989.
- Video series *Lernexpress 1*. BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire, 1990. ISBN 0-563-34823-2 - Segment 5: *Freizeit*, leisure time; Segment 10: *In den Ferien*, holiday activities

Italian Resources

Print

- Chiuchiù, A. and others. *In Italiano: corso di lingua e civiltà a livello elementare ed avanzato*. Perugia: Editrice Guerra, 1985 ISBN 88-7715-013-0 Unit 8: pp.177, 179, 180
- Lazzarino, Graziana. *Prego!: An Invitation to Italian*, 2nd ed. New York: Random House, 1984. ISBN 0-394-33630-5 Unit 10: pp. 215-217
- Merlonghi, Ferdinando and others. *Oggi in Italia: A First Course in Italian*, 2nd ed. Boston: Houghton Mifflin Company, 1982. ISBN 0-395-31872-6 Unit 15: p. 186; Unit 21: p. 274

Technological

- website, <http://www.coppasabatini.com/> - section VOCABOLARIO - words and definitions related to all sports
- website, <http://www.geodigit.com/sitosprt/> - sports information: Olympics, history of games, sport and the world of work, youth and sport, history, etc.
- website, <http://www.nbn.it/125fgi/indice.html> - history of the Olympic games from 1896 to 1992 and Olympic National Anthem

Japanese Resources

Print

- Koyama, Tomoko. *Japan: A Handbook in Intercultural Communication*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, 1992. ISBN 0-85837-734-9 - Chapter 2: The Land and the People; Chapter 4: Defining Self in Society; Chapter 6: Interacting in Society

Technological

- website, <http://jin.jcic.or.jp> - Japan atlas: maps of regions and festivals by regions
- website, <http://www.graphicmaps.com/atlas/world.htm> - atlas, maps and flags, quick "facts" information

Spanish

Print

- Funston, James F. (*Somos así*) *En Sus Marcas* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5 - Chapter 7: pastimes
- Funston, James F., Alejandro Vargas Bonilla, Daphne Helms Sherman. (*Somos así*) *LISTOS* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1913-X - pp. 312-315: soccer
- Funston, James F. (*Somos así*) *¡YA!* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1937-7 - Chapter 8: sports, health, staying in shape
- Funston, James F., Dolores M. Koch, Alejandro Vargas Bonilla. *Somos así 2*. Saint Paul, Minnesota: EMC/Paradigm Publishing, 1997. ISBN 0-8219-0993-2 - pp. 355-363: soccer
- M. Gonzalez, L. Kettle & M. E. Placencia. *Sueños World Spanish*, NTC Publishing Group, BBC Worldwide Ltd., 1995 ISBN 0-8442-0541-9 - Unit 2: saying what your nationality is; Unit 13: sports and pastimes; p.134: sports heroes
- Samaniego, Fabian A., M. Carol Brown, Patricia Hamilton Carlin, Sidney E. Gorman, and Carol L. Sparks. *¡Dime!* 2. Toronto, Ontario: D.C. Heath and Company, 1994. ISBN 0-669-23996-8 - pp. 4-7, pp. 281-283: sports and disabilities; Chapter 5: healthy living; pp. 299-301: camping

Technological

- website, <http://ado.es/home2.htm> 2000 Olympics in Sydney site in Spanish
- website, <http://espanol.yahoo.com> Click on Deportes y ocio and you will open a page on sports.

Unit 3: When in Rome, Do As the Romans Do: Social and Cultural Traditions

Chinese Resources

Print

- Huang zheng-cheng. *Standard Chinese course Vol 4*, Peking University Press. ISBN 7-301-03408-3 - Lesson 39: everyday cultural traditions
- *Elementary Chinese*, Beijing Normal University Press. - Lesson 15, 16: special celebrations
- *Zhongguo minsu jieri gushi, Guoyu Ribao* ISBN 957-751-301-8
- *Zhongguo de minsu, Zhuang pai-he*, The Republic of China ISBN 957-9342-93-8

- *Elementary Chinese*, Beijing Normal University Press. ISBN 303-01052-1/G.628 - Lesson 4: birthday celebrations, name days, weddings
- Chang, Peter, Alyce Mackerras, *Yu Hsiu-ching, Hanyu 2 Chinese for Beginners*, Cheng & Tsui Company. ISBN 9-780582-873810
- Chang, Peter, Alyce Mackerras, *Yu Hsiu-ching Hanyu 3 Chinese for Beginners*, Cheng & Tsui Company ISBN 9-780582-874572 - Unit 5: planning an event

Technological

- website, http://chinese.yahoo.com/Holidays_and_Observations/
- website, <http://edu.ocac.gov.tw/festival/>
- website, <http://chinese.yahoo.com/Weddings/>

German Resources

Print

- Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3 - Chapter 2: exchanges, etiquette; Chapter 6: problems of communication, apologizing
- Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X - pp. 101-112: holidays, festivals
- Holt, Rinehart, Winston. *Komm Mit 2*, Harcourt, Brace & Company, 2000. ISBN: 0-02-052087-8 - p. 263: an interview about attending cultural events
- Kraft, Wolfgang S. *Deutsch Aktuell 2*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X - pp. 117-121: homes and customs in the home in Germany; Chapter 8: festivals and holidays
- Kraft, Wolfgang S, Roland H. Specht, Shawn C. Jarvis, Isolde Mueller. *Deutsch Aktuell 3* (Teacher's Edition). St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1999. ISBN 0-8219-1702-1 - pp. 118-120: rock festival
- Moeller, Liedloff, Kent. *German Today 1*, 4th ed. Houghton Mifflin Company, Boston, 1989. ISBN 0-395-47122-2 - Kapitel 12: table settings, manners
- Moeller, Liedloff, Kent. *German Today 2, Fourth Edition* Houghton Mifflin Company, Boston, 1989. ISBN 0-395-47135-4 - Kapitel 7: everyday customs; Kapitel 10: *Fasching, Fastnacht, Karneval*
- Moeller et al. *Blickpunkt Deutschland* Boston:Houghton, Mifflin Company,1973. ISBN 0-395-13690-3 - p.139: poem: *Kleinstadtsonntag*
- Winkler, George, Margrit Meinel Diehl. *Unbedingt Lesen!* Orland, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - pp. 46-49: where place names come from, *Warum wir so heissen*

Technological

- CD-ROM: *Practice Makes Perfect*. Knoxville, TN, USA: The Learning Company.
- CD-ROM: *The Rosetta Stone*. Harrisonburg, VA, USA: Fairfield Language Technologies. ISBN 1-58022-022-3
- CD-ROM: *German for everyone*. Cambridge, Mass.: The Learning Company, 1997 (2 disks).
- Video series *Alles Gute*. Inter Naciones, Kennedyallee 91-103, D-5300 Bonn 2, 1989.
- Video series *Lernexpress 1*. BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire, 1990. ISBN 0-563-34823-2 - Segment 2: *Mein Zuhause*, at home; Segment 9: *Auf dem Land*, in the country

Italian Resources

Print

- Chiuchiù, A. and others. *In Italiano: corso di lingua e civiltà a livello elementare ed avanzato*. Perugia: Editrice Guerra, 1985. ISBN 88-7715-013-0 - Unit 4: pp. 84-86; Unit 5: pp. 106-110; Unit 7: pp. 154-156; Unit 15: pp. 336-342; Unit 19: pp. 465-467; Unit 22: pp. 508-510; Unit 23: pp. 526, 527
- Danesi, Marcel. *Adesso! A Functional Approach to Italian*. Boston: Heinle & Heinle Publishers, 1992. ISBN 0-8384-1986-0 - Unit 4: pp. 434, 435
- Lazzarino, Graziana. *Prego!: An Invitation to Italian*, 2nd ed. New York: Random House, 1984. ISBN 0-394-33630-5 - Unit 7: p. 155; Unit 13: p. 278; Unit 14: p. 295; Unit 20: p. 413, 414; Unit 21: p. 431
- Licari, Carmen and Licari, Lidia. *L'italiano in contesto: Corsa di lingua per stranieri*. Bologna: Pitagora Editrice, 1982. ISBN 88-371-0113-9 - Unit 15: pp. 205, 206
- Merlonghi, Ferdinando and others. *Oggi in Italia: A First Course in Italian*, 2nd ed. Boston: Houghton Mifflin Company, 1982. ISBN 0-395-31872-6 - Unit 1: p. 13; Unit 18: pp. 243-245; Unit 19: p. 246; Unit 20: p. 258; Unit 22: p. 286; Unit 24: pp. 327, 329; Unit 25: p. 332; Unit 27: p. 374

Technological

- website, <http://www.linkitalia.net/menulink.htm> - links to a variety of topics
- website, <http://quotidiano.monrif.net/> - daily information on sport, music, internet, daily life, etc.

Japanese Resources

Print

- *Eibun Nihon Etoki Jiten: Festivals of Japan, Vol. 4. (Bilingual)* JTB, 1987. ISBN 4-5330-0489-X
- Kataoka, Hiroko C. with Tetsuya Kusumoto. *Japanese Cultural Encounters & How to Handle Them*. Lincolnwood, Illinois, 1997. Passport Books/NTC Publishing Group,. ISBN 0-8442-8531-5 - Part II: etiquette, formalities, and customs
- Takada, Noriko, Rita L Lampkin. *The Japanese Way: Aspects of Behavior, Attitudes, and Customs of the Japanese*. Lincolnwood, Illinois. Passport Books, NTC/Contemporary Publishing Company, 1997. ISBN 0-8442-8377-0 - pages on dating and marriage, death and mourning, holidays and festivals, religion, etc.
- *Pacific Friend: A window on Japan*. A magazine distributed by Japan Publications Trading Co., Ltd., P.O. Box 5030, Tokyo International, Tokyo 100-8799, Japan.

