

Annenberg/CPB  
Video Library Guide

# **Teaching Foreign Languages K–12:**

A Library of Classroom Practices

A video library for K–12 teachers

**Produced by WGBH Boston in collaboration with the  
American Council on the Teaching of Foreign Languages**

***Teaching Foreign Languages K–12: A Library of Classroom Practices***

is produced by

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Funding for

*Teaching Foreign Languages K–12: A Library of Classroom Practices*

is provided by Annenberg Learner, with additional funding by Qatar Foundation International.

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# About the Library

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## Introduction

The *Teaching Foreign Languages K–12* video library and professional development guide bring to life the *World-Readiness Standards for Learning Languages*. Illustrating effective instruction and assessment strategies, the series documents 34 teachers and their students in K–12 classrooms around the country as they study nine languages across a range of competency levels.

Here are some examples of what you'll see:

- Second-graders express their likes and dislikes for vegetables through drawings in an Arabic lesson that naturally connects with art.
- Third-graders learn about the seasons and German holidays as they practice basic reading skills and build cultural knowledge in their German class.
- Eighth-graders explore a traditional Cajun folktale and then try their hand at playing zydeco music in their French class.
- Tenth-, eleventh-, and twelfth-graders in a multilevel Japanese class create a travel brochure and promotional video to attract visitors to Japan.
- Twelfth-grade students of Spanish become Latin American artists and debate whether to exhibit their work in Spain in light of that country's visa requirements.

Lively and provocative, these videos are designed to inspire thoughtful discussion and reflection and provide the opportunity to learn from the successful practices of other teachers.

# About the Library, cont'd.

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## **The Library Components**

*Teaching Foreign Languages K–12: A Library of Classroom Practices* includes the following components:

### **Introduction to the Library**

(1 video, 30 minutes)

An overview of the library and its components, and suggestions for using them

### **Standards and the Five Cs**

(1 video, 60 minutes)

An introduction to the World-Readiness Standards for Learning Languages

### **Assessment Strategies**

(1 video, 60 minutes)

Three case studies featuring foreign language teachers using innovative assessment methods

### **Classroom Programs**

(34 videos, ranging from 6 to 30 minutes each)

Examples of best teaching practices in real foreign language classrooms across the country, subtitled in English—see Video Summaries

### **Professional Development Guide**

Viewing and discussion guide for the video library, available on the Web and in print

# About the Library, cont'd.

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## Using the Videos and Web Guide

*Teaching Foreign Languages K–12* can be used for individual or group professional development. You can view the programs on the Annenberg/CPB Channel or streamed on the Annenberg/CPB Web site, or find out how to purchase videos at [www.learner.org](http://www.learner.org). The guide was designed to help you get the most out of each video. The guide is also available on the Web site. If you are working in a group, discuss the questions provided in the guide; if you are working alone, write down your responses for later reflection.

## Professional Development Guide

To help you get the most out of the videos, each unit of the professional development guide is organized into six parts:

### 1. Introduction

This section includes a short summary of the videotaped lesson, information about the teacher and students, a list of the World-Readiness Standards for Learning Languages addressed in the lesson, and the key terms relevant to the lesson. Use this information to determine which lessons will best meet your needs.

### 2. Class Context

This section describes the school community, the teacher's approach to lesson design, background on the lesson, and where the lesson fits within the course curriculum. This section also identifies the key teaching strategies evident in the lesson. Read this section before viewing the video.

### 3. Analyze the Video

This section is divided into four parts: Before You Watch, Watch the Video, Reflect on the Video, and Look Closer (or Take a Second Look in the Arabic lessons). Before You Watch poses several questions to activate your current knowledge through reflection, discussion, or both. Watch the Video asks you to take notes on instructional strategies you find interesting, surprising, or especially important as you watch. Reflect on the Video

# About the Library, cont'd.

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presents questions to structure your review of your notes. Finally, Look Closer/Take a Second Look has you take a second look at specific teaching strategies within the video.

## 4. Connect to Your Teaching

This section is divided into three parts: Reflect on Your Practice, Watch Other Videos, and Put It Into Practice. Reflect on Your Practice poses questions that help you connect the video lesson to your own teaching. Watch Other Videos recommends additional videos in the *Teaching Foreign Languages K–12* library that illustrate teaching methodologies similar to those you've just seen. Put It Into Practice offers ideas on lesson design and activities you can try in your classroom.

