



Languages Other Than English

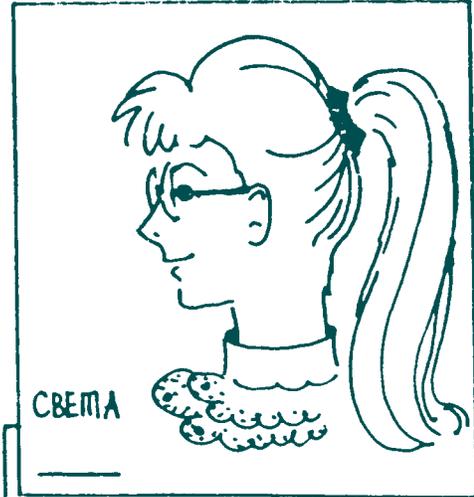
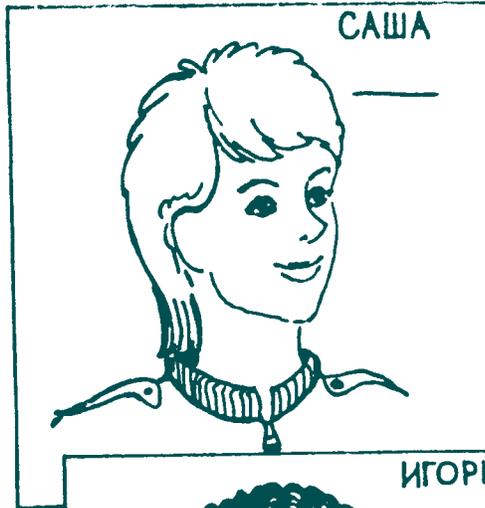
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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Languages Other Than English Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



Appearance & Description



LOTE

1

- ▲ comprehend short conversations
- ▲ employ range of tenses

LOTE

2

- ▲ exhibit comprehensive knowledge

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Grades 10-11

Resources

- computer with Russian (Cyrillic font)
- e-mail access at school
- teacher counterpart in another school/ country

This unit for second-year Russian classes combines the use of e-mail, computer skills in Russian, music, art, and collages. My objective was for them to integrate new vocabulary so that it might become personal and a solid part of each student's vocabulary base.

The most salient feature of this undertaking was that it was based on live texts written by students' peers in Russia. These Russian students became the students' models for writing and this helped them make far fewer errors. Especially motivational was the knowledge that their descriptions would be sent to the partner school.

Approximately 10-15 (45 minute) classes were devoted to the entire activity. However, this could be a pen pal endeavor which continues throughout the year.

What did the teacher do?

- downloads, prints, and copies e-mail messages in Russian that describe the appearance of students in partner school in Russia
- uses students in the class to demonstrate new vocabulary which appears in the messages
- assigns students to write their own descriptions
- demonstrates how to use computer with Cyrillic font and software for e-mail to Russia
- correct student E-mail descriptions before they type them and send to Russia.

The students will:

- read e-mail
- fill in vocabulary lists from e-mail
- describe themselves orally with partner, then compose descriptions
- type descriptions in Russian on the computer
- send e-mail descriptions to pen pal in Russia

From: Sveta Krasnova
To: Jane Shuffelton's group.
Subject: Joint work.

I'm glad to write to you my first letter. My name is Svetlana , I'm 15 years old. I'm in the 10"B" Chemistry Grade. I want to join the project work of our schools. My favourite subject at school is Mathematics. Also I like to read detective stories and adventure books. Besides I enjoy music because I play the piano. I have finished the musical school and I play the piano at home for my pleasure. I like to learn English at school. Now we learn history and geography of the U.S.A. It is very interesting for me and my friends. I want to have a pen-friend from another country, for example from the U.S.A. I'd be very glad to get the letter from you. I want to help you to study Russian. This is the test for you.

Test: Я невысокого роста, худенькая и стройная. У меня светлые кудрявые волосы до плеч, серые глаза, темные ресницы и брови, маленький нос и розовые губы. Я люблю носить серьги и цепочки.