Technological

- website, http://www.jijigaho.or.jp/index_e.html – up-to the minute articles on culture and daily life, sports, geography, politics, and more.
- website, <http://home.ntt.com/japan/index.html> - list and description of national holidays
- website, http://dmoz.org/Regional/Asia/Japan/South_and_Culture/celebrations_and_holidays - list and description of holidays and celebrations
- website, <http://www.geocities.com/Tokyo/Ginza/3930/index.html> - Culture Network (JP NET); list and description of holidays
- website, <http://jin.jcic.or.jp> – a list of festivals by region
- website, <http://www.geocities.com/Tokyo/Ginza/8930/index.html> - a list of holidays with description
- website, <http://www.threeweb.ad.jp/~mciccone/marie3e.htm> – Guide to Japan: Weddings – photos and terminologies
- website, http://www.japan_guide.com/e/e2005.html – Schauwecker's Guide to Japan: Table Manners - summary of eating etiquette
- website, <http://www.peachstar.org/irasshai/culwww//lf7.htm> - tips on etiquette from eating to bowing

Spanish Resources

Print

- Funston, James F. (*Somos así*) *En Sus Marcas* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5 - *Conexión cultural* in every chapter; Chapter 5: daily living; Chapter 8: home life
- Funston, James F., Alejandro Vargas Bonilla, Daphne Helms Sherman. (*Somos así*) *LISTOS* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1913-X - *Conexión cultural* in every chapter
- Funston, James F. (*Somos así*) *¡YA!* (Annotated Teacher's Edition). Saint Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1937-7 - *Conexión cultural* in every chapter; Chapter 2: family; Chapter 6: travel
- Funston, James F., Dolores M. Koch, Alejandro Vargas Bonilla. *Somos así 2*. Saint Paul, Minnesota: EMC/Paradigm Publishing, 1997. ISBN 0-8219-0993-2 - Chapter 1: daily life; pp. 190-191: nationalities; Chapter 5: homes
- Gonzalez, M., L. Kettle & M. E. Placencia. *Sueños World Spanish*, NTC Publishing Group, BBC Worldwide Ltd., 1995. ISBN 0-8442-0541-9 - Unit 11: theatre, entertainment events
- Samaniego, Fabian A., M. Carol Brown, Patricia Hamilton Carlin, Sidney E. Gorman, and Carol L. Sparks. *¡Dime! 2*. Toronto, Ontario: D.C. Heath and Company, 1994. ISBN 0-669-23996-8 - *Impacto cultural* in every chapter; pp. 411-413: travel and visiting

Technological

- website, www.espanol.yahoo.com Click on *Sociedad* then on *Culturas* and you will find information on festivals, social etiquette, holidays, weddings. After you open *Sociedad*, click on 1 item on the list e.g., *Fiestas populares y dias festivos* for information on all festivals or holidays

Unit 4: Legendary Figures and Contemporary Heroes/Heroines

Chinese Resources

Print

- Li yuan-zhe de gushi, *Yuanzhe Kexue Jiaoyu Jijinhui*. (modern day heroes) ISBN 957-99088-1-8
- *Hua mu-lan*, Renmin Youdian Publishing Co. ISBN 7-115-07327-9/G.554 (comic book)
- *Tales of the Twelve Animals*, Hebei Juvenile and Children's Publishing House. ISBN 7-5376-0304-9 (comic book)
- *Cartooned Chinese Fables & Parables*. Bo Yi Publishing Co. ISBN 962-17-0415-4 (comic book)
- *Zhongguo mingren zhuanji*. Newton Publishing Co.Ltd. ISBN 962-273-183-X (comic book)
- Lin bai-lian, *Lidai liuchuan shenhua xuan*. San Feng Publishing Co. ISBN 957-8867-46-9 (folk/fairy tale)
- *Zhongguo shenhua gushi*. Beijing: Zhongguo Shijieyu Publishing Co. ISBN 7-5052-0425-4 (poem about a mythical figure)
- *Mulan ci*. Beijing opera (poem based on folk tales of *Hua mu-lan*): The Monkey King, The Butterfly Lovers

Technological

- website, <http://gretchinese.com>
- website, http://chinese.yahoo.com/Society_and_Culture/Mythology_and_Folklore/
- website, http://edu.ocac.gov.tw/culturechinese/vod25html/vod25_01.htm
- website, http://edu.ocac.gov.tw/ocac99asp/familycorner/MIX/06MIX_frame.asp
- website, http://members.nbc.com/_XMCM/cultureweb/05.htm
- website, <http://www.taiheng.net/malanhua.html>
- website, <http://www.sh.com/culture/opera/peking.htm> (Peking Opera)

- website, <http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html> (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *heroes and icons or legendary figures and Chinese*. There are many websites with information on this topic.

German Resources

Print

- Holt, Rinehart and Winston. *Komm Mit, Level 1*. Harcourt, Brace & Company, 1998. ISBN 0-03-032519-6 – p. 5: contemporary German heroes
- Kernecker Herb, Flippo, Hyde. *Deutsche Sagen und Legenden*. National Textbook Company, 1998 ISBN 0-8442-2075-2 2 - p.1: *Siegfried der Drachentöter* from the *Ring of the Nibelungen*; p.110: *Die Lorelei* by Heinrich Heine
- Kraft, Wolfgang S. *Deutsch Aktuell 2*, 4th ed. Saint Paul, Minnesota: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X - reading in English: *die romantische Straße*, pp. 41-43; reading in German, story of Lorelei: *Den Rhein entlang*, pp. 388-389
- Kraft et al. *Deutsch Aktuell 3* (Teacher's Edition), EMC/Paradigm Publishing, 1999 ISBN 0-8219-1702-1 - modern folktales: *Weleda trifft Kali*, pp. 2-5; *Besuch von einer weisen Frau*, pp. 22-25; *Lenchens Geheimnis*, pp.32-33; *Weledas Zeitreise geht schief*, pp. 38-40; *Familiengeschichten*, pp. 76-78; *Weleda fährt zu den Berggeistern*, pp.146-150; *Kali bei den Piraten*, pp. 188-192; *Kali sucht seine Familie*, pp. 224-227; *Geschichten aus dem Harz*, pp. 258-261; *Familiensinn und andere Länder*, pp. 294-297; *Kali reist ab*, pp. 334-337; *Das Märchen vom kleinen Herrn Moritz, der eine Glatze kriegte*, pp. 364-366; Poems: *Klein Irmchen*, p. 180; *Die Beiden Esel*, p. 181; *Der Frühling kommt bald*, p. 182; *Herr Löffel und Frau Gabel*, p. 183; *Der Erlkönig*, p. 219
- Lesekiste B, Mary Glasgow Publications, 1987. ISBN 1-85234-010-X - Heft 52: comic of *Wilhelm Tell*; Heft 43: Princessin Sophie
- Moeller et al. *Blickpunkt Deutschland*. Boston: Houghton, Mifflin Company, 1973. ISBN 0-395-13690-3 - poem: *Der Werwolf* by Christian Morgenstern, p. 24; poem: *Erlkönig* by Goethe, p. 234; *Die beiden Enten und der Frosch* by Wilhelm Busch, p. 377
- Moeller, Liedhoff, Kent. *German Today 1*, 4th ed. Boston: Houghton, Mifflin Company, 1989. ISBN 0-395-47122-2 - p. 373, poem: *Es war ein alter König*
- Moeller, Liedhoff, Kent. *German Today 2*, 4th ed. Boston: Houghton, Mifflin Company, 1989. ISBN 0-395-47135-24 - Chapter 14: comic tale of *Max und Moritz*; The Brothers Grimm
- Winkler, George, *Komm Mitt 2*, Holt, Rinehart and Winston, 1998. ISBN: 0-03-032552-8 - What to see in Berlin: eine Oper: *Die Zauberflöte* von Mozart; eine Operette: *Die Fledermaus* von Strauß; ein Schauspiel: *Andorra* von Max Frisch; ein Ballett: *Der Nussknacker* von Tschaikowsky; ein Musical: *Oklahoma* von Hammerstein
- Winkler, George. *Komm Mit*, Book 3. Holt Rhinehart Winston, 1996. ISBN 0-03-032557-9 - excerpt from *Astérix and Obélix*; *Rumpelstilzchen* and predicting outcomes of a story, p. 144
- Winkler, George, Margrit Meinel Diehl. *Unbedingt Lesen!* Orlando, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - Folktales/Fables: *Rumpelstilzchen*, pp. 1-4; *Die Bremer Stadtmusikanten*, pp. 50-53; *Der Froschkönig*, pp. 94-95; *Das Märchen vom Frosch*, p. 96; Fabeln, pp. 98-100; *Der unzufriedene Kuckuck*, p. 104; *Zwerg Nase*, pp. 107-111; *Fernsehmärchen* Nr. 2, pp. 127-128; Poem: *Der Sperling und die Schulhof-Kinder*, p. 86
- *The Ring of the Nibelungen* Book One: *The Rhinegold* (1 of 4). Dark Horse Comics

Technological

- website, wysiwyg://25<http://www.imagi-nation.com/moonstruck/albm29.html> (Stephen Sondheim's Into the Woods)
- website, <http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html> (Feiffer, Jules. *The Great Comic Book Heroes*)

- website, <http://www.time.com/time/time100/heroes/> (modern heroes and icons)
- website, <http://faculty.acu.edu/~goebeld/maerchen/maermenu.htm> (Learning German Through Fairy Tales)
- website, http://www.eiccd.cc.ia.us/~golson/makinglinks/lessonplans/german_tales.htm (Modern German Fairy Tales)
- website, <http://www.adh.bton.ac.uk/schooldesign/MA.COURSE/01/LIABusch01>. (illustrated poems by Wilhelm Busch, an illustrated alphabet and a Max und Moritz comic)
- website, http://www.comicflasher.de/kat_helden.asp (comic books in German)
- website, <http://www.spin.de/axiom/> (German Axiom Online Comics)
- website, <http://www.jadukids.de/maerchen/geschichten/beowulf.html> (story of Beowulf in German)
- website, http://www.eicid.cc.ia.us/~golson/makinglinks/lessonplans/german_tales.htm (a lesson plan on modern German fairytales)
- Using Google as your search engine, type in *heroes and icons or legendary figures and German*. There are many websites with information on this topic.
- Using Google as your search engine, type in *German opera videos, German operettas, German ballet, German plays or German musicals*, and you will find many useful websites.