## 5. Resources

This section offers Web and print resources related to the lesson, including selected lesson materials seen in the video, curriculum references related to the teacher's lesson design, and the teacher's resource recommendations.

## 6. Standards

This section outlines the World-Readiness Standards for Learning Languages that correlate to the videotaped lesson.

## Tips for Facilitators

The following facilitator tips can enhance the professional development experience:

- Review the Web or print guide prior to running a study group or workshop.
- Print or photocopy the Introduction and Class Context sections of the lesson you will be viewing; have all participants read them prior to viewing the lesson.
- Use the suggested questions and include other questions that interest you and your colleagues.
- Allow enough time for participants to respond.

# About the Library, cont'd.

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## World-Readiness Standards for Learning Languages

“Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language.”

Statement of Philosophy—*World-Readiness Standards for Learning Languages*

In 1993, four professional organizations (American Council on the Teaching of Foreign Languages, American Association of Teachers of French, American Association of Teachers of German, and American Association of Teachers of Spanish and Portuguese) began development of national standards for foreign language learning. The organizations appointed a task force, representing a variety of languages, levels of instruction, program models, and geographic regions, to define the content standards—what students should know and be able to do—in foreign language education in grades K–12.

In 1996, with extensive input from the broader professional community, the task force published *Standards for Foreign Language Learning: Preparing for the 21st Century*. The document identifies five goal areas: Communication, Cultures, Connections, Comparisons, and Communities—called the Five Cs. Each goal area contains two to three content standards that describe the knowledge and abilities all students should have by the end of high school. The Standards are designed to inform state and local standards and curriculum frameworks of the recommended approaches and expectations for each school or district. In 1999, with help from seven additional professional organizations, the task force expanded the document to include language-specific standards. This became the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. In 2015, the original *Standards* were revised to the *World-Readiness Standards for Learning Languages*. The

# About the Library, cont'd.

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revisions emphasize how learning world languages supports literacy development and real-world applications.

The classrooms in the *Teaching Foreign Languages K–12* library present examples of the World-Readiness Standards for Learning Languages in action. The Introduction page of each lesson's Web or print guide lists the Standards addressed by that lesson—those that are most evident in the lesson or that students in beginning language classes are taking first steps toward developing. Standards that are only briefly touched upon in a lesson are not listed for that lesson.

To learn more about the World-Readiness Standards for Learning Languages, view "Standards and the Five Cs." The video provides an introduction to and illustration of the goal areas and Standards, using clips from classrooms in the *Teaching Foreign Languages K–12* library. Use the Standards and the Five Cs Web or print guide to inspire group discussion and personal reflection as you view the video.

For purchasing information of the World-Readiness Standards for Learning Languages, go to General Resources in the Appendix.

# About the Library, cont'd.

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## Video Summaries

### Introduction to the Library

This program provides an overview of the entire library, with suggestions for use in professional development settings.

### Standards and the Five Cs

An introduction to and illustration of the World-Readiness Standards for Learning Languages, this program shows how teachers can use the Standards to help their students advance in foreign language proficiency.

### Assessment Strategies

This program offers a detailed look at assessment in the foreign language classroom. Three case studies feature foreign language teachers using innovative assessment methods such as the Integrated Performance Assessment (IPA) model, performance tasks, and backward design. Each of these case studies follows a teacher as she works through the process with her students, from setting guidelines and modeling to giving immediate and helpful feedback on performances.

### Classroom Programs

These 34 programs include Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish language classrooms. All programs are subtitled in English and can provide insight into strategies and activities for K–12 teachers of any foreign language. The program descriptions below are organized by language. To view the programs by grade level, performance range, the Five Cs, or key teaching strategies, go to the Video Organizer Chart.

# About the Library, cont'd.

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## **Arabic**

### **Comparing the Weather**

Arabic, Grade 6: In this lesson, Wael Fawzy's students compare weather in the Arab world with weather in Chicago and elsewhere. The lesson combines written activities, which reinforce Modern Standard Arabic, and presentational ones, which can facilitate the use of dialects. Mr. Fawzy has students practice dialects to prepare them for real-life encounters in Arabic-speaking countries.

### **How We Spend Our Free Time**

Arabic I, Grade 8: Katie Quackenbush begins class with a game of musical "hot potato." Students use the game to practice asking and answering questions using "you" and "I" before polling one another about what they like to do in their free time. Using the recorded data, students make bar graphs that will be used in the next class to compare their free-time activities with those of Saudi Arabian students.