ASSESSMENT

The assessment is unusual in its very authenticity: if students cannot be understood by their counterparts in Russia, then they have not communicated effectively. However, the students wrote their own descriptions as homework, then any mistakes were underlined and the second draft was graded for 15% of the 10-week grade. The criteria for that grade is as follows:

	VOCABULARY	GRAMMAR	PRESENTATION
4	Uses new vocabulary from the e-mail; appropriately uses enough detail to completely describe hair, eyes, height. Eg., "I have long, curly brown hair."	Very few mistakes in spelling, adjective agreement, case endings	A long paragraph that thoroughly describes many aspects of personal appearance with details such as "long brown curly hair, a round face, dark brown eyes, medium height, a small mouth and small feet"
3	Uses some new vocabulary, but is not thorough. Eg., "I have long brown hair."	More mistakes in spelling, agreement, case endings	A fairly long paragraph with less detail or with one aspect of appearance omitted
2	Relies mostly on words previously learned. Eg., "I have brown hair." (The word "brown" is a Russian 1 word.)	Many mistakes, especially in agreement and case endings	A short paragraph with little detail and simple descriptions limited to a few aspects such as hair, eyes, height.
1	No new vocabulary	Little awareness of correct forms	A very short paragraph with only one or two aspects briefly described

REFLECTION

Before this unit students have had one year of Russian and will have learned basic vocabulary, singular and plural forms of nouns and adjectives in three cases. This tends to be the vocabulary unit that students remember best, and can recall best when it returns as a writing topic. A natural follow-up unit is one on health.

This lesson could be augmented as follows:

- use new vocabulary to have students draw a head representative of a teacher dictating in Russian. (eg., "Now draw eyes, short nose, etc.")
- have students bring in collage illustrations to practice labeling of new vocabulary
- learn Russian songs that incorporate descriptive vocabulary
- using portraits of famous Russians (Pushkin, Anna Akhmatova, Raisa Gorbacheva), assign one to each student to describe in both oral and written presentation.

REFLECTION:
REFLECTION:



Family and House *Multi-Media Project*

LOTE

1

- ▲ comprehend language
- ▲ call upon repetition
- ▲ compose informal notes

LOTE

2

- ▲ use some cultural traits

Resources :

- CD-ROM multi-media software (e.g., Monstrous Media, Kid Pix, HyperStudio)
- individual computer disks for each group to save its work
- computer lab setting or access to computers on a continuing basis to allow for teacher help

After doing this assignment, students will have the knowledge to use this type of multi-media technology for other projects they do in other classes.

Teacher

Students were given the rubric that would be used to assess the project.

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Grade 8

The purpose of the lesson is to review vocabulary dealing with the family and the home.

Students receive a class period of instruction on how to use the CD-ROM software.

What did the teacher do?

- learned how to create a multi-media slide show for two reasons:
 - 1) to be able to better help the students; and
 - 2) to provide an example of what the students were to create.
- gave the students the assignment and the criteria and the rubric after showing the model.

How did students create their project?

- they selected partners
- went to computer lab and wrote text about their French family
- worked on their slide shows independently.

La Famille et la Maison
Multi-media project
French 8

So how's life with a French family going? Everyone back at PYMS is wondering what it's like to live with a French family. Over the next few weeks, I'd like you to prepare a mini-biography about a French family and home. Since we want to hear and see this family, you are going to be preparing a computer multi-media presentation.

A. CRITERIA: Groups of 2

Each "page" of your presentation must have graphic(s), text, and voice. As you create each page of your presentation, you will add graphics to the page, type in the French text for that page, and record your voice onto the computer, reading the text you wrote for that page.

All text must be accurate (spelling/grammar, etc.) and all pronunciation must be correct.

B. Your Presentation MUST include:

- a minimum of 10 "pages"
- all members of your "family" - at least five different members
- occupations for at least 2 members; adjectives for at least 2 members; and ages for at least 2 members
- at least 3 rooms in your "house"; each room must include furniture.

SAMPLE STATEMENTS:

For family members: Le père s'appelle Pierre.
Je vous présente la mère, Sophie.
Jean est le frère.

For occupations: Le père est médecin.
La mère est médecin.

For adjectives: Le père est grand.
La mère est grande.



