HINDI 1-1

Length of Course: Term

Elective/Required: Required

Schools: High Schools

Eligibility: Grades 9-12

Credit Value: 5 credits

Date Approved: 8/24/09
TABLE OF CONTENTS

Statement of Purpose ........................................................................................................ 3
Introduction ........................................................................................................................ 4
Philosophy ......................................................................................................................... 6
New Jersey Core Curriculum Standards ........................................................................... 7
Course Content Outline ..................................................................................................... 16
Thematic Units by Course ................................................................................................. 17

II. APPENDICES
A. World Languages Program Sequence ......................................................................... 26
B. Lesson Planning ............................................................................................................. 27
C. Technology .................................................................................................................... 29
D. Edison's Essential Instructional Behaviors (EIB's - Draft 13) ..................................... 30
E. Grouping Procedures ................................................................................................... 32
F. Optional Activities and Application Activities .......................................................... 39
G. Methodology ............................................................................................................... 41

Modifications will be made to accommodate IEP mandates for classified students.
WORLD LANGUAGES PROGRAM

STATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

This curriculum guide was prepared by:

Neelam Mishra – JPS & EHS

Coordinated by: Martin J. Smith - Supervisor, Edison High School
Beatrice M. Yetman - Supervisor, John P. Stevens School
Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison’s curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

'Backward design' is an increasingly common approach to planning curriculum and instruction. As its name implies, 'backward design' is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.
The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.
DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.

2. The study of another languages leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.

3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one’s own.

4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.
STATEMENT ON CONTENT STANDARDS

All students completing the middle school sequence in world languages should be able to meet the New Jersey State Content Standards for Grade 8. It is assumed that these students will be continually enrolled in the same language through Grade 8.

STANDARD 7.1 (COMMUNICATION) - ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO: ENGAGE IN CONVERSATION; UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE; PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES; COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN; AND PARTICIPATE IN MULTILINGUAL COMMUNITIES.

PROGRAM OBJECTIVES

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- **The Interpretive Mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

- **The Interpersonal Mode:** Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.

- **The Presentational Mode:** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.
Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document.

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it that way" and the explanation for "how can they possibly think that?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as the key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.
New Jersey Core Curriculum Content Standard  
For  
World Languages  

INTRODUCTION  

World Languages Education in the 21st Century  

New Jersey citizens and workers are part of a dynamic, interconnected and technologically driven global society centered on the creation and communication of knowledge and information across geographical, cultural, and linguistic borders. Individuals who effectively communicate knowledge and information in more than one language in an appropriate cultural context are globally literate and possess the attributes reflected in the mission and vision for world languages education that follows:  

Mission: The study of another language and culture enables citizens and workers to communicate face-to-face and virtually in appropriate ways with people from diverse cultures.  

Vision: An education in world languages fosters a population that:  

- Communicates in more than one language with the usable levels of language proficiency required to function in a variety of occupations and careers in the contemporary workplace;  
- Exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences that enhance cross cultural communication; and  
- Values language learning as a global literacy and for its long-term worth in fostering personal, work-related and/or financial success in a world without borders.  

Intent and Spirit of the World Languages Standard  

All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through their freshman year of high school. The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that enable the attainment of proficiency at the Novice-High level or above. N.J.A.C. 6A:8-5.1(b)4 specifies that districts actively encourage all students who have otherwise met the requirements for high school graduation to accrue five credits in world languages during each year of enrollment, aimed at preparation for entrance into postsecondary programs or twenty-first century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and encouraged in Personalized Student Learning Plans.
The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as a result of a three-year grant project (2005-08), the department has collected data from New Jersey schools to further support research findings. Data from the federally funded project that assessed the language proficiency of 60,000 eighth grade students present compelling evidence for the need to develop programs that offer all students the opportunity to meet the state designated proficiency level of Novice High. The data show that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and or maintenance of quality, well articulated language programs at the elementary and middle school levels, as required by New Jersey Administrative Code, is critical in building the capacity of high school students to achieve the required Novice-High level of language proficiency to meet the graduation requirement.

Unlike other core standards areas, the world languages standards are benchmarked by proficiency levels, rather than grade levels. This is reflected in the information outlined below.