Italian Resources

Print

- Chiara, Piero, ed. *Il Decameron: raccontato in 10 novelle*. Milano: Arnoldo Mondadori, 1984. - selections
- Chiuchiù, A. and others. *In Italiano: corso di lingua e civiltà a livello elementare ed avanzato*. Perugia: Editrice Guerra, 1985. ISBN 88-7715-013-0 - Unit 9: pp. 202-205; Unit 10: pp. 222, 223, 225; Unit 14: pp. 314, 315; Unit 24: pp. 552-554
- Lazzarino, Graziana. *Prego!: An Invitation to Italian*, 2nd ed. New York: Random House, 1984. ISBN 0-394-33630-5 - Unit 3: pp. 66, 67; Unit 4: pp. 87, 88; Unit 6: pp. 131, 132; Unit 9: pp. 197, 198; Unit 16: pp. 335, 336; Unit 19: pp. 393
- Merlonghi, Ferdinando and others. *Oggi in Italia: A First Course in Italian*, 2nd ed. Boston: Houghton Mifflin Company, 1982. ISBN 0-395-31872-6 - Unit 2: p. 25; Unit 4: pp. 87, 88, Unit 6: pp. 131, 132; Unit 9: pp. 197, 198; Unit 16: pp. 335, 336; Unit 19: p. 393
- Picchione, John and Lawrence R. Smith, eds. *Twentieth-Century Italian Poetry: An Anthology*. Toronto: University of Toronto Press Incorporated, 1993 ISBN 0-8020-7368-9 -selected poems

Technological

- website, <http://folkitalia.freeweb.supereva.it/> - list of folkloristic events by regions of Italy
- website, <http://web.tiscalinnet.it/corsotex/html/fiaba2.htm> - importance of fable and fairytales in the life of children
- website, <http://utenti.tripod.it/webstar/copertina.htm> - list of fairy tales from Fedro to the Grimm brothers
- website, <http://cantastorie.freeservers.com/home.html> - H.C. Andersen, La Fontaine, C. Dickens, E. Salgari, Old Tales of China, O. Wilde, Pictionary – in Italian, and English
- website, <http://library.thinkquest.org/C001515/design/index.html> - heroism in action: in English, Italian and Dutch - List of 20th century heroes and heroines - although heroism is subject to various interpretations, this site shows that real heroism is not simply about death-defying feats, but is about making a positive difference and improving lives.
- website, <http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html> (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *heroes and icons or legendary figures and Italian*. There are many websites with information on this topic.

Japanese Resources

Print

- Kawauchi, Sayumi, *Manga Nihon Mukashi Banashi 101 (101 Japanese Fairy Tales)*. Kodansha, 1997. ISBN 4-0620-8913-0
- *Nihon Mukashi Banashi (Folk Tales of Old Japan)*. Japan Times, 1997. ISBN 4-7890-0905-X
- Takada, Noriko, Rita L. Lampkin. *The Japanese Way: Aspects of Behavior, Attitudes, and Customs of the Japanese*. Lincolnwood, Illinois: Passport Books, NTC/Contemporary Publishing Company, 1997. ISBN 0-8442-8377-0 – pages on myths, legends and folklore, shrines and temples, music and dance, etc.

Technological

- website, <http://www.DL.ulis.ac.jp//oldtales> - variety of folk tales in English, Japanese and French (parallel set up)
- website, <http://www.jinjapan.org/kidsweb/index.html> - Folklore and other topics of interest. A good source geared to young audience.
- website, <http://www.fix.co.jp//kabuki/kabuki.html> - Kabuki Bibliography; Kabuki for Everyone: information about kabuki
- website, <http://www.ijnet.or.jp/NOH-KYOGEN/event/kanto.html> - information about Noh
- website, <http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html> (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *heroes and icons or legendary figures and Japanese*. There are many websites with information on this topic.

Spanish Resources

Print

- Barlow, Genevieve. *Leyendas latinoamericanas*. Chicago, Illinois, National Textbook Company, 1996. ISBN 0-8442-7239-6
- Funston, James F. and Alejandro VargasBonilla., *YA! (Somos asi) (Teacher's Edition)*. St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN: 0-8219-1937-7 - Heroic tale: *De la segunda salida de Don Quijote*, pp. 285-287
- Gonzalez, M., L. Kettle & M. E. Placencia. *Sueños World Spanish*. NTC Publishing Group, BBC Worldwide Ltd., 1995. ISBN 0-8442-0541-9 - Unit 17: talking about your dreams and ambitions
- Met, Myriam, Richard S. Sayers, and Carol Eubanks Wargin. *Paso a Paso 3*. Scott Foresman and Company, 1996. ISBN 0-673-21674-8 - Capítulo 8: Myths and Legends
- Multicultural Connections fax 1-800-385-1020; e-mail bilingualbooks@mindspring.com (bilingual books for kids) e.g., Myths and Legends: Juan Ramón Jiménez, *Platero y Yo*; *La lagartija y el eol*, by Alma Flor Ada; *El canto de las palomas* by Juan Felipe Herrera; *Two holiday folktales of Mexico* by Anthony Ramirez
- Samaniego, Fabián A. et al., *DIME! dos*. Toronto, Ontario: D.C. Heath and Company, 1994. ISBN 0-669-23996-8 - Folktales in comic form: *El león y las pulgas*, pp. 92-94; *Tío Tigre y Tío Conejo*, pp. 114-116; *El sombrero*, pp. 170-172; Untitled regional folktales, myths, song in comic form: pp. 22-24, pp. 38-40, pp. 58-60, pp. 76-78, pp. 132-134, pp. 150-152, pp. 170-172, pp. 188-190, pp. 204-206, pp. 224-226, pp. 240-242, pp. 258-260, pp. 278-280, pp. 296-298, pp. 314-316, pp. 336-338, pp. 354-356, pp. 370-372, pp. 390-392, pp. 408-410, pp. 426-428; strategies for reading a poem; metaphors in poems, p. 440

Technological

- website, www.sispain.org/english/mediapress/ - Spanish newspapers on the Internet.
- website, [www.yahoo en espanol.com](http://www.yahoo.en.espanol.com) (Choose *arte y cultura*, then *Literatura*)
- website, <http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html> (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *Spanish operas* and you will find many websites.
- Using Google as your search engine, type in *heroes and icons or legendary figures and Spanish*. There are many websites with information on this topic.

OSS Considerations

Ministry of Education. *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000*

Ministry of Education. *The Ontario Curriculum Grades 9 to 12, Program Planning and Assessment, 2000*

Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*

Ministry of Education. *The Ontario Curriculum Grades 11 and 12, Course Description and Prerequisites, 2000*

Ministry of Education. *The Ontario Curriculum Grades 11 and 12, Guidance and Career Education, 2000*

Ministry of Education. *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*

Ministry of Education. *The Ontario Curriculum Grades 9 and 10, Classical and International Languages, 1999*

Coded Expectations, International Languages, Level 3, Open, LBACO–LYXCO

Oral Communication: Listening

Overall Expectation

LIV.01 · demonstrate an understanding of short oral messages in practical situations.

Specific Expectations

- LI1.01** – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to statements, questions, and commands in a variety of situations (e.g., agree or disagree with statements made in a television or radio interview);
- LI1.02** – demonstrate understanding of information conveyed verbally and visually (through gestures, facial expressions) through a variety of responses (e.g., take notes during a presentation, record directions given);
- LI1.03** – demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., identify local customs of a country where the language is spoken).

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in practical, real-life situations for a variety of purposes, using language appropriate to the level.

Specific Expectations

- SP1.01** – use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations, presentations);
- SP1.02** – ask and answer questions, and convey and respond to messages, using vocabulary and language structures appropriate to the level (e.g., role-play an interview with a celebrity);
- SP1.03** – express ideas and opinions in prepared and open-ended conversations (e.g., comment on a television program or a newspaper article);
- SP1.04** – demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects (e.g., prepare a presentation on the cuisine of a country where the language is spoken).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from different sources for a variety of practical purposes.

Specific Expectations

- RE1.01** – read, for comprehension of main ideas and for expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., poems, short stories, magazine and newspaper articles);
- * **Note:** students are expected to read at least 60 pages of text (30 intensive, 30 extensive) at this level;

-
- RE1.02** – read aloud with expression, using standard pronunciation and intonation;
- RE1.03** – demonstrate the ability to use a variety of strategies to understand messages and information of various kinds (e.g., rely on both the verbal and visual elements used to understand the meaning of an advertisement);
- RE1.04** – respond to texts from a variety of sources and media in various ways (e.g., summarize events described in a newspaper article, list key pieces of information in a brochure or newsletter);
- RE1.05** – demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects, using both print and software resources (e.g., prepare a brief presentation on methods of travel in a country where the language is spoken).

Writing

Overall Expectation

WRV.01 · write for practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

- WR1.01** – write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job);
- WR1.02** – compose and answer a variety of questions;
- WR1.03** – convey information in writing, using different forms and/or a model (e.g., write a memo or business letter);
- WR1.04** – revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
- WR1.05** – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a report on language-related career opportunities in a country where the language is spoken).

Unit 1: Full Steam Ahead: Preparing for the World of Work

Time: 27.5 hours

Unit Description

Students explore their interests and strengths. The students' language skills and their self-awareness develop as they progress through a series of activities related to the reality of the work world, preparation of résumés, language-related opportunities, and the interview process. In connection with this unit, students may also:

- find service placements in the community using the language of study;
- link this unit with a cooperative education experience in the community using the language of study;
- job-shadow someone who uses the language of study in his/her work;
- incorporate decision-making and action-planning into their Annual Education Plan;

(See: *Cooperative Education and Other Opportunities for Experiential Learning*, Ontario Ministry of Education, 2000)

Strand(s) & Learning Expectations

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations: LIV.01, SPV.01, REV.01, WRV.01.

Specific Expectations: LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.

Unit Synopsis Chart

Activity	Description	Time
1. What are my interests and strengths?	Students discuss their interests and strengths and possible career choices. They practise giving and responding to compliments and constructive criticism.	250 minutes
2. What's out there?	Students explore the various kinds of work available in the community where the language is spoken as well as language-related careers and opportunities.	300 minutes
3. How do I prepare?	Students prepare for job interviews, give each other advice on personal presentation, explore ways to improve the language-related aspects of their résumés, and write résumés with cover letters.	400 minutes
4. Getting experience	Students practise phoning for job interviews and being interviewed, and explore possibilities for getting experience in the language of study.	350 minutes
5. Will I get the job?	Students create videos to incorporate the content of the previous activities. Students create scripts for good and bad job interviews and act them out on video.	350 minutes

Activity 1: What Are My Interests and Strengths?