### **Making Plans**

Arabic V/VI, Grades 9–12: Belal Joundeya's multilevel class develops interpersonal communication skills as they make plans with one another. Through a series of paired and small-group activities, students discuss the possibility of meeting up for activities after school and on the weekend. Before class ends, students exchange emails with a native speaking "friend" in Lebanon, who invites them to do something later in the day.

### **Making Sales Calls**

Arabic I, Grades 9 and 11: In this lesson, Eric Bartolotti's students practice using basic greetings and expressing likes and dislikes in a role-playing activity. Students pair up and adopt the roles of telemarketer and customer. Through simulated phone conversations, Mr. Bartolotti can informally assess students' ability to express targeted functions and structures in spoken language.

# About the Library, cont'd.

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## **People Who Help Us**

Arabic, Grade 1: Khamael Alaloom's class of young, mostly heritage speakers learns about the people whose work helps the community at large. After showing students images of people and their professions, Mrs. Alaloom has students reinforce content learning and communication skills in a series of small- and large-group activities.

## **A Place I Call Home**

Arabic II and III, Grades 9 and 10: Manar Mayalah takes her multilevel class on virtual tours of a traditional and a modern house in the Arab world. Students develop confidence with unit vocabulary through reading and writing activities. They then use what they've learned to describe their dream houses, first with a partner and then in front of the class.

## **Vegetables We Like**

Arabic, Grade 2: After introducing vocabulary to her students, Rita Lahoud leads them through an art activity in which students draw pictures of vegetables they like and don't like. Students discuss their drawings in pairs, and then Miss Lahoud invites groups to present their work to the class.

## **Chinese**

### **Communicating About Sports**

Mandarin Chinese, Grade 6: In pairs and in small groups, Jie Gao's students develop interpersonal communication skills as they state their sports likes and dislikes. They practice writing Chinese characters for an ongoing activity— a letter they are composing and sending to students in China. At the end of the lesson, the students create skits to perform for their classmates.

# About the Library, cont'd.

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## **Exploring New Directions**

Mandarin Chinese II–IV, Grades 9–12: In this lesson, Haiyan Fu’s multilevel class explores directions—in both the literal and metaphorical sense of the word. While Chinese IV students practice reciting Chinese cultural poems, students in Chinese II and III work on mapping the location of nearby restaurants and providing directions to them.

## **French**

### **A Cajun Folktale and Zydeco**

French, Grade 8: After preparing her students for new vocabulary, Paris Granville retells a Cajun folktale while students act out the story. Students then create a story map to delve into the different story elements. Ms. Granville introduces zydeco music and the instruments typically used to play it, such as the washboard, accordion, and spoons.

### **Chicken Pox**

French, Kindergarten: Jai Scott’s French immersion class uses the topic of chicken pox, from an *Arthur* book and a French song, and Total Physical Response (TPR) movements to learn new vocabulary for the parts of the body. The class practices emerging literacy skills to match vocabulary labels to a drawing of a person

### **Comparing Communities**

French III, Grades 9–12: Ghislaine Tulou’s students work in pairs to discuss aspects of their own community. They also discuss a Canadian community that they had read about, and plan what they would do there if they were to visit it. Through individual and group-centered activities, students learn to express conditional statements about personal preferences.

### **Family and Home**

French, Grade 5: In this two-part lesson, Debra Terry’s students integrate vocabulary about the family by creating an imaginary family tree. Then they develop more complex ideas by describing the location of the family members in different rooms of the home. For homework, students write about activities that take place in each room.

# About the Library, cont'd.

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## **Interpreting *La Belle et la Bête***

French IV, Grade 11: Michel Pasquier focuses his class on interpreting film, literature, and music, using the traditional tale *Beauty and the Beast*. The students work in groups to find moral meaning in the 1946 Jean Cocteau classic film, and compare the film to the original story and to a French rap song.

## **Mapping Planet Earth**

French, Grade 2: Stephanie Appel connects her French lessons to content and teaching materials in the general classroom curriculum. She employs TPR and map activities to practice vocabulary for the planets, continents, and oceans.

## **Performing With Confidence**

French IV–V AP, Grades 10–12: This lesson focuses on advanced conversational proficiency with connections to social, political, and pop culture. Yvette Heno's students play word games, discuss French politics, and stage a mock TV talk show with students portraying celebrities and journalists.