- **In Preschool**, children are just beginning to learn about language and how it works. Exposure to multiple languages is advantageous for all children and can be supported by developmentally appropriate teaching practices that make use of songs, rhymes, and stories.
- **In programs for beginning learners** that offer appropriate time and frequency of instruction, students communicate at the Novice-Mid level using memorized language to talk about familiar topics related to school, home, and the community.
- **After three-six years** of study in programs offering the appropriate time and frequency of standards-based instruction, Novice-High through Intermediate-Mid level students communicate at the sentence level creating with language to ask and answer questions and to handle simple transactions related to everyday life and subject matter studied in other classes.
- **After nine-twelve years** of well articulated standards-based instruction, Intermediate-High through Advanced-Low level students communicate at the paragraph level and are able to handle complicated situations on a wide-range of topics.

The New Jersey standard and indicators reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 2006.), and were developed by consulting standards in the United States and internationally, as well as the latest research on second language acquisition and best practices. Standard 7 is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. The links below provide information about the implementation of the world languages standard with regard to particular languages or language groups:
The Communicative Modes and the Study of American Sign Language (ASL)

The Communicative Modes and the Study of Classical Languages

The Communicative Modes and Heritage Language Speakers

Revised Standard:

The world languages standard lays the foundation for creating local curricula and related assessments. Revisions to the 2009 standards are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by, but encompasses a broader spectrum of proficiency levels.
- Linguistic and cultural content statements have been added to provide a context for the cumulative progress indicators (CPIs) at each proficiency level. Linguistic content varies and is dependent on the mode. Cultural content recurs across the modes of communication since communication always occurs in a cultural context. 21st century themes, identified in the Partnership for 21st Century Skills Framework, are incorporated in many of the content statements. The extent to which a theme is addressed depends on age and developmental appropriateness as well as student proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Language Standard

The reorganization of the world languages standards into one standard reflects the framework below developed by the National Association of Educational Progress (NAEP) for foreign languages in 2004.

The NAEP graphic illustrates that the goal of language instruction is the development of students’ communicative skills with the language. Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials. In order to develop linguistic proficiency a meaningful context for language use must be established. The remaining 4Cs (Cultures, Connections, Comparisons & Communities) provide this meaningful context through: the teaching of culture; study and reinforcement of content from other disciplines; comparison of target and native languages and cultures; and opportunities to interact with native speakers of the language. As such the 4Cs serve as the basis for instructional activities and are fully embedded within the communicative objectives.

The Role of Grammar in the World Languages Class:

While knowledge of the language (syntax; grammar rules) is not an explicit goal of the Standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool (others include knowledge of vocabulary, sociolinguistic knowledge, cultural appropriateness, and communication strategies) that supports the attainment of the stated linguistic goals.

Students who are provided with ample opportunities to create meaning and use critical thinking skills achieve linguistic proficiency. Research has established that all grammar learning must take place in a meaningful context with the focus on producing structures to support communication.

An Education in World Languages: National and State Advocacy

The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the benefits of language learning in supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures. Information regarding federal grants may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials. The state language organization, Foreign Language Educators of New Jersey (FLENJ), offers links to language-specific organizations, a variety of other language resources, professional development opportunities as well as student and professional awards and scholarships. The most comprehensive report (2005) compiled on the status of world languages education in New Jersey’s public schools may be found on the New Jersey Department of Education World Languages Homepage by clicking on A Report on the State of World Languages Implementation in New Jersey.
REFERENCES


ASL: Students and teachers of American Sign Language communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication, interpersonal, interpretive and presentational, by using combinations of handshapes, palm orientations, and movements of the hands, arm and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

Classical: The study of classical languages focuses primarily on the interpretive mode (the interpretation of texts in an historical/context). Occasionally, some attention may be given to the oral dimensions of the classical languages, by asking students to make presentations in the language they study as a way of strengthening language knowledge and use.

Heritage: Heritage language students may be newly-arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading (interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.
References


COURSE CONTENT OUTLINE

Course Introduction

WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying Hindi.

A portion of the first class period would be well-spent in discussing the topic, “Why Study a Foreign Language?” The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and mono-cultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a neighbor who speaks Hindi.