Time: 250 minutes

Description

Students progress from discussing their interests and strengths and career choices to reading and writing about them. An ideal springboard for the discussion of the usefulness of international languages, this activity guides the language-learner through self-analysis to possible career plans.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of short oral messages in practical situations;

SPV.01 - communicate orally in practical, real-life situations for a variety of purposes, using language appropriate to the level;

REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;

WRV.01 - write for practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to statements, questions, and commands in a variety of situations (e.g., agree or disagree with statements made in a television or radio interview);

LI1.02 - demonstrate understanding of information conveyed verbally and visually (through gestures, facial expressions) through a variety of responses (e.g., take notes during a presentation, record directions given).

SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations, presentations).

SP1.02 - ask and answer questions, and convey and respond to messages, using vocabulary and language structures appropriate to the level (e.g., role-play an interview with a celebrity).

RE1.01 - read, for comprehension of main ideas and for expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., poems, short stories, magazine and newspaper articles).

RE1.02 - read aloud with expression, using standard pronunciation and intonation.

WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job).

WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs).

Prior Knowledge & Skills

- basic vocabulary and structures needed to discuss jobs and interests;
- present, future and past tense of verbs;

Grammar & Language Knowledge

- modal verbs (review and expansion);
- negative constructions (review and expansion);
- vocabulary: personal interests and career options.

Planning Notes

The teacher:

- finds overheads or pictures of people and their interests or places of employment;
- writes sample sentences on overhead, using presentation software, or on the board and covers them with bristol board;
- photocopies visuals and the inventory;
- prepares listening, reading and writing exercises;

- prepares a model for the basic paragraph;
- develops a list of interest-related websites;
- creates groupings for the group work and dialogue;
- prepares a substitution dialogue.

Teaching/Learning Strategies

1. Whole class: The teacher introduces vocabulary orally, using overheads or pictures of people at their hobbies or demonstrating their abilities, uncovering sentences as each one is used.
2. Whole class: Using the same pictures, students try to recall the vocabulary and suggest what kind of employment the individual in the picture would find satisfying (e.g., She likes communicating with people and travelling. She wants to work for an airline.). The teacher assists with pronunciation and structure, as required.
3. Small group: Using photocopies of the same or similar visuals, students practise making simple sentences orally. The teacher circulates to assist with pronunciation and structure.
4. Individual: The teacher distributes an interest/strength inventory. Students complete the inventory sheet about their own interests and strengths.
5. Pair: Students read each other's interest inventories and write a response, suggesting areas of employment which could interest their partner (e.g., You like helping people and working with computers. You will become an information technologist.).
6. Individual: Students complete listening, reading and writing exercises based on similar inventories. The teacher circulates to assist with accuracy, vocabulary, and structures.
7. Small group: Students take turns discussing their interest/strength inventory and the response they have received. Other group members give input.
8. Whole class: Students assist the teacher in composing a basic paragraph about a student's interests and possible career goals on an overhead (e.g., I think I will become a...).
9. Individual: Using a model, visual and/or bilingual dictionaries and websites, students write a rough copy of a basic paragraph about their interests, strengths, and career goals.
10. Pair: Students give each other feedback on their compositions, then hand them in to the teacher for assessment.
11. Individual: Students correct their compositions and submit their polished work to the teacher.
12. Small group: Using a substitution dialogue, students write and perform a skit about a poor job interview.

Assessment & Evaluation of Student Achievement

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, LI1.02, SP1.01, SP1.02	Observation	Students practise using vocabulary (interests, strengths, career options), modal verbs, nouns as indirect objects.
Application	RE1.01, RE1.02	Observation	Students practise reading by completing an interest/strength inventory.
Communication Thinking/ Inquiry	LI1.01, LI1.02, SP1.01, SP1.02	Oral peer feedback	Students respond to each other's inventories.

Application	WR1.01, WR1.04	Rating scale: Sentences (4 3 2 1) Organization (4 3 2 1) Vocabulary (4 3 2 1) Flow (4 3 2 1) Content (4 3 2 1)	Students write a paragraph about possible career options related to their interests and strengths.
Application	LI1.01, LI1.02, SP1.01, SP1.02	Oral presentation rubric	Students perform a skit about a job interview.

Accommodations

- Provide scripts and audiotapes of new vocabulary, so that students can compare oral and written language.
- Repeat listening exercises as many times as required.
- Use mixed ability groupings for the group work.
- For enrichment, bring in a speaker of the language and have students practise their interviews with him/her.

Resources

Please see Overview for Community Resources and Print and Technological Resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 2: What's Out There?

Time: 300 minutes

Description

Students explore the various kinds of work available in the community where the language is spoken. Using the web and newspapers, students develop a list of language-related careers. Future goals integrate the language classroom with student APEs (Annual Education Plans) and experiential learning opportunities. Discussing and reading about career paths prepare students to create, perform and analyse scenarios where things can go right or wrong for an individual.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of short oral messages in practical situations;

SPV.01 - communicate orally in practical, real-life situations for a variety of purposes, using language appropriate to the level;

REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;

WRV.01 - write for practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to statements, questions, and commands in a variety of situations (e.g., agree or disagree with statements made in a television or radio interview);

LI1.02 - demonstrate understanding of information conveyed verbally and visually (through gestures, facial expressions) through a variety of responses (e.g., take notes during a presentation, record directions given);

LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., identify local customs of a country where the language is spoken).

SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations, presentations);

SP1.02 - ask and answer questions, and convey and respond to messages, using vocabulary and language structures appropriate to the level (e.g., role-play an interview with a celebrity).

RE1.01 - read, for comprehension of main ideas and for expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., poems, short stories, magazine and newspaper articles);

RE1.02 - read aloud with expression, using standard pronunciation and intonation;

RE1.03 - demonstrate the ability to use a variety of strategies to understand messages and information of various kinds (e.g., rely on both the verbal and visual elements used to understand the meaning of an advertisement);

RE1.04 - respond to texts from a variety of sources and media in various ways (e.g., summarize events described in a newspaper article, list key pieces of information in a brochure or newsletter);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects, using both print and software resources (e.g., prepare a brief presentation on methods of travel in a country where the language is spoken).

WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job);

WR1.02 - compose and answer a variety of questions;

WR1.03 - convey information in writing, using different forms and/or a model (e.g., write a memo or business letter);

WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);

WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a report on language-related career opportunities in a country where the language is spoken).

Prior Knowledge & Skills

- modal verbs

Grammar & Language Knowledge

- vocabulary in classified ads, newspapers
- imperative mood
- negative constructions

Planning Notes

The teacher:

- finds overheads or pictures of people at their jobs;
- writes sample sentences on overheads, or presentation software, or on the board and covers them with bristol board;
- prepares a list of websites about work opportunities in the language of study;
- finds and photocopies classified ads;

- prepares a fill-in worksheet for the web activity;
- finds a reading about a famous person’s career path;
- prepares the questions for the reading;
- creates groupings for the group work.

Teaching/Learning Strategies

1. Whole class: The teacher introduces orally newspaper and classified ad vocabulary, the imperative mood and negative constructions, using overheads or pictures of people at their jobs, uncovering sentences as each one is used.
2. Small group: Using the classified ads from newspapers in the language being studied and bilingual dictionaries, students search for vocabulary to describe language-related areas of work (e.g., network administrator, flight attendant, etc.) and write similar sentences to present to the class. The teacher assists with pronunciation and structure, as required.
3. Whole class: Students prepare to explore the web, by looking over a list of websites about work opportunities in the language of study.
4. Individual: Students explore the suggested websites and fill in the worksheet prepared by the teacher. Students who finish early surf the net for other sites in the language of study.
5. Whole class: The teacher asks students for answers to the website worksheet and writes them onto an overhead. Students contribute further findings they have found while surfing the Internet.
6. Individual: Students establish future goals using their AEP’s (see Appendix E).
7. Individual: Students complete listening, reading, and writing exercises about work opportunities in the job market. The teacher circulates to assist with accuracy, vocabulary, and structures.
8. Individual: Students read about a famous person’s career path and answer multiple-choice, true/false and short-answer questions. The teacher circulates an answer key for students to check their answers.
9. Whole class: The teacher discusses with the students the key factors, which have led to the famous person’s success.
10. Pair: Students cut out a picture of a person from a magazine. One student invents an unsuccessful career path and one student invents a constructive career path for the individual. The pair does not read each other’s written work until after the teacher has given input on the rough draft.
11. Individual: Students write the good copy of their career path.
12. Whole class: Once the teacher has posted the negative and positive career paths on the wall, students circulate to read each other’s work. Using a rating scale, students assess the submissions for creativity, while the teacher evaluates the writing using a rubric.
13. Small group: Using one of the career paths as a springboard, students write and perform a skit in which a career goes right or wrong.
14. Individual: Students create job ads.
15. Small group: With the teacher’s assistance, students give each other input on their ads. The teacher assembles these into a classified newspaper spread on the bulletin board (or posts them on the computer) and students improvise phoning for a job interview.

Assessment & Evaluation of Student Achievement

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, LI1.02, SP1.01, SP1.02	Observation	Students practise using classified ad vocabulary, the imperative mood and negative constructions orally.
Application	RE1.01, RE1.02, RE1.04, WR1.01	Observation	Students write sentences based on job ads in newspapers in the language of study and read them aloud.

Application Thinking/Inquiry	RE1.01, RE1.04, RE1.05	Fill-in worksheet	Students explore the web to learn about work opportunities in the language of study.
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.04, RE1.05, WR1.02, WR1.03, WR1.05	Observation Peer correction Answer keys	Students complete listening, reading and writing exercises using classified ad vocabulary, the imperative mood and negative constructions orally.
Application	RE1.01, RE1.03, RE1.04	Answer key for self-evaluation	Students read about a famous person's career path.
Application Thinking/Inquiry	RE1.02, RE1.03, WR1.01, WR1.04	Rating scale: Creativity (4 3 2 1) Writing rubric	Students invent unsuccessful and successful career paths.
Communication Thinking/Inquiry	LI1.01, LI1.02, SP1.01	Oral presentation rubric	Students perform a skit about a career path.
Application	RE1.03, WR1.03	Observation	Students create job ads.
Communication	SP1.01	Observation	Students improvise phoning for a job interview.