French 8 Multimedia Rubric

	4	3	2	1
CONTENT	Student has included all required topics. Topics are presented in a wide variety of ways.	Student has included all required topics, using little variety in presentation.	One or two topics are missing from the presentation.	More than two topics are missing from the presentation.
COMPREHENSION	Both written and spoken text are easily understood.	Written and spoken text are understood after listening/reading more than once.	Difficulty in understanding parts of either the written or spoken text.	Difficulty in understanding parts of both the written and spoken text.
COMPETENCE	There are very few errors in the written and spoken presentation.	There are some errors in the written and spoken presentation.	There are several errors in the written and spoken presentation.	There are many errors in the written and spoken presentation.
CRAFTSMANSHIP	Students show a strong knowledge of how to work with the software. Presentation uses graphics, text, sound, etc. in a variety of interesting ways.	Students show a basic knowledge of working with the software. Presentation uses graphics, text, and sound, etc. accurately.	Students show minimal knowledge of working with the software. Presentation does not use a variety of the required tools (graphics, text, sound).	Students show lack of knowledge of working with the software. Presentation is missing some of the required tools (graphics, text, sound).

REFLECTION

Students seemed to remain very engaged for the time that was spent in the computer lab, despite the distractions of other students working close by. Next time, though, I would schedule 1-2 more class lab periods since they needed a great deal of time to input their graphics, voice, and text. I would also set aside more checking on their rough drafts before they go to the lab for the first time.

IMPARFAIT & PASSE COMPOSE



Resources

- One French speaking adult in the school to be police person in 'robbery'
- Polaroid camera for "mug shot"
- Video camera for student "TV news broadcast"
- Videotape of actual French news broadcast showing reporting of similar incident

LOTE

1

- ▲ employ range of tenses
- ▲ exhibit spontaneity
- ▲ produce written narratives

LOTE

2

- ▲ understand influences on communication

Students need to know how to form the imperfect and passe compose and their commensurate specific uses in narrative.

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Grades 10-11

This event always gets attention from other teachers and students as the participants enthusiastically share their experience with others. Colleagues consistently seek to make this activity a part of a larger interdisciplinary set-up.

Teaching terminology or culture in interactive manners is now common in our classrooms: students LOVE to role-play a scene in a restaurant, the post office, or chat in French on the Internet. . . but when it comes to grammar, we are dealing with a BEAST. My concern in this particular lesson was to make an intricate usage of French grammar as practical, fun, and interactive as possible. Through dramatization, role playing and group work, I succeeded in making French 3 students understand when to use either the imperfect or passe compose in a given past French context. I wanted to create surprise, laughter, interest, and to appeal to multiple intelligences among the French students while teaching grammar in a lively context.

To achieve these objectives, a 'robbery scene' is planned between the French teacher and a student about a week previous to the class. The dramatization of the scene is followed by a group news report of the event.

Script du journal télévisé de TF1- le 28 février 1997

Journalistes et rédactrices: Malika Kapadia et Kristin Cook.

Témoign: Nicole Strait

"Poirot": Merfedith Allen

Portrait Robot dessiné par Nicky Wopperer

I get it now, Mrs. Sheckler!

Student

- Je m'appelle Malika
- Et je m'appelle Christine!
- C'est le soir du 28 février et vous regardez TF1
Nous avons des informations au sujet d'un vol au lycée de Mercy en ville. C'est un lycée pour femmes.
- Les étudiantes qui parlent français on été surprises à l'improviste quand un jeune homme avec un pistolet est entré dans la classe. Il a dit qu'elles mettent les mains en l'air, qu'elles ne bougent pas et il a demandé leurs bijoux.
- Après, il a pris leur bijoux et il a tiré sur une étudiante dans la classe. Cette étudiante est encore aujourd'hui dans le coma à l'hôpital Général de Rochester.
Le cambrioleur a voulu sortir de la salle en courant mais la police est entrée dans la salle et l'a arrêté.
Quand il est allé à la prison, il s'est arrangé pour s'échapper.
Nous avons une interview avec Nicole, une témoin du crime.
- Nicole, dites-nous votre réaction au crime!
- J'avais très peur. Le criminel était très agressif! Je n'ai jamais vu un épisode similaire. Quelle horreur!

Et maintenant, nous vous passons notre collègue détective qui va vous donner le portrait robot du malfaiteur.