Can the Hindi language be relevant in today’s world? One need not look far to answer the question in the affirmative.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school’s curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.
<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP-1</td>
<td>MP-2</td>
</tr>
<tr>
<td>Who Am I?</td>
<td>School Life</td>
</tr>
<tr>
<td>MP-3</td>
<td>Pastimes</td>
</tr>
<tr>
<td>MP-4</td>
<td>Indian Foods</td>
</tr>
</tbody>
</table>
Targeted Standards:

Communication:
- Students will initiate and sustain simple conversation about self, family, greetings, and birthdates.
- Students will interpret a video related to the basic personal information about family and descriptions.
- Students will present information about family using simple Hindi words.
- Students will understand aural sounds for Hindi related to self, family, greetings, and birthdates.
- Students will be able to copy (modeled) written form of Hindi for their name and greetings.

Culture and Comparisons:
- Students will recognize and practice culturally appropriate social behaviors and gestures for greetings and taking leave in Indian-American society.

Communities:
- Students will communicate with students in India using iEARN to communicate basic personal information about self and family.
- Students will communicate with other staff members in the school who speak Hindi to greet and take leave.

Unit Outcomes/Unit Objectives: Students will be able to understand that there are gestures and other non-verbal behaviors that are culturally specific in greeting and taking leave. Students will be able to understand that Indian family structure is traditionally different than what is typical of American families.

Conceptual Understandings/Essential Questions: How can I describe myself, my birthdates, and my family in Hindi? How does social class influence greeting and taking leave of each other in Hindi?

Unit Assessment:

Presentational: Students will orally present a PowerPoint about their family members.

<table>
<thead>
<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
</tr>
<tr>
<td>Recognize key words and phrases.</td>
<td>Vocabulary pertaining to self (basic personal information), greetings and taking leave, and family members.</td>
</tr>
<tr>
<td>Communicate and interact in limited situations with simple sentences.</td>
<td>Adjectives describing physical and personal characteristics.</td>
</tr>
<tr>
<td>Respond to memorized questions and initiate conversation to answer in a few words.</td>
<td>Specific Hindi letters and their sound.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher created quizzes</td>
</tr>
<tr>
<td>Conversations</td>
</tr>
</tbody>
</table>
### Core Content Objectives

| Cumulative Progress Indicators | Concepts  
What students will know. | Skills  
What students will be able to do. | Activities/Strategies  
Technology Implementation/Interdisciplinary Connections | Assessment Check Points |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Answer direct questions related to self and family and ask memorized questions related to self and family. Copy a few basic words using the Hindi alphabet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Resources:

- Essential Materials, Supplementary Materials, Links to Best Practices
- Books, flash cards, picture cards, internet.

### Instructional Adjustments:

- Modifications, student difficulties, possible misunderstandings
## School Life

### Targeted Standards:

**Communication:**
- Students will initiate and sustain simple conversation based on vocabulary about school, classroom, subjects, time table, transportation, and uniforms.

**Culture and Comparisons:**
- Students will recognize and practice appropriate school/class behavior; they will compare and contrast Indian and American schools and classes.

**Communities:**
- Students will share and compare their schedule with iEARN partners.

### Unit Outcomes/Unit Objectives:
Students will be able to understand how to list their classes and the objects they need for various classes in Hindi. Students will understand that there are similarities and differences between Indian and American schools and classroom practices.

### Conceptual Understandings/Essential Questions:
How can I describe my school and classroom in Hindi? What are the similarities and differences between Indian and American High schools and classes?

### Unit Assessment:

**Interpretive:** Students will be provided with a text that reflects Indian school and classroom experiences and will answer questions that highlight cultural differences.

**Interpersonal:** You are an exchange student in India and meet a new person. Discuss with a friend your school and classroom.

**Presentational:** Students will present their own PowerPoint of school life.

<table>
<thead>
<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong> &lt;br&gt; <em>What students will know.</em></td>
</tr>
<tr>
<td>Recognize key words and phrases.</td>
<td>Vocabulary pertaining to school and classroom, uniforms, subjects, time table, and transportation.</td>
</tr>
<tr>
<td>Communicate and interact in limited school and classroom situations with simple sentences.</td>
<td>Adjectives describing school and classroom.</td>
</tr>
<tr>
<td>Respond to memorized questions and initiate to answer in few, and very simple words.</td>
<td>Cultural differences between Indian and American school systems.</td>
</tr>
<tr>
<td></td>
<td>Interrogative expressions beginning with: Whom, who, when, where, and what.</td>
</tr>
</tbody>
</table>
## School Life (Cont.)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>List similarities and differences between Indian and American school and classroom systems using simple sentences and using a Venn diagram.</td>
<td>The rules for gender and number agreements of adjectives. Present tense forms of selected regular and irregular verbs.</td>
<td>Use expressions to identify personal preferences, like mujhe, mera, Mai.</td>
<td>Student will discuss their favorite classes and teachers and state why.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources: Essential Materials, Supplementary Materials, Links to Best Practices
Books, articles, internet, and pictures related to topics.