Accommodations

- Provide scripts and audiotapes of new vocabulary, so that students can compare oral and written language.
- Repeat listening exercises as many times as required.
- Use mixed ability groupings for the group work, with an advanced technology student in each group.

Resources

Please see Overview for Community Resources and Print and Technological resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 3: How Do I Prepare?

Time: 400 minutes

Description

Students prepare for job interviews by analysing interview videos, giving each other advice on personal presentation, exploring ways to improve the language-related aspects of their résumés, attending a panel discussion about language opportunities, researching language-related careers, making a five-minute presentation to the class, and writing their own résumés with cover letters. Through analysing job-specific and general work skills, students develop a clearer understanding of the world of work.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of short oral messages in practical situations;

SPV.01 - communicate orally in practical, real-life situations for a variety of purposes, using language appropriate to the level;

REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;

WRV.01 - write for practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to statements, questions, and commands in a variety of situations (e.g., agree or disagree with statements made in a television or radio interview);

LI1.02 - demonstrate understanding of information conveyed verbally and visually (through gestures, facial expressions) through a variety of responses (e.g., take notes during a presentation, record directions given);

LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., identify local customs of a country where the language is spoken).

SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations, presentations);

SP1.02 - ask and answer questions, and convey and respond to messages, using vocabulary and language structures appropriate to the level (e.g., role-play an interview with a celebrity);

SP1.03 - express ideas and opinions in prepared and open-ended conversations (e.g., comment on a television program or a newspaper article);

SP1.04 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects (e.g., prepare a presentation on the cuisine of a country where the language is spoken);

RE1.01 - read, for comprehension of main ideas and for expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., poems, short stories, magazine and newspaper articles);

RE1.02 - read aloud with expression, using standard pronunciation and intonation;

RE1.04 - respond to texts from a variety of sources and media in various ways (e.g., summarize events described in a newspaper article, list key pieces of information in a brochure or newsletter);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects, using both print and software resources (e.g., prepare a brief presentation on methods of travel in a country where the language is spoken);

WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job);

WR1.02 - compose and answer a variety of questions;

WR1.03 - convey information in writing, using different forms and/or a model (e.g., write a memo or business letter);

WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);

WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a report on language-related career opportunities in a country where the language is spoken).

Prior Knowledge & Skills

- modal verbs
- imperatives
- negative constructions

Grammar & Language Knowledge

- vocabulary and structures for giving advice in a diplomatic way
- indirect objects
- pronouns as objects of prepositions

Planning Notes

The teacher:

- finds a video of job interviews;
- creates and photocopies a list of useful expressions for analysing job interviews;
- invites exchange representatives and arranges a panel discussion;
- prepares listening, reading and writing exercises based on giving advice, indirect objects and pronouns as objects of prepositions;
- checks with Library/Resource Centre re: resources, and organizes time and a schedule for the career research presentations;
- creates/finds sample résumés and cover letters;
- creates groupings for the group work, if necessary;
- creates a test.

Teaching/Learning Strategies

1. Whole class: The teacher introduces orally vocabulary, indirect objects and pronouns as objects of prepositions, using a video of job interviews (volume turned down if not in language of study), and pauses the tape to ask students ‘yes’ or ‘no’ questions, so that they repeat any new vocabulary and structures (e.g., “*Does he have good posture?*” “*Yes, he has good posture.*”) If no video is available, a student may volunteer to be critiqued by the teacher in a role-play in front of the class.
2. Pair: Referring to a list of helpful expressions, students role-play getting advice from a consultant on how to be interviewed. (*Caution:* A discussion about sensitivity to each other’s feelings and appropriateness is recommended before entering into this activity, so that students do not insult or inadvertently hurt each other’s feelings). The teacher circulates to assist with pronunciation and language.
3. Whole class: The teacher invites representatives from exchange agencies (preferably who speak the language of study) to a panel discussion about local and international exchange opportunities (e.g., trips, exchanges, e-pals, etc.). Students ask the panel questions and take notes about immersion opportunities for developing their language skills. This activity reinforces the practical need for the language of study in the world of work, before students explore the work skills they will need for specific jobs.
4. Small group: The teacher divides the class into small groups to brainstorm specific job skills and general work skills for a particular job requiring languages (e.g., flight attendant, tour guide, translator, business person, etc.). Using bilingual and visual dictionaries, students develop two lists and report back to the class. Groups give each other feedback to refine the lists they have brainstormed.
5. Whole class: The teacher distributes listening, reading and writing exercises based on specific job skills and general work skills, giving advice, indirect objects, and pronouns as objects of prepositions. The teacher circulates to assist.
6. Individual: Using résumés in the language of study, students answer questions about the quality of the candidates.
7. Pair/Whole class: Students read each other’s answers, then the entire class discusses the résumés.
8. Whole class: Students assist the teacher in drafting a résumé and a cover letter for an excellent candidate on an overhead.
9. Individual: Students create a real résumé and cover letter for themselves to apply for a specific job.

10. Small group: Using the résumés and cover letters created by the class, students role-play employers comparing applications they have received.
11. Individual: Students complete a test on language-related jobs, specific job skills, general work skills, résumés, cover letters, giving advice, indirect objects, and pronouns as objects of prepositions.

Assessment & Evaluation of Student Achievement

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, LI1.02, SP1.01, SP1.02, SP1.03	Observation	Students practise vocabulary and structures while analysing a job interview video.
Communication	LI1.01, LI1.02, SP1.01, SP1.02	Observation	Students role-play getting advice from a consultant.
Communication Thinking/Inquiry	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04	Observation	Students ask an expert panel questions about local and international exchange opportunities.
Thinking/Inquiry	LI1.01, LI1.03, SP1.01, SP1.04	Observation	Students brainstorm specific job skills and general work skills for jobs requiring international languages.
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.04, RE1.05, WR1.02, WR1.03, WR1.05	Diagnostic self- evaluation using answer keys	Students complete listening, reading and writing exercises on job-specific skills and general work skills.
Thinking/Inquiry	SP1.03, SP1.04, RE1.01, RE1.04	Observation	Students study and discuss a variety of résumés.
Application	WR1.01, WR1.04	Writing rubric	Students create a résumé and cover letter.
Communication Thinking/Inquiry	LI1.01, SP1.01, RE1.01, RE1.04	Rating scale: Language (4 3 2 1) Content (4 3 2 1)	Students role-play employers comparing applications.
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.04, RE1.05, WR1.02, WR1.03, WR1.05	Paper-and-pencil test	Students complete listening, reading and writing exercises on exchange opportunities, language-related jobs, job-specific and general work skills, résumés, cover letters, giving advice, indirect objects, and pronouns as objects of prepositions.

Accommodations

- Repeat listening exercises as many times as required.
- Allow students to refer to cue cards for the presentations.
- Have students act as moderators for the panel discussion.

Resources

Please see Overview for Community Resources and Print and Technological resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 4: Getting Experience

Time: 350 minutes

Description

The students' main goal is to discover ways to experience a working culture in which the language of study is spoken. Phoning for job interviews and practising being interviewed on a conference call also prepare students for the reality of the work world. Where feasible, students get work experience in the language of study (See: *Cooperative Education and Other Opportunities for Experiential Learning*, Ontario Ministry of Education, 2000.).

Strand(s) & Learning Expectations

Strands: Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of short oral messages in practical situations;

SPV.01 - communicate orally in practical, real-life situations for a variety of purposes, using language appropriate to the level;

REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;

WRV.01 - write for practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to statements, questions, and commands in a variety of situations (e.g., agree or disagree with statements made in a television or radio interview);

LI1.02 - demonstrate understanding of information conveyed verbally and visually (through gestures, facial expressions) through a variety of responses (e.g., take notes during a presentation, record directions given);

LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., identify local customs of a country where the language is spoken).

SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations, presentations);

SP1.02 - ask and answer questions, and convey and respond to messages, using vocabulary and language structures appropriate to the level (e.g., role-play an interview with a celebrity).

RE1.01 - read, for comprehension of main ideas and for expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., poems, short stories, magazine and newspaper articles);

RE1.03 - demonstrate the ability to use a variety of strategies to understand messages and information of various kinds (e.g., rely on both the verbal and visual elements used to understand the meaning of an advertisement);

RE1.04 - respond to texts from a variety of sources and media in various ways (e.g., summarize events described in a newspaper article, list key pieces of information in a brochure or newsletter);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects, using both print and software resources (e.g., prepare a brief presentation on methods of travel in a country where the language is spoken).

WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job);

WR1.02 - compose and answer a variety of questions;

WR1.03 - convey information in writing, using different forms and/or a model (e.g., write a memo or business letter);

WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a report on language-related career opportunities in a country where the language is spoken).

Prior Knowledge & Skills

- imperatives
- negative constructions
- indirect objects

Grammar & Language Knowledge

- vocabulary and structures for phone calls to get job interviews
- future tense

Planning Notes

The teacher:

- creates the script for the sample conference call;
- prepares listening, reading, and writing exercises based on phoning to get job interviews and the future tense;
- creates groupings for the group work;
- photocopies six-frame story-board worksheets;
- finds a reading about experiencing other cultures;
- invites a former student who has found a career in the language of study as a guest speaker;
- prepares questions for the reading;
- arranges the experiential learning process with the cooperative education teacher;
- prepares questions and arranges the schedule for the reports on work experiences.

Teaching/Learning Strategies

1. Whole class: The teacher introduces vocabulary and the future tense orally, by playing both roles in a role-play about phoning to get a job interview.
2. Small group: Using the script of a sample conference call as a model, students create a dialogue to present to the class (two interviewers, one interviewee). The teacher assists with pronunciation and structures, as required.
3. Individual: Students complete listening, reading, and writing exercises based on phoning to get job interviews and the future tense.
4. Small group: Students brainstorm ways to get language-related experience in order to enrich their résumés. Groups report their findings to the class and a master list is developed and copied for all to keep as a reference. Where feasible, a former student who has found work in the language of study may be brought in as a guest speaker.
5. Small group: Students write a story-board in six frames about a student getting experience using the language of study. A gallery of experiences is posted around the room for students to critique. Groups read written feedback from other groups.
6. Individual: With the teacher's assistance, students read a scene from a play or a short story about experiencing other cultures, answering a variety of short-answer questions to guide them through. They complete an objective-question quiz to evaluate their comprehension.
7. Individual: Students visit a workplace in which the language of study is spoken (**Note:** The length of this visit may vary, depending on curricular links and other arrangements made with the Co-op department of the school.)