## **Touring a French City**

French, Grade 8: Prior to this lesson, Robin Neuman's students researched French architecture and constructed a model of a French city on the classroom floor. During the lesson, students take turns role-playing tourists asking for directions and tourist bureau agents giving directions and describing the buildings and the city.

## **German**

### **Holidays and Seasons**

German, Grade 3: Margita Haberlen's lesson combines the topics of seasons and German holidays to reinforce basic reading skills, build cultural knowledge, and introduce more abstract thinking. Using a Venn diagram, students compare aspects of *Fasching* and Halloween.

# About the Library, cont'd.

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## **Sports Stats**

German, Grade 5: In Amy Garcia's German class, students write in journals, listen as classmates share their sports preferences, take a poll on sports likes and dislikes, and record the class results on a graph. Using a chart showing the favorite sports of young Germans, Ms. Garcia makes connections to math by having students analyze statistical data in the chart.

## **Sports in Action**

German I, Grades 9–11: Denise Tanner guides her students through graduated activities including a TPR vocabulary review of the parts of the body, a grammar segment teaching the German structure *gefallen*, and a discussion of the German medals won at the 2002 Winter Olympics. As a culminating activity, students act out a TPR story in front of the class.

## **Italian**

### **U.S. and Italian Homes**

Italian II, Grade 9: In this lesson, Marylee DiGennaro's students compare American homes with typical dwellings in Italy. The class learns new vocabulary, then practices them during a line dance and a card game. For homework, the students compose letters describing their homes, which they will email to students in Italy.

## **Japanese**

### **Daily Routines**

Japanese, Grade 5: This lesson focuses on individuals' daily routines in Japan and in the U.S. Margaret Dyer uses a variety of activities, including TPR, modeling, pairs practice, and student-led charades, to introduce and review new vocabulary and concepts.

# About the Library, cont'd.

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## **Happy New Year!**

Japanese II, Grades 10–12: Students learn about some common products and practices of the Japanese New Year's celebration. Leslie Birkland divides her class into two main groups: One sings New Year's songs, writes cards, and plays cultural games, while the other splits into smaller groups to discuss New Year's food and decorations. Then the two main groups switch activities. After the two groups have participated in both sets of activities, the class reconvenes to compare the Japanese New Year's celebration with those of other cultures.

## **Promoting Attractions of Japan**

Japanese III–IV, Grades 10–12: As part of a larger unit on the geography and culture of Japan, students learn about that country's major regions and cities and discuss some of its popular tourist destinations. Using timed activities, including a fast-paced Jeopardy-style quiz game, Yo Azama assesses students on recall and recognition. As a culminating project, students create a travel brochure and begin planning a promotional video to attract visitors to Japan.

## **Latin**

### **Music and Manuscripts**

Latin II–III, IV AP, Grades 10–12: Lauri Dabbieri's class explores how Latin manuscripts are interpreted, translated, and created. Latin IV students work independently to translate a passage from Vergil's *Aeneid*, while students in Latin II and III are guided through activities in translation and interpretation. Then the whole class works in pairs to create their own versions of illuminated Latin manuscripts.

# About the Library, cont'd.

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## **Russian**

### **Russian Cities, Russian Stories**

Russian I and IV, Grades 9–12: In this unique, mixed-level class, Jane Shuffelton's students work on geography skills, story writing, and presentations. Russian IV students are paired with small groups of Russian I students to read a story, gather information, and write their own folktales. Each group shares its tale while the remaining students use their interpretive skills to write down specific information. In a separate activity, Russian IV students debate the role of the leader in Russian history after reading an article about Russian president Vladimir Putin.

## **Spanish**

### **Creating Travel Advice**

Spanish III, Grade 11: In this lesson, Fran Pettigrew gives her students a letter from a teacher in Chile who plans to bring students to visit the United States. Working with authentic tourist brochures in Spanish and drawing on prior research, student groups plan itineraries for their Chilean counterparts. They prepare to send a follow-up letter to the Chilean teacher, sharing their suggestions.

### **Food Facts and Stories**

Spanish I, Grade 8: Students use math and science skills as they interpret nutritional information in a Spanish-language McDonald's menu. John Pedini's lesson integrates authentic materials, makes connections to other academic areas, and develops interpretive and interpersonal communication skills.