| Instructional Adjustments: | Modifications, student difficulties, possible misunderstandings |
**Pastimes**

**Targeted Standards:**

*Communication:*
- Students will initiate simple conversation related to how they like to spend time after school and on the weekend.

*Culture:*
- Students will know what teenagers in India like to do after school and on the weekends.

*Comparisons and Communities:*
- Students will list and compare and contrast their choice of pastimes with iEARN students.

**Unit Outcomes/Unit Objectives:** Students will be able to understand that there are different ways of spending time after school and during the weekend in Hindi.

**Conceptual Understandings/Essential Questions:** What do students like to do after school and on the weekend in India? Would my life as a teenager in India be different from what it is as a teenager in America?

**Unit Assessment:**

*Interpretive:* Students will communicate with iEARN students in India and ask them how they spend time after school and in the weekend.

*Interpersonal:* In groups of two, students will ask memorized questions about pastimes and will be able to answer in very simple words or sentences in the target language.

*Presentational:* Students will present a PowerPoint on their choice of pastimes in Hindi.

<table>
<thead>
<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
</tr>
<tr>
<td><strong>Recognize key words and phrases.</strong></td>
<td>Vocabulary related to pastimes, after school, and on the weekends.</td>
</tr>
<tr>
<td>Communicate and interact in limited school and classroom situations with simple sentences.</td>
<td>How to conjugate some verbs in the present tense.</td>
</tr>
<tr>
<td>Respond to memorized questions and initiate a conversation to answer using few, simple words.</td>
<td>The seasons and weather.</td>
</tr>
</tbody>
</table>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
Targeted Standards: (local district, state, or national)

Communication:
- Students will initiate and sustain a simple conversation based on vocabulary about foods, hot and cold, spicy or mild, vegetarian and non-vegetarian, and different types of food from different regions.
- Students will identify a few isolated words related to food on the menu.

Culture and Comparisons:
- Students will identify the similarities and differences in regional foods in India.
- Students will compare and contrast Indian and American food habits.

Communities:
- Students will share and try different regional foods popular in local Indian restaurants.

Unit Outcomes/Unit Objectives: Students will be able to list, compare and contrast, and formulate memorized questions regarding their food habits in simple Hindi. Students will be able to compare and contrast various regional foods in India.

Conceptual Understandings/Essential Questions: How are the food habits different in Indian and American culture? What are the differences in regional foods in India?

Unit Assessment:

Interpretive:
1. Create a 5 X 5 square grid and give each student a copy. In each space, write the name of the food that will be introduced in this section. Instruct students to find classmates who like these foods.
2. Prepare a list of foods or dishes and have students work in pairs to ask memorized questions of each other about their choice.

Interpersonal:
1. By using vocabulary picture cards for food and instruction from their teacher, students will ask memorized questions of their partner. As a follow up ask some memorized questions to the entire class.
2. Have a taste test with samples of typical food and juices from Hindi speaking countries.

Presentational:
1. Give students a choice of presenting their daily menu by PPT or have students plan and present a menu for a special occasion.

Core Content Objectives

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize key words and phrases.</td>
<td>Vocabulary related to food, drinks, spice, hot and cold.</td>
<td>State what they eat and when they eat.</td>
<td>Flash card for vocabulary related to different regional food.</td>
</tr>
<tr>
<td>Identify some food vocabulary.</td>
<td>Adjectives related to different food.</td>
<td></td>
<td>Conversations</td>
</tr>
</tbody>
</table>