8. Pair: Using questions prepared by the teacher as a guide, students develop a five-minute report about their work experience to present to the class.
9. Whole class: Students present their reports and listeners are evaluated on the questions they ask afterward. If there is a wide enough range of jobs, the teacher may structure this activity as a mini-conference or job fair where students circulate to hear various presentations.

Assessment & Evaluation of Student Achievement

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication	LI1.01, SP1.01, SP1.02	Observation	Students role-play making phone calls to get job interviews.
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.04, RE1.05, WR1.02, WR1.03, WR1.05	Answer keys for Self- evaluation	Students complete listening, reading and writing exercises based on phoning for job interviews and the future tense.
Communication Thinking/Inquiry	LI1.01, SP1.01, SP1.02	Observation	Students brainstorm ways to get language-related experience.
Application	RE1.01, RE1.03, RE1.04, WR1.01, WR1.03	Peer feedback	Students write a story-board and read each other's work.
Application Thinking/Inquiry	RE1.01, RE1.04, RE1.05	Objective- question quiz	Students read a short piece of literature about experiencing other cultures.
Application Thinking/Inquiry	LI1.01, SP1.01, SP1.02	Oral report rubric	Students report orally to the class about an immersion work experience they have had.

Accommodations

- Provide scripts and audiotapes of new vocabulary, so that students can compare oral and written language.
- Repeat listening exercises as many times as required.
- Use mixed ability groupings for the group work.
- Model the story-board activity on the overhead first.

Resources

Please see Overview for Community Resources and Print and Technological resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 5: Will I Get the Job?

Time: 350 minutes

Description

Students create videos to incorporate the content of the previous activities in a culminating activity. Students create scripts for good and bad job interviews and act them on video, read a scene from a play or a short story about a job interview and role-play rejection and acceptance phone calls based on the student-created videos. As a culminating assessment, students complete listening, reading and, writing exercises based on rejection and acceptance phone calls and the imperfect tense, as well as an oral interview on future plans and careers.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of short oral messages in practical situations;

SPV.01 - communicate orally in practical, real-life situations for a variety of purposes, using language appropriate to the level;

REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;

WRV.01 - write for practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to statements, questions, and commands in a variety of situations (e.g., agree or disagree with statements made in a television or radio interview);

LI1.02 - demonstrate understanding of information conveyed verbally and visually (through gestures, facial expressions) through a variety of responses (e.g., take notes during a presentation, record directions given);

LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., identify local customs of a country where the language is spoken).

SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations, presentations);

SP1.02 - ask and answer questions, and convey and respond to messages, using vocabulary and language structures appropriate to the level (e.g., role-play an interview with a celebrity);

SP1.03 - express ideas and opinions in prepared and open-ended conversations (e.g., comment on a television program or a newspaper article);

SP1.04 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects (e.g., prepare a presentation on the cuisine of a country where the language is spoken).

RE1.01 - read, for comprehension of main ideas and for expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., poems, short stories, magazine and newspaper articles);

RE1.02 - read aloud with expression, using standard pronunciation and intonation;

RE1.03 - demonstrate the ability to use a variety of strategies to understand messages and information of various kinds (e.g., rely on both the verbal and visual elements used to understand the meaning of an advertisement);

RE1.04 - respond to texts from a variety of sources and media in various ways (e.g., summarize events described in a newspaper article, list key pieces of information in a brochure or newsletter);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects, using both print and software resources (e.g., prepare a brief presentation on methods of travel in a country where the language is spoken).

WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job);

WR1.02 - compose and answer a variety of questions;

WR1.03 - convey information in writing, using different forms and/or a model (e.g., write a memo or business letter);

WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);

WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a report on language-related career opportunities in a country where the language is spoken).

Prior Knowledge & Skills

- negative constructions
- future tense

Grammar & Language Knowledge

- vocabulary for rejection and acceptance phone calls
- imperfect tense

Planning Notes

The teacher:

- finds overheads or pictures of people at job interviews;
- prepares listening, reading, and writing exercises;
- prepares model dialogues;
- creates groupings for the group work and dialogues;
- arranges video-taping equipment;
- prepares a 3-skill unit test and oral interview questions.

Teaching/Learning Strategies

1. Whole class: Students review vocabulary and structures orally, by asking questions about overheads, a video or pictures of people at job interviews.
2. Whole class: The teacher introduces the use of the imperfect to describe a job interview.
3. Individual: Students complete listening, reading, and writing exercises based on job interviews and the imperfect. The teacher circulates to assist with accuracy, vocabulary, and structures.
4. Small group: Using model dialogues, students write and act out their own script for one poor job interview and one good job interview to be videotaped. After the teacher has assessed the script and given input on its content and language, groups videotape their two dialogues.
5. Whole class: All videotapes are viewed and the class evaluates the interviews. The teacher assesses the dialogues using a rubric.
6. Individual: Students answer objective or short-answer questions about a scene from a play or a short story involving a job interview. Following discussion of the story, students complete a short objective-question quiz.
7. Individual: Students write the script for a rejection or acceptance phone call for one of the interviews they videotaped earlier on. These are submitted to the teacher for editorial input. Then students correct their compositions and submit their polished work to the teacher for evaluation.
8. Pair: Students act out one of their phone conversations in front of the class. As a follow-up, students discuss with the teacher whether the rejection or the acceptance was justified and fair. The teacher evaluates each student's use of language in the skits as well as during the follow-up discussion.
9. Individual: As a culminating activity, students complete a three-skill unit test (listening, reading, and writing) and an oral interview with the teacher on the topic of their future plans.

Assessment & Evaluation of Student Achievement

Categories	Expectations	Tools	Activities
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.04, WR1.02, WR1.03	Observation	Students complete listening, reading and writing exercises based on rejection and acceptance phone calls and the imperfect tense.
Communication Thinking/ Inquiry	SP1.01, WR1.01	Observation Group writing rubric	Students write and act out one poor and one good job interview on video.
Thinking/ Inquiry	LI1.01, SP1.01, SP1.03, RE1.01, RE1.02	Peer evaluation using list of recommendations Dialogue rubric	Students view each other's videotaped scenarios.
Application	LI1.01, LI1.02, SP1.01, RE1.01, RE1.03, RE1.04, WR1.02	Observation during discussion	Students read about a job interview and answer short-answer questions.
Thinking/ Inquiry	WR1.01, WR1.02, WR1.04	Writing rubric	Students write the script for rejection and acceptance phone calls.
Communication	LI1.01, LI1.02, SP1.01, SP1.03	Oral presentation rubric	Students act out rejection and acceptance phone calls.
Communication Application	LI1.01, LI1.02, SP1.01, SP1.03	Rating scale: Ideas (4 3 2 1) Language (4 3 2 1)	Students discuss the realism of the portrayals with the teacher.
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.04, RE1.05, WR1.02, WR1.03, WR1.05	3-skill unit test	Students complete listening, reading and writing exercises based on rejection and acceptance phone calls and the imperfect tense.
Application Communication Thinking/ Inquiry	LI1.01, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04	Oral interview rubric	Students complete an oral interview on future plans and possible careers.

Accommodations

- Provide scripts and audiotapes of new vocabulary, so that students can compare oral and written language.
- Repeat listening exercises as many times as required.
- Use mixed ability groupings for the group work.
- Allow students to use cue cards for the videotaping.

Resources

Please see Overview for Community Resources and Print and Technological resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Appendix A

Reading In The International Language Classroom

Strategies to support students before, during, and after reading

(with thanks to the TDSB English and ESL departments)

Reading in the language of study is often a challenging activity for language learners. Students in a language class are required to read a variety of texts (letters, articles, stories, websites, e-mails, recipes, textbooks, reports, essays, etc.) and for a variety of purposes (to find information, to identify main ideas, to find out how to do something, to complete a task by following directions, for example).

Students in language classes normally are required to read both intensively (in class, with the help of the teacher) and extensively (on their own). Both intensive and extensive reading selections should be carefully chosen, taking into account the interests and abilities of students in the class. Reading passages or stories must avoid of bias and stereotype (unless the aim of the teacher is to address this issue), and should provide a basis for discussion and follow-up activities. Teachers will choose techniques and activities that best prepare students of their particular language to become effective readers. International language teachers play a key role in teaching the necessary skills and strategies to their students. Many of the techniques described below can be implemented in Level 3, with additional strategies and more challenging activities introduced at Level 4. Because this course profile is written for teachers of many languages, certain strategies suggested may be more appropriate to some languages than others. Teachers will use their professional judgement in making decisions that most benefit the students in their particular classes.

In addition to the specific pre-, during, and post-reading strategies that follow, the techniques suggested below are offered as aids to second (or third) language learners:

<i>Pre-teach key words.</i>	Choose and present words that will be essential for comprehension of the text. Use pictures, synonyms, cognates, clear contexts or analogies to aid comprehension.
<i>Focus on important high-frequency words.</i>	Choose words/expressions that students will need to hear, say, read, or write during the lesson or unit, and that will also be useful in other contexts.
<i>Write and say new words.</i>	Present new words in written form and say them, pointing to syllables and articulating clearly.
<i>Provide pronunciation practice.</i>	Students must be given opportunities to recognize and use new words orally as well as in print.
<i>Provide visual support.</i>	Models, charts, flash cards, posters as well as facial expressions, gestures and mime will help learners to get meaning from what the teacher says.
<i>Read aloud to students.</i>	Clear pronunciation and phrasing can make the meaning clearer for many students.
<i>Post lists of words.</i>	Lists of important vocabulary and new words can be written on chart paper, with sample sentences to provide a context for each word. Keep the lists displayed in the classroom and refer to them regularly.
<i>Use audio resources.</i>	Use audio cassette/audio CD programs where available to expose students to a variety of native speakers and structured activities.