Inspecteur Poirot:

"Jean-Paul"exterminateur-Louis est un voleur très dangereux. Il a tué quatre hommes et une femme. Jean-Paul mesure un mètre soixante. Il a les yeux bleus et les cheveux bruns. Il est fier de son tatouage, un pistolet violet, qui est situé sur son bras gauche. Il porte toujours un grand manteau et un pantalon bleu. Il a perdu l'œil gauche dans une bagarre et il porte un cache-œil. Si vous le voyez, soyez très prudents et appelez la police!"

TEACHER SETS THE SCENE FOR EYEWITNESS ACTION

- Develops French script and enlists actors from outside of class to surprise the class.
- Takes part in scene by calling "police."
- Becomes French newsperson and interviews witnesses after the incident.
- Writes all questions on large easel; one set of questions is in passe compose; one in imperfect tense.
- Assigns students to write a news report of the events. Students work individually or in teams depending upon the class/students.
- Assesses student writing using rubric with which students are familiar throughout the year.

STUDENT RESPONSIBILITY DURING AND AFTER THE “INCIDENT”

Students use target language only to:

- participate orally during scene
- answer news reporter’s questions about what happened
- write eyewitness news account using both tenses.

THIS LESSON COULD BE AUGMENTED WITH

- Student “Want-Ad” posters
- Oral presentations as the on-camera newscaster
- Listening comprehension exercise of the real French news broadcast



ASSESSMENT

Using these rubrics on a regular basis to grade French portfolio work, even though I am convinced of their fairness and am a fan of authentic assessment, I would sometimes get frustrated about the time involved in correction and assessment. Beware! and smile.

Portfolio French 3

Compositions and projects.

GRADING RUBRICS: Madame Sheckler-Cheniaux

Grammar	Vocabulary	Thought	Length	Spelling	Appearance/ presentation
4 Demonstrates superior command of new grammatical structures and uses verbs 92-100% correctly.	Consistently uses variety of level 3 vocabulary correctly.	Demonstrates originality, organization creativity, insight and analytic abilities.	Exceeds minimum length.	Excellent.	Very creative; directions respected Neat and attractive. Shows cultural understanding and effort in research.
3 Demonstrates general understanding of new grammatical structures and basic command of grammar including verbs used 83-91% correctly.	Uses some level 3 vocabulary correctly.	Shows some thought in writing.	Writes minimum length.	Mostly correct.	Followed directions. Simple but neat presentation.
2 Demonstrates limited understanding of both new and old grammatical structures. Verbs are used 73-82% correctly.	Uses little level 3 vocabulary.	Shows little thought in writing. Lacks organization. Focus wanders. Very sketchy.	Writes minimum length.	Less than 75% of spelling and punctuation correct.	All directions were not respected. Presentation isn't professional. Not much creativity shown.
1 Extremely poor grammar interferes with communication.	Uses mostly simple level 2 vocabulary.	Shows no thought in writing. Mechanical presentation and numerous repetitions.	Does not meet quantitative requirement.	Very poor erroneous spelling and punctuation Incomprehensibilities recurring.	Presentation is sloppy or incomplete. Directions were not followed. Partially or completely off-task.

RUBRICS VALUES ON 1-100 SCALE:

4— 92%-100%

3— 82%- 91%

2— 72%- 81%

65%- 71 %

REFLECTION

This activity was even more successful this year as students seemed really to enjoy not only the surrealistic effect of the robbery scene, but also their responsibilities involved in the follow-up work.

REFLECTION:
REFLECTION:

Le Monde

Jeudi 26 Février 1997

LE CAMBRIOLAGE!

Hier matin, il y a eu le cambriolage. A huit heures dix, un voleur est entré dans la salle à l'école Mercy High. L' homme portait un masque rouge, un chapeau brun, un manteau noir, et un pantalon bleu. Le malfaiteur est entré, et il a demandé "Levez les mains- Ne bougez pas." Il a demandé "Donnez-moi votre argent, vos bijoux on je tire." Un policier a arrêté le cambriolage.