### **Fruits of the Americas**

Spanish, Grade 4: Teacher Carina Rodriguez combines visual media and multisensory activities in a vocabulary-building lesson about familiar and unfamiliar fruits. Students learn which country each fruit comes from, try to identify it solely through touch, and taste the fruit to categorize it as sweet or sour.

# About the Library, cont'd.

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## **Hearing Authentic Voices**

Spanish, Grade 8: Davita Alston's class engages in mock phone conversations, brainstorms about how American teenagers occupy their free time, and reviews a video of Spanish-speaking youth discussing their leisure activities. Later, two native Mexican students visit the class and answer questions about how they spend their free time in Mexico.

## **Interpreting Literature**

Spanish III, Grade 11: This lesson centers on the story *Dos caras* by New Mexico author Sabine Ulibarri. Barbara Pope Bennett guides students as they recount the details and discuss their interpretations of the story and its moral message. Students act out segments of the story and then collaborate in groups to come up with alternate endings. The class also listens to a student's oral presentation about a local artist.

## **Interpreting Picasso's *Guernica***

Spanish II, Grade 10: In this lesson, students use their interpretive abilities to learn about culture and history through art. The students in Meghan Zingle's class make initial observations about Picasso's painting, and then work in pairs to write and present a mock radio announcement about it. After reading about the painting's background, they discuss the history it represents.

## **Politics of Art**

Spanish V, Grade 12: Lori Langer de Ramirez's class stages a political debate based on Spain's visa requirement for Central and South Americans who wish to enter that country. During the debate, students assume the role of Latin American artists whose work they had researched, and weigh the pros and cons of boycotting an invitation to exhibit their work in Spain. After the debate, the class votes on whether to accept the Spanish invitation.

# About the Library, cont'd.

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## **Routes to Culture**

Spanish II, Grades 9–10: This culturally rich lesson falls in the middle of a thematic unit about the African presence in Latin America. Pablo Muirhead's students identify cultural aspects of stories about a fictitious African girl who is taken to Panama and enslaved. Then they work in small groups to incorporate these cultural aspects into skits to be performed by their classmates. The class also practices playing African/Latin American box drums called *los cajones*.

# Teaching Foreign Languages K-12

## Video Organizer Chart > Page 1

All lessons are appropriate for K–12 teachers of any foreign language

Lesson Title	Instructor	Language	Grade Level			Performance Range			The Five Cs					Key Teaching Strategies
			Elementary	Middle	High School	Novice	Intermediate	Intermediate High/Advanced Low	Communication	Cultures	Connections	Comparisons	Communities	
Comparing the Weather	Wael Fawzy	Arabic		6		•	•		•	•		•		<ul style="list-style-type: none"> <li>• Content-Based Instruction</li> <li>• Incorporation of Technology</li> <li>• Theme-Based Curriculum</li> <li>• Visual Support for Learning</li> </ul>
How We Spend Our Free Time	Katie Quackenbush	Arabic		8		•					•	•		<ul style="list-style-type: none"> <li>• Appealing to Multiple Intelligences</li> <li>• Contextualizing Grammar</li> <li>• Providing Corrective Feedback</li> <li>• Visualizing Vocabulary</li> </ul>
Making Plans	Belal Joundeya	Arabic			9–12		•	•	•	•			•	<ul style="list-style-type: none"> <li>• Incorporation of Technology</li> <li>• Individual/Group Writing</li> <li>• Multilevel Group Work</li> <li>• Scaffolding</li> </ul>
Making Sales Calls	Eric Bartolotti	Arabic			9, 11	•	•		•					<ul style="list-style-type: none"> <li>• Challenging Native Speakers</li> <li>• Establishing Routines</li> <li>• Role-Playing</li> <li>• Theme-Based Curriculum</li> </ul>
People Who Help Us	Khamael Alaloom	Arabic	1			•	•		•				•	<ul style="list-style-type: none"> <li>• Content-Based Instruction</li> <li>• Providing Comprehensible Input</li> <li>• Recalling Vocabulary by Categories</li> <li>• Visualizing Vocabulary</li> </ul>
A Place I Call Home	Manar Mayalah	Arabic			9–10	•	•		•	•		•		<ul style="list-style-type: none"> <li>• Creating Cultural Experiences</li> <li>• Scaffolding</li> <li>• Theme-Based Curriculum</li> <li>• Visual Support for Learning</li> </ul>