Appendix A (Continued)

<i>Establish a clear context.</i>	Ensuring that students understand clearly the cultural or situational context of a reading passage facilitates comprehension.
<i>Lower the risk factor.</i>	Encourage students to share ideas and responses in small groups rather than in front of the whole class. Many more students get to speak in this type of situation and it is less stressful than speaking or reading in front of the class.
<i>Consider multiple intelligences.</i>	We all possess different combinations of intelligences. Information should be presented and activities organized in ways that allow all students to learn through their strengths.
<i>Encourage group collaboration.</i>	Have students take responsibility for something (e.g., key vocabulary or main ideas from a previous lesson), that they can use to interact with others in a small group situation.
<i>Total Physical Response (TPR)</i>	Engaging students in activities that require some form of physical action/ response is often an effective language-learning strategy. It is an aid in internalizing new concepts or vocabulary, and in recycling those already learned.
<i>Teach dictionary skills.</i>	Students need to learn how to use dictionaries effectively and need to practise using them. Provide dictionaries in the classroom.
<i>Explain figurative language/idioms</i>	A student may understand every individual word in an expression in the language of study, e.g., the English expression to “take a stab at it”, but have no idea what the expression means!
<i>Understand and use cultural richness.</i>	The cultural backgrounds of students should influence the way a topic or reading passage is introduced and treated. Sharing of knowledge or experiences by students from many different cultures will enhance the global awareness of students and allow them to make connections to a Canadian context.
<i>Create cloze passages based on vocabulary.</i>	Cloze passages help students apply the new vocabulary and review content at the same time.

Avoid these assignments in a language class

- “Look up the words and copy the definitions.” Students may copy and even memorize definitions, but will still be unable to use the words independently.
- “Use the new words in sentences of your own that show the meaning.” If students could do this, they wouldn’t need to! Most students need more supported practice, such as cloze exercise, to help them use new words.
- Word search activities: Word searches can be confusing for second/third language learners. In addition, word searches depend only on word recognition, not comprehension.

Appendix A (Continued)

Pre-Reading Strategies

Pre-reading strategies help students:

- access prior knowledge and build a knowledge base
 - Have students brainstorm what they know about the topic (ex., think-pair-share, mind map)
 - Use video, discussion, field trips, speakers, artefacts, etc. to increase students' knowledge about the topic.
- make predictions
 - Use the title/cover art/ format of a reading selection to ask students what they think the text will be about. If recorded, these can later be confirmed or revised, after reading the text.
 - Construct a “before and after chart”, and invite students to predict what will happen at various points in the text.
 - Use a selection of carefully chosen pre-taught words from the text (10-15) and ask students to sort them into different categories. Ask them to explain their categorization, and to make some suggestions/predictions about the content/subject matter of the text.
e.g., ship vast spirits harbour fear
 soar hearts home new prosper
 life begin joy land sails
- link with text and increase students' motivation
 - Explore students' experiences to make connections with the topic and engage their interest.
 - Link with students' background knowledge, taking into account their cultural origins.
 - Use both open-ended (What would you think if....?) and structured (If....., would you say yes?) prompts to elicit information from students. They can then be asked to share responses and make predictions.
- understand text features and text structure
 - Guide students through the textual features of the reading selection (e.g., table of contents, headings, sub-headings, illustrations, photographs, maps, graphs).
- understand key vocabulary and develop strategies to handle unfamiliar vocabulary
 - Have students work in groups to preview or skim the text and identify unfamiliar words.
 - Repeat key words clearly and have students repeat them to connect the sound to the spelling of a word or phrase.
 - Model how to define words (category to which concept belongs and specific features that distinguish that concept from other members of the category (e.g., hammer – a tool for driving nails).
 - Help students use context clues (sentence in which word appears, as well as preceding and following sentence).
 - Revisit key vocabulary after students have read the text.
- select appropriate reading strategies
 - Reading strategies depend on the complexity of the text, and the purpose for reading (skimming for the overall picture; scanning for specific information; re-reading complex text for detailed information-a recipe, for example; reading slowly to make notes).

Appendix A (Continued)

- choose an appropriate text
 - For individual readers, give a book talk to help students select an appropriate one.
- understand the reading process
 - Use a “think aloud” process to model what effective readers do when they read: check cover, examine text features, notice headings, skim for associations, reread to check meaning, predict what will happen next, go back to another section of the text, etc.

During-Reading Strategies

During reading strategies help students:

- monitor their comprehension
 - Divide the text into manageable “chunks” for reading, and have students summarize the text as they go—in pairs—orally or in writing.
 - Show students how to use stick-on notes to “mark” sections that confuse them.
- visualize or “think through” the images in the text
 - Select a piece of text with strong visual images and model “think alouds” for students (e.g., “Now I see..., I feel..., I picture..., I wonder if..., Oh he means...”).
- handle unfamiliar vocabulary
 - Have students use stick-on notes to mark difficult/unfamiliar words, terms or phrases as they read.
 - Demonstrate how students can use classroom resources (classmates, teacher, dictionaries) to clarify meaning.
 - Have students keep track of key vocabulary on index cards or in a notebook section.
 - Have fun explaining idiomatic expressions.
- modify their reading strategies
 - Show students when to speed up and skim portions of text, and when to slow down and read more carefully.
 - Help “word-by-word” readers focus on comprehension and context by using cloze activities.
 - Use choral reading. It is a non-threatening way to help students handle complex syntax and longer sentences, and to practise intonation.
- understand paragraph structure
 - Show students how the main idea in a paragraph can be found in different places--beginning, middle, end.
 - Show students how the main idea can also be implied, rather than explicitly stated.
- make assumptions
 - Have students role-play characters and make character sketches.
 - Encourage risk-taking by treating errors in comprehension with humour and sensitivity.

Appendix A (Continued)

Post-Reading Strategies

Post-reading strategies help students:

- respond personally to text
 - Model effective responses for students, using the overhead or blackboard.
 - Use drama, re-telling, art, music, electronic slide presentations, storyboards and a range of other vehicles to allow students to demonstrate their understanding.
- respond critically to text
 - Teach students about the elements of fiction (character, plot, setting, conflict, etc.) and how they contribute to the development of the text.
 - Have students analyse how the author created particular effects/moods (e.g., suspense, surprise, fear, etc.).
 - For non-fiction texts, teach students how to detect bias, and what is “not” in the text
 - Have students learn to differentiate between fact and opinion.
 - Teach students to analyse the language of fiction and non-fiction texts (e.g., imagery in poetry, “loaded” words in advertising, for example).
- identify and extract important concepts and information
 - Encourage students to summarize information in a variety of ways, including written forms (paragraphs, essays), oral forms (discussions, presentations), media forms (slide presentations, webpages), dramatic forms (role plays, simulations), and visual forms (posters, collages).
- draw conclusions, make judgements
 - Have students interview characters, write newspaper reports, and do other activities that have them show proof of understanding and critical thinking.
 - Invite students to debate issues that arise from their reading.
 - Have students write/present/video book reviews for specific audiences.
- understand and appreciate point of view
 - Invite students to change the point of view of a fiction or non-fiction reading selection.
 - Have students prepare to argue both sides of an issue. They learn which side they are arguing only after they have prepared.
- demonstrate note-making skills
 - Teach students how to use headings, charts, and point-form notes to record important information.
 - Show students how to develop paragraphs from their notes (link reading and writing).

Some Reading Resources

Archer, Lynn, Cathy Costello, Debbie Harvey, *Reading and Writing for Success*. Harcourt Canada Ltd., 1997. ISBN 0-7747-0197-8

Graves, Michael F., Connie Juel, and Bonnie B. Graves. *Teaching Reading in the 21st Century*, 2nd ed., Allyn & Bacon, 2001. ISBN 0-205-32513-0

Walker, Barbara J. *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment*, 4th ed. Prentice-Hall, Inc., 2000. ISBN 0-13-083752-0

Appendix B

Rubric 1 – Reading Rubric

A sight passage containing visuals/graphics

(prepared, 1-2 pages, intensive)

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding Comprehension of main ideas (Objective test: fill-ins, true/false, multiple choice)	- identifies characters, plot, setting, conflict, etc. with limited accuracy	- identifies characters, plot, setting, conflict, etc. with some accuracy	- identifies characters, plot, setting, conflict, etc. with considerable accuracy	- identifies characters, plot, setting, conflict, etc. accurately
Thinking/Inquiry Inference (Short answer questions)	- makes limited assumptions based on evidence	- makes some assumptions based on evidence	- makes several assumptions based on evidence	- makes well-reasoned assumptions based on evidence
Communication Summarize (Written assignment: re-tell the story in five sentences)	- re-tells the content in limited detail	- re-tells the content including some main points and details	- re-tells the content including several main points and details	- re-tells the content including most main points and details
Application Strategies (Interview with teacher)	- explains how answers were sought to a limited extent	- explains how answers were sought to some extent	- explains how answers were sought to a considerable extent	- explains how answers were sought to a great extent

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Note: Each category can be assessed on separate short sight passages over a period of time. Using the same rubric, the student's progress can be recorded and measured, from diagnostic to formative to summative evaluation, using different colours for each assessment. The length of the sight passage may be more than one- or two-pages, as long as the length and level of difficulty are consistent among assessments.

Appendix B (Continued)

Rubric 2 – During-Reading Strategies Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Vocabulary	- writes down and looks up some unfamiliar words	- writes down and looks up unfamiliar words necessary for basic comprehension	- uses resources (dictionary, peers, teacher) to learn and record unfamiliar words necessary for comprehension	- uses strategies (e.g., sticky notes) and resources (e.g., dictionary, peers, teacher) to learn and record unfamiliar words and idiomatic expressions necessary for extensive comprehension
Application Strategies	- uses some general reading strategies (e.g., text features and structure-headings, graphs, illustrations, etc.) to aid comprehension	- uses a variety of reading strategies (e.g., text features and structure, skimming, scanning for information, re-reading) to aid comprehension	- selects the most appropriate reading strategies for the specific passage to aid comprehension	- selects the most appropriate reading strategies for the specific passage to aid comprehension, and seeks help with any remaining problems
Knowledge/ Understanding Comprehension	- makes an attempt to monitor comprehension by making limited notes	- monitors comprehension using one or more strategies	- monitors comprehension using a variety of strategies that suit the reading passage	- monitors comprehension using a variety of effective strategies and makes inferences based on the text
Application Structure	- uses structure to find the main idea	- uses structure to find the main idea and supporting ideas	- finds the main idea and understands that the structure of the reading passage supports that idea	- finds the main idea and analyses how the structure of the passage supports and aids comprehension of that idea

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Note: The teacher assesses these categories of the student’s reading skills whenever possible over a period of time to arrive at an evaluation of student progress. Using the same rubric, the student’s progress can be recorded and measured, from diagnostic to formative to summative evaluation, using different colours for each assessment.