Si vous savez des informations, téléphonez au policier si'il vous plaît. Personne n'a été blessé. Mais, les étudiants ont eu peur. L'homme s'est sauvé de la camionnette de police avec l'argent des étudiantes sur le chemin de la prison. Le cambriolage a duré cinq minutes. En juste cinq minutes, les vies des étudiants ont changé pour toujours!

The Poetry of
Pablo Neruda

LOTE

1

- ▲ understand live presentations
- ▲ employ range of tenses
- ▲ read materials for native speakers
- ▲ use contextual cues
- ▲ read independently
- ▲ produce written narratives

LOTE

2

- ▲ draw comparisons
- ▲ recognize cultural variations
- ▲ understand influences on communication

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Grades 10-11

The purpose of this lesson is to expose students to the poetry of Pablo Neruda. Once familiar with Neruda's style they write odes to common things and subsequently create videos featuring their odes.

Procedure

1. Students receive a teacher written biography of Pablo Neruda in Spanish. They read the biography in small groups.
2. Students fill in a graphic organizer. The organizer divides Pablo Neruda's life into several periods of time. The students take notes in each time period about the highlights of Neruda's life. Each group will take a turn at filling in the transparency copy of the graphic organizer while presenting to the entire class. These mini-presentations will be done in Spanish.
3. **HOMEWORK:** Quiz on the biography. Allow students to use the graphic organizer to answer the quiz questions. (Students are not aware that they will be able to use the graphic organizer on the quiz ahead of time.)
4. In order to set the tone for this lesson, ask students to write in their journals about their general feelings/perceptions on poetry. (eg., Do they like to write poetry?; Why or why not?; Do they like to read poetry?; Why or why not?; What kind of poetry do they like/dislike?; etc.)

Español III
Proyecto Final—Pablo Neruda

Nombre _____

The culminating project for this unit on Pablo Neruda will involve the making of a video tape of an ode you will write using visuals and music.

DATES:

* Rough draft of the ode due _____ * Final copy of the ode due _____

* Video taping of the ode on _____ * Viewing of videos in class _____

REQUIREMENTS:

1. You will be working alone or in groups of one or two.
2. Write an ode to a **common object** of at least 50 words (for each member of the group) and include at least 2 metaphors or similes. Be sure to develop your images well in the style of Pablo Neruda.
3. A rough draft of the ode will be read for errors. You will be required to re-write the ode to make all corrections.
4. The first copy of the ode will be video taped in class using visuals and music.
5. Rehearse your video presentation before taping in class. All members of a group will be expected to read/recite equal parts of the ode.

GRADING:

Your ode will be graded on originality, creativity and interest level, as well as quality of grammar. Your video tape will be graded on the use of prepared materials, your comfort level with the reading/reciting, pronunciation, vocabulary, and fluency, as well as setting, lighting and sound quality. Both will be graded on how well you work together as a group to develop this project.

You will be scored as follows:

* Rough draft	50 pts. (4 on rubric)
* Final copy	50 pts. (4 on rubric)
* Video taping of the ode	100 pts. (4 on rubric)
* Viewing of videos in class/critiques	50 pts. (4 on rubric)

5. **HOMEWORK:** Define the words *metaphor*, *simile*, and *ode*.
6. In small groups, students agree on one definition for *metaphor* and *simile* and create various examples of each. For *ode* they list titles of odes they know. Each group presents its definitions and examples.
7. Using props (several different sized scissors), read *Oda a Las Tijeras* to students. Students are asked to complete a graphic organizer by jotting down words, phrases, or by drawing pictures for the images the ode evokes.
8. Read *Oda a La Guitarra* to students as an audio cassette of guitar music plays as background. Again, students complete a graphic organizer by jotting down words, phrases, or drawing pictures for the images the ode evoked.
9. In small groups, students, using a graphic organizer, compare a bicycle to an insect and a skeleton (two images from Neruda's, *Oda a la Bicicleta*). After they generate ideas they share them with the class.
10. Students read *Oda a La Bicicleta* and compare and contrast their ideas with Neruda's images.