# Teaching Foreign Languages K-12

## Video Organizer Chart > Page 2

All lessons are appropriate for K-12 teachers of any foreign language

Lesson Title	Instructor	Language	Grade Level			Performance Range			The Five Cs					Key Teaching Strategies
			Elementary	Middle	High School	Novice	Intermediate	Intermediate High/Advanced Low	Communication	Cultures	Connections	Comparisons	Communities	
Vegetables We Like	Rita Lahoud	Arabic	2			•			•		•			<ul style="list-style-type: none"> <li>• Appealing to Multiple Intelligences</li> <li>• Content-Based Instruction</li> <li>• Establishing Routines</li> <li>• Visualizing Vocabulary</li> </ul>
Communicating About Sports	Jie Gao	Chinese		6		•			•			•		<ul style="list-style-type: none"> <li>• Challenging Native Speakers</li> <li>• Preparing for Communication</li> <li>• Role-Playing</li> </ul>
Exploring New Directions	Haiyan Fu	Chinese			9-12	•		•	•	•	•			<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Establishing Routines</li> </ul>
A Cajun Folktale and Zydeco	Paris Granville	French		8		•	•		•	•	•			<ul style="list-style-type: none"> <li>• Creating Cultural Experiences</li> <li>• Storytelling</li> <li>• Student Grouping</li> </ul>
Chicken Pox	Jai Scott	French	K			•			•	•	•			<ul style="list-style-type: none"> <li>• Developing Literacy</li> <li>• Establishing Routines</li> <li>• Storytelling</li> </ul>
Comparing Communities	Ghislaine Tulou	French			9-12		•		•	•	•	•		<ul style="list-style-type: none"> <li>• Contextualizing Grammar</li> <li>• Facilitating Reading Authentic Texts</li> </ul>

# Teaching Foreign Languages K-12

## Video Organizer Chart > Page 3

All lessons are appropriate for K-12 teachers of any foreign language

Lesson Title	Instructor	Language	Grade Level			Performance Range			The Five Cs					Key Teaching Strategies
			Elementary	Middle	High School	Novice	Intermediate	Intermediate High/Advanced Low	Communication	Cultures	Connections	Comparisons	Communities	
Family and Home	Debra Terry	French	5			•			•		•			<ul style="list-style-type: none"> <li>Manipulating Language Structures</li> <li>Scaffolding</li> <li>Visualizing Vocabulary</li> </ul>
Interpreting <i>La Belle et la Bête</i>	Michel Pasquier	French			11		•	•	•	•	•	•		<ul style="list-style-type: none"> <li>Comparing Themes and Works Across Media</li> <li>Critical and Abstract Thinking</li> </ul>
Mapping Planet Earth	Stephanie Appel	French	2			•			•		•			<ul style="list-style-type: none"> <li>Content-Based Instruction</li> <li>Providing Comprehensible Input</li> </ul>
Performing with Confidence	Yvette Heno	French			10-12		•	•	•	•	•	•		<ul style="list-style-type: none"> <li>Acquiring Knowledge of Current Events</li> <li>Expanding Oral Discourse</li> <li>Role-Playing</li> </ul>
Touring a French City	Robrin Neuman	French		8		•			•	•		•		<ul style="list-style-type: none"> <li>Expanding Oral Discourse</li> <li>Role-Playing</li> </ul>
Holidays and Seasons	Margita Haberlen	German	3			•			•	•	•	•		<ul style="list-style-type: none"> <li>Information Gap Activities</li> <li>Manipulating Language Structures</li> <li>Scaffolding</li> </ul>
Sports in Action	Denise Tanner	German			9-11	•			•		•		•	<ul style="list-style-type: none"> <li>Individual/Group Writing</li> <li>Providing Comprehensible Input</li> </ul>