Appendix B (Continued)

Rubric 3 – Post-Reading Strategies Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Personal response to text	- uses some medium (e.g., art, drama, music, re-telling) in a limited way to demonstrate understanding of text	- uses some medium somewhat successfully to demonstrate understanding of text	- uses some medium quite successfully to demonstrate understanding of text	- uses some medium highly successfully to demonstrate understanding of text
Knowledge/ Understanding Critical response to text	- using at least one element (e.g., character, plot, setting, conflict, conflict), demonstrates a limited understanding of text	- using at least one element, demonstrates some understanding of text	- using at least one element, demonstrates considerable understanding of text	- using at least one element, demonstrates complete or almost complete understanding of text
Thinking/ Inquiry Making judgments	- does an activity (e.g., interview, report, debate, presentation) that shows a limited amount of judgment based on the text	- does an activity that shows some amount of judgment based on the text	- does an activity that shows a considerable amount of judgment based on the text	- does an activity that shows an extensive amount of judgment based on the text
Application Note-making skills	- makes notes to record a limited amount of general information on the text	- makes notes to record a certain amount of general information on the text	- makes notes to record a considerable amount of information on the text	- makes notes to record an extensive amount of detailed information on the text

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Note: This rubric is not to be used to assess one piece of reading in isolation, but rather to monitor a student's use of variety over a series of assignments. The teacher can also use this rubric to assess her/his own use of variety in post-reading assignments. It is a good idea to provide an assignment sheet before each reading, in which the teacher lists several suggestions of creative response possibilities under each category.

Appendix C

Glossary of Terms

- Accommodations:* changes in the delivery, assessment or evaluation of curriculum for exceptional students to enable them to achieve the same curriculum expectations as the rest of the students.
- Achievement Chart:* a chart included in policy documents for each discipline, providing a reference point for all assessment practices and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills.
- Assessment:* the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations. The main purpose of assessment is to provide descriptive feedback to students to guide their efforts towards improvement.
- Cloze passage:* a selected passage of text in which certain words are deleted and replaced with blanks. The student reads the passage and fills in the blanks with an appropriate word.
- Clustering:* the grouping of expectations that are used together by students in carrying out activities. Language activities almost always involve the use of expectations from more than one strand – i.e., listening and speaking, listening and writing, reading, speaking and writing.
- Expectations:* the knowledge and skills that students must develop and demonstrate in their class work, on tests or in activities on which their achievement is assessed and evaluated.
- Evaluation:* the process of judging the quality of students' work on the basis of established criteria, and assigning a value to represent that quality.
- Levels of Language:* the various possibilities of vocabulary, expressions and grammar chosen by a speaker (ranging from slang to very formal) according to the individual or group being addressed (i.e., friends, a teacher, a prospective employer).
- Portfolio:* samples of student work collected over a period of time, usually in written form, but possibly in oral form recorded on tape or video, providing a dynamic record of the learning process of a student. The teacher can use the information in a portfolio to provide feedback to students for improvement and to evaluate a student's progress in the language.
- Reflection Journal:* a notebook in which students record, over a period of time, their personal reactions and reflections on a variety of topics.
- Rubric:* an instrument for assessing broad levels of student performance in a variety of categories according to clear descriptors for each level. For the Ontario curriculum, there are four levels: level 4 (80-100%), level 3 (70-79%), level 2 (60-69%) and level 1 (50-59%).
- Strands:* the areas of language use into which the curriculum is organized. The strands for international languages are: Oral Communication, Reading and Writing.
- Three-skill quiz/test:* a quiz or test that requires students to demonstrate ability in three of the language skills, e.g., listening, speaking, and writing.
- Tones:* different pitches used in certain languages to distinguish words that have the same pronunciation.

APPENDIX D

Ideas for performance assessment tasks in a language classroom

- Write a newspaper or magazine article.
- Devise and describe a game.
- Participate in a debate.
- Discuss the main idea of a reading selection.
- Write a paragraph/composition.
- Propose and describe a way to resolve a problem.
- Develop a classification system for something and explain the categories you have chosen.
- Argue one point of view on an issue, then argue the opposing view.
- Given the information you know to date, predict what is going to happen.
- Write a summary of an article or reading selection.
- Lip-sync or act out a song.
- Draw conclusions from a text that has been read.
- Create a series of rules for a particular situation.
- Describe two courses of action, giving advantages and disadvantages of both.
- List and explain how many solutions to a problem you can come up with.
- Discuss what information you need to solve a problem.
- Describe a pattern in a series of events or objects.
- Write a short play in a group, and act it out.
- Choose two things from the same category—one which you like and one which you dislike. The class asks up to three “detective” questions to discover which you like and which you dislike.
- Conduct a survey and create a “Family Feud” type show (based on 1st, 2nd and 3rd choices, etc).
- In teams, produce an advertising video for your country, province, city, town, school or class.
- Identify the culture/country/time period from which works of art, music or dance have come.
- Write a newspaper article on a show at an art gallery or museum.
- Classify works of art or music according to the period or culture they represent.
- Review a concert.
- Write a theatrical review.
- Compare/contrast works of art/music that deal with the same theme.
- Adapt a short story in dramatic form.
- Adapt a historical event in dramatic form.
- Re-arrange segments of a story to match what you have heard/read.
- Write an e-mail from one character to another in a short story.
- Make an “alphabet video”, creating storyboards for a certain number of letters. (e.g., Q – QUIET - a shot of the whole class sitting quietly; L - LUNGS – two people breathing in and out).
- Write a health-related public service announcement.
- Describe a sport.
- Invent a game and explain the rules.
- Make a decision based on weighing the advantages and disadvantages of something.
- Write your own ending to a story.
- Create and present (live or on video) a job interview.
- Produce your own self-development training video entitled “Be a better person.”
- Evaluate the claims made in an advertisement.

APPENDIX D (Continued)

- Explain what problem a literary character faced and how it was resolved.
- Compare and contrast two characters in a story.
- Retell a story in your own words.
- Write a radio newscast.
- Write a weather report.
- Create an advertisement.
- Write a letter to the editor about an environmental (or other) issue.
- Write a letter to a friend.
- Write a letter to a famous person.
- Write a letter to an elected official.
- Write and present a biography of a famous person.
- Write and present a biography of someone you know.
- Write a poem and read it aloud.
- Invent and “market” a new business to a group of investors.
- As a famous person, give a press conference, with questions from a variety of “reporters.”
- Use a bus, train or plane schedule to plan a trip.
- Develop and present an itinerary for a trip, given budget and time restrictions.
- Conduct an opinion poll, and create a chart or graph to show the results. State conclusions.
- Propose and describe an invention that fills some need.
- Pretend you live in another time, place or culture. Describe a typical day.
- Write an interview with a contemporary or historical figure.
- Participate in a mock job interview.
- Create a travel or tourist brochure.
- Choose the contents of a time capsule and describe why you have chosen them.
- Write a newspaper article about an historic or current event.
- Interview native speakers of the language of study to gather information about a specific topic/issue.
- Create true/false questions about a reading passage (with answer key).
- Participate in a mock trial or interrogation.
- Describe the best/worst gift you have ever received.
- Design a test to determine which of several products is the best.
- Write a creative story describing a future time period.
- Create a webpage based on an existing one.
- Given a budget, decide what to do/eat/drink at a friend’s birthday (or other) party.
- Plan a menu to feed a large group. Estimate quantities, compare prices, order and serve the food.
- Compare prices of products at different stores.
- Describe an embarrassing moment or experience.
- Enact a scene between a salesperson and a difficult client.
- Use words and another medium to describe/illustrate a concept.
- Interpret the significance of events in a story.
- Keep track of and report on everything you eat for a week.
- Devise a healthy diet, describing meals for a week.
- Write your own ending to a story.
- Narrate a virtual city tour using presentation software.
- Produce a series of sentences giving clues about various cities, and run a map-touching game with the class.
- Choose your best piece of work from a portfolio, and write/describe why you have chosen it.

APPENDIX E

To be used in conjunction with Unit 1, Activity 2 (AEP). Translate the items into the appropriate language as shown below (in German).

Entscheidungen treffen und planen (Jährlicher Bildungsplan)

Decision-making and action planning (Annual Education Plan)

Ziele/Goals

Wer bin ich?

Who am I?

Welche Gelegenheiten stehen mir zur Verfügung?

What are my opportunities?

Mit wem teile ich meine Gemeinde?

With whom do I share my community?

Wofür bin ich verantwortlich (für mich und Andere)?

What responsibilities do I have to myself and others?

Was will ich werden?

What do I want to become?

Plan/Action Plan

Welche Gelegenheiten stehen mir zur Verfügung?

What are my opportunities?

Was für Gemeinden sind da für mich, welche Beziehungen werde ich zu ihnen haben?

What kind of communities do I envision, what will be my relationships with them?

Wie sind meine Pläne, um meine Ziele zu erreichen?

What are my plans to achieve my goals?

Wie kann ich mich auf die Herausforderungen des Lebens vorbereiten?

How can I prepare to respond to life challenges?

Neuer Plan/Revised Action Plan

Was war mein Plan?

What was my plan?

Was funktioniert?

What's working?

Was muß verbessert werden?

What needs work?

Feedback Von Eltern Und Klassenrat/Feedback From Parents And Teacher-Adviser

Was funktioniert?

What's working?

Was muß verbessert werden?

What needs work?

Wie kann ich behilflich sein?

How can I help?

* based on questions in Peel District School Board's Annual Education Plan