Oda a los Lucy Charms

*Corazones, Estrellas, Herraduras, Tréboles, y Lunas Azules,
 Una Cornucopia de cosas,
 Ellos satisfacen el hambre del ayuno de la noche,
 Ellos te hacen sucumbir al dulce sabor del malvavisco,
 Corazones, Rojo igual que la sangre latiendo dentro de tí,
 Estrellas, las Estrellas en el cielo, Tú quieres contarlas,
 Herraduras, desechos de un método de viaje,
 Tréboles, la suerte de los Irlandeses invitándote a comerlos,
 Y Lunas Azules, un cereal tan bueno vendrá una vez en una luna azul.*

11. **HOMEWORK:** Students are given four themes to choose from: numbers, books, onions, and sadness. They brainstorm metaphors/similes for one of these themes.
12. Students are divided into groups by the themes they choose. Within the groups, they share ideas that each one comes up with and make a list of the images they like best as a group. They then present to the class.
13. Students within the same groups are given a copy of the ode with the same theme they select for homework. They read the ode and create a vocabulary list. Next, they compare and contrast their ideas with Neruda's images.
14. Show the class a short videotape on Pablo Neruda. In the video there is a brief biography of Neruda's life, clips from the movie *Il Postino*, and many personalities (Sting, Marlo Thomas, Madonna, Julia Roberts, etc.) reading passages from Neruda's poetry. This video serves as a model of a culminating activity.

15. Students are given a written description of the culminating activity and two rubrics (one for the ode and one for the video). This project requires students to write an original ode to a common thing and create a video featuring the ode.
16. Students work alone, in pairs, or small groups to write an ode. After writing a rough draft, they are cued for errors and do a rewrite. Final drafts are taken to the computer lab for word processing.
17. Students develop a storyboard for their video, select background music, props and visuals, and rehearse the presentation.
18. View the videotapes.

The students created some beautiful odes and videos through which they continued to develop their skills in collaborative work, communication and technology, and organizational skills.

Teacher

ASSESSMENT

I was able to partially assess each video through each of three viewings: 1) when I previewed before showing in class; 2) during the class viewing; 3) at home after all class presentations.

Throughout the development of the culminating activity students were able to self-assess using the rubrics.

Español III
 Proyecto Final- Pablo Neruda
 Rubric - Ode

Nombre _____

	Vocabulary	Theme	Metaphors/Similes	Grammar	Collaboration
4	Uses vivid and varied words.	Excellent use of symbolism to develop the theme.	Uses interesting metaphors and/or similes (at least 2)	Few or no errors are present.	All members worked well together. Work is divided equally among all.
3	Uses a variety of words.	Very good use of symbolism to develop the theme.	Uses interesting metaphors and/or similes (at least 1)	Several errors are present.	All members worked together most of the time. Work was divided equally most of the time.
2	Uses very limited vocabulary.	Good use of symbolism to develop the theme.	Uses boring or ordinary metaphors and/or similes. (at least 2)	Many errors are present.	Members worked together some of the time. Work was divided equally some of the time.
1	Uses vocabulary incorrectly.	No symbolism is used to develop theme.	Uses boring or ordinary metaphors and/or similes. (at least 1)	Poor use of grammar that interferes with understanding.	Members did not work well together. Work was not divided equally.
0	Uses too much English to be understood.	No development of theme.	No metaphors and/or similes are used.	Grammar is so poor that the ode is not understandable.	Members did not work together. Work was not divided equally.

REFLECTION

The next time I teach this unit I hope to include video clips from the movie, *Il Postino*. I would also stress the use of the Spanish/English dictionary when writing their own odes so that they have increased practice with new vocabulary. I would further emphasize the use of the rubric for self-evaluation, and to this add a component for peer evaluation.

ODA A LA GUERRA

Guerra
lágrimas de una madre
gritos de un bebé
chillidos de tristeza

Guerra
tempestad de truenos
hecho por hombre
balas de lluvia
bombas de graniza
obscuridad en un día de sol

Guerra
la casa del diablo
la casa del odio
muerte
comida por el malvado
el campo de batalla
el campo de juego del diablo

Guerra
un juego de ajedrez fatal
niños como peones
mundo sin paz
castigar el inocente
servir el malo

Guerra
un funeral
algún día quieto
siempre sangriento
lleno de pesadumbre
y de odio

Guerra
buena y mala
ambos deciden perdonar
Guerra
sangre y lágrimas
Guerra