# Teaching Foreign Languages K-12

## Video Organizer Chart > Page 4

All lessons are appropriate for K-12 teachers of any foreign language

Lesson Title	Instructor	Language	Grade Level			Performance Range			The Five Cs				Key Teaching Strategies	
			Elementary	Middle	High School	Novice	Intermediate	Intermediate High/Advanced Low	Communication	Cultures	Connections	Comparisons		Communities
Sports Stats	Amy Garcia	German	5			•			•		•		•	<ul style="list-style-type: none"> <li>Facilitating Reading of Content-Related Materials</li> <li>Preparing for Communication</li> <li>Providing Corrective Feedback</li> <li>Using Graphic Organizers</li> </ul>
U.S. and Italian Homes	Marylee DiGennaro	Italian			9	•			•	•		•	•	<ul style="list-style-type: none"> <li>Appealing to Multiple Intelligences</li> <li>Providing Interactions With Native Speakers</li> <li>Visualizing Vocabulary</li> </ul>
Daily Routines	Margaret Dyer	Japanese	5			•			•	•		•		<ul style="list-style-type: none"> <li>Formative Assessment</li> <li>Providing Comprehensible Input</li> </ul>
Happy New Year!	Leslie Birkland	Japanese			9-11	•	•		•	•		•		<ul style="list-style-type: none"> <li>Creating Cultural Experiences</li> <li>Jigsaw</li> </ul>
Promoting Attractions of Japan	Yo Azama	Japanese			10-12		•		•	•	•			<ul style="list-style-type: none"> <li>Process Approach to Writing</li> <li>Providing Comprehensible Input</li> <li>Scaffolding</li> </ul>
Music and Manuscripts	Lauri Dabbieri	Latin			10-12		•	•	•	•	•	•		<ul style="list-style-type: none"> <li>Color Coding</li> <li>Comparing Themes and Works Across Media</li> <li>Providing Corrective Feedback</li> </ul>

# Teaching Foreign Languages K-12

## Video Organizer Chart > Page 5

All lessons are appropriate for K–12 teachers of any foreign language

Lesson Title	Instructor	Language	Grade Level			Performance Range			The Five Cs					Key Teaching Strategies
			Elementary	Middle	High School	Novice	Intermediate	Intermediate High/Advanced Low	Communication	Cultures	Connections	Comparisons	Communities	
Russian Cities, Russian Stories	Jane Shuffelton	Russian			9–12	•		•	•	•	•	•		<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Multilevel Group Work</li> <li>• Reading to Write</li> </ul>
Creating Travel Advice	Fran Pettigrew	Spanish			11		•		•		•			<ul style="list-style-type: none"> <li>• Getting Information From Authentic Materials</li> <li>• Integrating the Communicative Modes</li> <li>• Student Grouping</li> <li>• Top-Down Reading</li> </ul>
Food Facts and Stories	John Pedini	Spanish	4			•			•	•	•			<ul style="list-style-type: none"> <li>• Acquiring Vocabulary Through Authentic Materials</li> <li>• Content-Based Instruction</li> <li>• Providing Comprehensive Input</li> </ul>
Fruits of the Americas	Carina Rodriguez	Spanish		8		•			•	•	•			<ul style="list-style-type: none"> <li>• Creating Cultural Experiences</li> <li>• Preparing for Communication</li> </ul>
Hearing Authentic Voices	Davita Alston	Spanish		8		•			•	•		•	•	<ul style="list-style-type: none"> <li>• Providing Interactions With Native Speakers</li> <li>• Scaffolding</li> <li>• Student Grouping</li> </ul>

# Teaching Foreign Languages K-12

## Video Organizer Chart > Page 6

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Lesson Title	Instructor	Language	Grade Level			Performance Range			The Five Cs					Key Teaching Strategies
			Elementary	Middle	High School	Novice	Intermediate	Intermediate High/Advanced Low	Communication	Cultures	Connections	Comparisons	Communities	
Interpreting Literature	Barbara Pope Bennet	Spanish			11		•		•	•	•		•	<ul style="list-style-type: none"> <li>Integrating the Communicative Modes</li> <li>Interpreting Literature</li> <li>Student Grouping</li> </ul>
Interpreting Picasso's <i>Guernica</i>	Meghan Zingle	Spanish			10		•		•	•	•			<ul style="list-style-type: none"> <li>Scaffolding</li> <li>Using Graphic Organizers</li> </ul>
Politics of Art	Lori Langer de Ramiriz	Spanish			12			•	•	•	•			<ul style="list-style-type: none"> <li>Acquiring Knowledge of Current Events</li> <li>Content-Based Instruction</li> <li>Role-Playing</li> <li>Providing Interactions With Native Speakers</li> </ul>
Routes to Culture	Pablo Muirhead	Spanish			9-10		•		•	•	•		•	<ul style="list-style-type: none"> <li>Creating Cultural Experiences</li> <li>Discovering Cultural Understanding from Texts</li> <li>Reading to Write</li> <li>Student Grouping</li> </ul>