Instructional Actions

Cumulative Progress Indicators

<table>
<thead>
<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary related to food, drinks, spice, hot and cold.</td>
<td>State what they eat and when they eat.</td>
</tr>
<tr>
<td>Adjectives related to different food.</td>
<td></td>
</tr>
<tr>
<td>Cumulative Progress Indicators</td>
<td>Concepts</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>Concepts</strong>&lt;br&gt; <em>What students will know.</em></td>
</tr>
<tr>
<td>Respond to memorized questions related to regional food.</td>
<td>Cultural differences in Indian regional food habit. Know present tense of selected regular and irregular verbs to discuss eating.</td>
</tr>
<tr>
<td>List the similarities and differences between regional Indian foods.</td>
<td></td>
</tr>
</tbody>
</table>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices Websites, books

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
APPENDICES
WORLD LANGUAGES HINDI PROGRAM SEQUENCE

Four-Year Hindi Program

Hindi 1 (Accelerated or Honors)

Hindi 2 (Accelerated or Honors)

Hindi 3 (Accelerated or Honors)

Hindi 4 (Accelerated or Honors)
LESSON PLANNING

To enable students to achieve the objectives for each course, the teacher is obliged to complete the prescribed course content.

Written Plans: A written lesson plan gives direction and organization to the lesson. It is a systematic and logical outline of the procedures/activities related to the introduction, drill, application and/or review of the material selected for study. It must include a daily objective. The objective must state what the students are to learn and how the instructor will know that they have learned it. **Example: The students will demonstrate (SWD) the ability to speak in the future by stating five things they will do this summer.**

1. Preparation of Lessons

   a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers' editions.

   b. Read and study the content of the entire unit. Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.

   c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans.

   d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson.

   e. Each day's lessons generally should include a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.

   f. The lesson usually should represent a blend of new work and review material.
2. **Structures**
   
a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.

b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.

c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. **Exercises:**

   It is not necessary to assign all exercises; select those that best meet the needs of the students.

4. **Personalization**

   a. Vary questions and drills in the text in order to personalize the content.

   b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enable students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.

5. **Pictures - Transparencies**

   a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.

   b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

6. **Use of Hindi**

   a. Conduct the lesson in Hindi.

   b. Emphasize usage rather than analysis. Talk in the language, not about the language.

   c. Do not encourage translation or decoding into English on the part of students.
TECHNOLOGY

An integral part of the high school program is to incorporate the use of the internet. This may be achieved in one of several ways: research in the Media Center, in the classroom or at home.

Topics to be considered are:

- map study
- the influence of the Hindi language and culture on the United States and the world
- famous men and women from India
- Indian names and their origin
- flags of India
- foods
- sports
- music
- similarities and differences in residences
- school life
- shopping
- attitudes toward time
- greetings and farewells
- historical
- figures on currencies

Procedure

Presentation of information may be given as collages, oral presentations, posters, mobiles, diaramas or other such visuals.

This can be a group, partner or individual activity.
Edison’s Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

1. **Planning Which Sets The Stage For Learning & Assessment**  
   *Does the planning show evidence of:*
   a. units and lessons which show a direct relationship between student learning needs, the written curriculum, and the New Jersey Core Content Curriculum Standards.
   b. clearly defined, curriculum-based learning objectives that are based on diagnosis of student needs and readiness levels
   c. instructional strategies and materials that challenge students to achieve at the highest standards of performance.
   d. lesson design sequenced to make meaningful connections to overarching concepts and essential questions.
   e. use of thematic disciplinary units to integrate science, social studies, language arts, and math.
   f. activities to promote student reading, writing, listening, speaking, and viewing.
   g. provision for effective use of available materials, technology and outside resources.
   h. accurate knowledge of subject matter.
   i. knowledge of a variety of instructional strategies and best practices, including strategies for assessing student readiness levels and differentiating instruction.
   j. strategies to enable co-planning and co-teaching in shared teaching situations.
   k. lessons that provide for increasing student independence and responsibility for learning.
   l. multiple means of assessment, including performance assessment, that are authentic in nature and realistically measure student understanding.
   m. diagnostic and formative assessments that inform instructional design.
   n. appropriate homework assignments that reinforce and extend learning and build upon previously learned concepts.

2. **Productive Learning Climate & Classroom Management**  
   *Does the student-teacher interaction and the classroom show evidence of:*
   a. an environment which is learner-centered, content rich, and reflective of children’s efforts.
   b. a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender, and readiness levels.
   c. opportunities for student voice and student choice.
   d. proactive rules and routines which students have internalized, and effective use of relationship-preserving reactive strategies when necessary.
   e. a safe, positive and open classroom environment in which children and teachers take risks, and learn by trial and error.
   f. effective use of classroom time with a focus on accomplishing learning objectives.
   g. classroom furniture and physical resources arranged in a way that supports student interaction, lesson objectives and learning activities.
3. Teaching & Learning

Does the instruction show evidence of:

a. differentiation of instruction to meet the needs of all learners, including meeting the targeted goals of students with Individualized Education Plans (IEPs).
b. use of a variety of grouping strategies including individual conferences, cooperative learning structures, flexible groups, learning partners, and whole-class instruction based on assessments of student readiness levels and interests.
c. addressing the visual, auditory, and kinesthetic/tactile learning modalities.
d. use of available technology including computer PowerPoint and multi-media presentations by teacher and students.
e. deliberate selection and use of cognitive organizers and hands-on manipulatives.
f. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson.
g. students achieving the objectives of the lesson through a variety of planned and, when appropriate, unplanned learning activities.
h. strategies for concept building including the use of the experiential learning cycle, inductive learning, and discovery-learning and inquiry activities.
i. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms.
j. deliberate teacher modeling of effective thinking and learning strategies during the lesson.
k. real world applications and connections to students lives, interests, and home cultures.
l. opportunities for students to actively process the learning through closure at salient points in the lesson.
m. use of questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking through analysis, synthesis, and evaluation.
n. development of students’ understanding as evidenced through their growing perspective, empathy, and self-knowledge regarding the content and meaning of the lesson.
o. active student engagement, individually and collaboratively, throughout the lesson.
p. varied writing activities such as journals, learning logs, creative pieces, letters, charts, notes, and research reports that connect to and extend learning in all content areas.
q. assessing student learning before, during, and after the lesson, to provide timely feedback to students and adjust instruction accordingly.

4. Professional Responsibilities & Characteristics

Does the teacher show evidence of:

a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning.
b. reflecting upon teaching to inform instruction.
c. maintaining accurate records and completing forms/reports in a timely manner.
d. communicating with parents about their child’s progress and the instructional process.
e. treating learners with care, fairness, and respect.
f. working collaboratively and cooperatively with colleagues.
g. sharing planning and instructional responsibilities in co-teaching partnerships.
h. maintaining positive and productive relationships with Child Study Team members, guidance counselors, school nurses, speech therapists, and other professional staff at the building level.
i. maintaining positive relationships with school support staff including secretaries, paraprofessionals, lunch aides, and custodial staff.
j. being flexible and open to suggestions from supervisors and administrators.
k. presenting a professional appearance.
2009-10 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Honors French/Spanish Sequence

1. **French/Spanish 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of Spanish from the elementary school are enrolled in Spanish 506. Students who begin the study of Spanish in the middle school are enrolled in Spanish 503. French is a new language offering, so all students begin this language in French 526. The language chosen for study in grade 6, shall be the language studied in grades 7 & 8.

2. **French/Spanish 7** - Enrollment in the seventh-grade world languages program is required of all students who completed French/Spanish 6.

3. **French/Spanish 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/Spanish 7. Students recommended for grade 8 Language Arts H or -1 will be enrolled in the French/Spanish everyday program. Students recommended for grade 8 Language Arts -2 will be enrolled in the French/Spanish alternate day program.

4. **French 2 Honors** – Eighth-grade students in the 5x/week program who are consistently maintaining A’s and B’s who give indication of being able to maintain that level of achievement should be scheduled for French 2H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 2H should be placed in French 2-1 class.

5. **Spanish 3 Honors** – Eighth-grade students in 5x/week program who are consistently maintaining A’s and B’s who give indication of being able to maintain that level of achievement should be scheduled for Spanish 3H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for Spanish 3H should be placed in a Hindi 1-1 class.
6. **French 3 Honors**

   a) It is expected that most students now enrolled in French 2H will proceed directly to French 3 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 3H classes.

   - Maintain grades in French 2H of A or B.
   - Ability to grasp and retain structural concepts.
   - Above average proficiency in all language skills: listening, speaking, reading and writing.
   - Ability to function in the language, i.e., accustomed to using the language in the classroom.
   - Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.

   b) **French 2H** students who do not meet the above criteria should be recommended for placement in a French 3-1 class.

7. **Spanish 4 Honors**

   a) It is expected that most students now enrolled in Spanish 3H will proceed directly to Spanish 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in Spanish 4H classes.

   - Maintain grades in Spanish 3H of A or B.
   - Ability to grasp and retain structural concepts
   - Above average proficiency in all language skills: listening, speaking, reading and writing
   - Ability to function in the language, i.e., accustomed to using the language in the classroom
   - Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.

   b) **Spanish 3H** students who do not meet the above criteria should be recommended for placement in a Spanish 4-1 class.

8. **French 4 Honors** - Upon completion of French 3H, it is expected that most students now enrolled in French 3H will proceed directly to French 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 4H classes.
a) **French 4 – Honors**: Guidelines for placement in 4-Honors are listed below.

- Projected end-of-year grade of B in **French 3H** or A in **3-1** and teacher recommendation
- Above-average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform successfully in a diversified, in-depth academic program.
- Self-motivation and interest in language study

9. **Spanish 5 Honors** - Upon completion of **Spanish 4H**, it is expected that most students now enrolled in **Spanish 4H** will proceed directly to **Spanish 5 (Honors)**. The criteria delineated below serve as guidelines for the placement of students in **Spanish 5H** classes.

a) **Spanish 5 - Honors**: Guidelines for placement in 5-Honors are listed below.

- Projected end-of-year grade of B in **Spanish 4H** or A in **4-1** and teacher recommendation
- Above-average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform successfully in a diversified, in-depth academic program
- Self-motivation and interest in language study

b) **Spanish 5-1 (Accelerated)**: Students recommended for 5-1 should meet the following criteria.

- Projected end-of-year grade of C in **Spanish 4H** or B/C in **Spanish 4-1**
- Average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform in the language within the framework of a less intensified program than the honors program
- Interest in improvement of basic language skills

10. **French AP Honors**: This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for **5/AP** should meet the criteria described below.
• Projected end-of-year grade of A or B in French 4-Honors. Exceptional students from French 4-1 and 5-1 may also be enrolled with recommendation of AP teacher.
• Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing.
• Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
  o analyze and interpret literary works
  o compare and contrast different authors, works and periods
  o identify figures of speech, symbolism, meter or rhyme schemes
  o evaluate literary works
  o high degree of self motivations; able to work independently

11. **Spanish AP Honors:** This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.

• Projected end-of-year grade of A or B in Spanish 5-Honors. Exceptional students from Spanish 5-1 and 6-1 may also be enrolled with recommendation of AP teacher.
• Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing.
• Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
  o analyze and interpret literary works
  o compare and contrast different authors, works and periods
  o identify figures of speech, symbolism, meter or rhyme schemes
  o evaluate literary works
  o high degree of self motivations; able to work independently

12. **French 5-1 (Accelerated):** Students who have completed a fourth year French program with a grade of C or better but who are not recommended for the AP course may elect French 5-1.

13. **Spanish 6-1 (Accelerated):** Students who have completed a fifth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish 6-1.
Honors Latin/Hindi Sequence

Students can elect to study Latin or Hindi at the Honors level in the high school. Determination for Honors credit is developed through a contract that the students and parents/guardians sign at the beginning of each academic year. The contract specifies the additional academic requirements that the student agrees to meet in order to receive Honors credit.
Four-Year Sequence

1. **French/Spanish/Latin/Hindi 1** (Accelerated)
   Students who are native Spanish speakers wishing to enroll in a Spanish course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.

2. **French/Spanish/Latin/Hindi 2** (Accelerated) - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/Spanish/Latin 1. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.

3. **French/Spanish/Latin/Hindi 3** (Accelerated) - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
   - Projected end-of-year grade of C or better in *World Languages 2*
   - Ability to grasp and master structural concepts
   - Ability to read with comprehension
   - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation

4. **French/Spanish/Latin/Hindi 4** (Accelerated) - To the extent that their interests and abilities permit, third-year students should be encouraged to enroll in the fourth-year course. Generally students enrolling in a fourth year program should meet the following criteria:
   - Projected end-of-year grade of C or better in *World Languages Level 3*
   - Ability to grasp and master structural concepts
   - Ability to read with comprehension
   - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation

Recommendations are subject to review and approval by the principal or his/her designee.
Martin Smith
Beatrice Yetman
World Languages Supervisors

APPROVED: __________________________
Rose Traficante
Assistant Superintendent

MS/BY/pa
Revised: 11/08
OPTIONAL ACTIVITIES

HINDI JOURNAL:

Students will write to other students in the district (from same teacher, same school, or possibly between schools) on journal/writing topics from class. These entries would be placed in a journal notebook and then responded to by a pen pal student in a different class. Based on technology availability, e-mail journal/pen pal letters are possible. Journal entries would be brief and geared to the thematic unit being studied. These journals would be kept through February with the proposal of gathering the students together to meet each other at a language fiesta, with games and food, during World Language Week.
APPLICATION ACTIVITIES

Listening activities/TPR responses

The natural approach (handout)

Listening activities using visuals (tiras cómicas)

TPR Storytelling (handout)

***GOUIN SERIES*** see handout

Language ladder of feelings
APPENDIX G:

METHODOLOGY FOR INNOVATIVE INSTRUCTION IN K-12 WORLD LANGUAGE PROGRAMS
### Figure 26

**GOUIN SERIES**

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher’s description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences.</td>
<td></td>
</tr>
<tr>
<td>• engages students’ interest and active participation</td>
<td></td>
</tr>
<tr>
<td>• gives an authentic experience of using the target language</td>
<td></td>
</tr>
<tr>
<td>• develops listening and oral comprehension as a continuum within authentic situations</td>
<td></td>
</tr>
<tr>
<td>• facilitates the natural emergence and development of oral communication in the target language.</td>
<td></td>
</tr>
</tbody>
</table>

### Figure 27

**DIALOGUE JOURNALS**

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and received feedback in the target language. This dialogue can be conducted by e-mail where it is available.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observation in conversation. In the early stage of learning a language, students can begin by adding a few words and combining them with pictures.</td>
<td></td>
</tr>
<tr>
<td>• develops communication and writing skills</td>
<td></td>
</tr>
<tr>
<td>• creates a positive relationship between the teacher and the student</td>
<td></td>
</tr>
<tr>
<td>• increases student interest and participation</td>
<td></td>
</tr>
<tr>
<td>• allows the student to direct his or her own learning</td>
<td></td>
</tr>
<tr>
<td>• provides opportunities to use the target language.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the *Florida Curriculum Framework*, 1996
Figure 29 (continued)

TPR STORYTELLING

Offer it to students on your right.
Offer that student a big bird.
Grab a coyote and put it on that student's head.
Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is tiny bird. (“Student bird” takes a bow and says “tweet tweet”.) There is a big coyote. (“Student coyote” takes a bow and “howls.”) The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

Step Two: Students Produce and Practice Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief?

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.
   (Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

Adapted from Foreign Language Notes Vol. 39, NO.2 (Spring, 1997)
**Figure 30**  
**INTERVIEWS**

A strategy for gathering information and reporting

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class. | • fosters connections between ideas  
• develops the ability to interpret answers  
• develops organizational and planning skills  
• develops problem-solving skills  
• provides opportunities to use the target language |

**Figure 31**  
**CLOZE**

A open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided. | • provides opportunities for creativity  
• develops the use of precise vocabulary  
• focuses on the use of precise and correct communication  
• increase comprehension skills  
• provides opportunities to use the target language |

Adapted from the *Florida Curriculum Framework*, 1996
Total Physical Response Storytelling:

Total Physical Response (TPR) occurs when students react physically to commands in the target language. This allows students to acquire vocabulary consistent with The Natural Approach. It also allows for a silent period where comprehension is established before the student is expected to speak. Students link their actions with the words so that they internalize vocabulary using movement as well as thought.

For example: "Point to the apple." "Put the apple on your head."

Language learned through TPR alone may become passive. TPR Storytelling was developed by Blaine Ray in the 1980's and 1990's to expand into narration and description. After the target story is mastered, students go on to add humor and originality by creating their own versions.

The steps to teaching a mini-story are:

1. Present one word at a time through TPR movement, models or pictures.
2. Practice the words and actions in groups with words visible.
3. Practice with eyes closed.
4. Present a mini-story.
5. Volunteers act out the story for the class.
6. Ask simple questions about the story: yes/no, either/or, fill-in, open-ended.
7. Students tell the story to a partner.
8. Pairs volunteer to act out for the class.
10. Pairs, groups devise a new story or students create one for homework.