

Get Connected: Connecting to the 5 Cs through Technology

I. Tech Tools

II. Blogs & Wikis

III. Language Resources

IV. Digital Storytelling

V. Presentation Tools

VI. Webquests/Geography/Culture

VII. Student Resources

VIII. Apps

IX. PLN

Overview

Title	Name of lesson/activity	Differentiation	Planning for adaptation of lesson to fit a variety of student proficiencies, interests and needs
Objectives/End Goals	What you want students to be able to do		
Assessment	How students will show they are able to do it & grading criteria	Authentic Resources	Realia and cultural products created by and for native speakers
Essential Questions	Overarching question guiding the lesson	Country	Country of origin of authentic resource
Prerequisites	What students must be able to do or know prior to beginning	Publications	Deliverable product (usually focused on presentational communication) revised according to externally-accepted standards and published/performed for a true audience with a true communicative objective
Proficiency Level	ACTFL Level (Novice, Intermediate, Advanced, Superior)		
Materials	Supplies and objects that the students and teacher need		
Time	How long the lesson will take to complete		

ACTFL Standards for Foreign Language Learning

Communication

Interpersonal	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
Interpretive	Students understand and interpret written and spoken language on a variety of topics
Presentational	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Cultures

Practices/Perspectives	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Products/Perspectives	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Interdisciplinary	Students reinforce and further their knowledge of other disciplines through the foreign language
Dist. Viewpoints	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons

Linguistic	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
Cultural	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Communities

Within/Beyond School	Students use the language both within and beyond the school setting
Life-long Learning	Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Interdisciplinary Themes

Global Awareness	In order to understand and address global issues, it is important to understand the perspectives on the world that speakers of other languages bring to the table. By learning other languages, students develop respect and openness to those whose culture, religion, and views on the world may be different. Language students are able to interact with students from the target language in order to discuss issues and reach solutions.
Financial, Economic	Students in language classes learn about financial and economic issues in the target language culture(s) and are able to compare and contrast with those of the United States. In addition, the changing demographics in the U.S. make language capability a requisite for interacting with non-English speaking communities domestically as well as internationally. Those who are able to communicate with others in their native language will naturally feel more empowered to negotiate with those around the world as they engage in entrepreneurial activities.
Civic Literacy	Language learners become aware of the judicial, legislative and government functions of the target language country(ies) and are able to compare and contrast those with the civil liberties and responsibilities in the U.S.
Health Literacy	Language learners are engaged in a value-added activity as they can address global health, environmental, and public safety issues in the target language and understand materials that were written for native speakers of that language.

21st Century Skills

Collaboration	Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.
Critical Thinking	Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.
Creativity/Innovation	Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.
Information Literacy	Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.
Media Literacy	Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.
Technology Literacy	Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.
Adaptability	Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.
Initiative	Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.
Social Skills	Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.
Accountability	Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.
Leadership	Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

World Languages 21st Century Skills Planning Worksheet

Overview

<p>Title _____</p> <p>Objectives/End Goals _____</p> <p>Assessment _____</p> <p>Essential Questions _____</p> <p>Prerequisites _____</p> <p>Proficiency Level _____</p>	<p>Materials _____</p> <p>Time _____</p> <p>Differentiation _____</p> <p>Authentic Resources _____</p> <p>Publications _____</p>
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ACTFL Standards for Foreign Language Learning

<p><i>Communication</i></p> <p><input type="checkbox"/> Interpersonal _____</p> <p><input type="checkbox"/> Interpretive _____</p> <p><input type="checkbox"/> Presentational _____</p>	<p><i>Connections</i></p> <p><input type="checkbox"/> Interdisciplinary _____</p> <p><input type="checkbox"/> Dist. Viewpoints _____</p> <p><i>Comparisons</i></p> <p><input type="checkbox"/> Linguistic _____</p> <p><input type="checkbox"/> Cultural _____</p>	<p>See "Interdisciplinary Themes"</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Cultures

<p><input type="checkbox"/> Practices/Perspectives _____</p> <p><input type="checkbox"/> Products/Perspectives _____</p>	<p><i>Communities</i></p> <p><input type="checkbox"/> Within/Beyond School _____</p> <p><input type="checkbox"/> Life-long Learning _____</p>
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Interdisciplinary Themes

<p><input type="checkbox"/> Global Awareness _____</p> <p><input type="checkbox"/> Financial, Economic _____</p> <p><input type="checkbox"/> Civic Literacy _____</p>	<p><input type="checkbox"/> Health Literacy _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
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21st Century Skills

<p><input type="checkbox"/> Collaboration _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Critical Thinking _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Creativity/Innovation _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Information Literacy _____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Media Literacy _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Technology Literacy _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Adaptability _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Initiative _____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Social Skills _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Accountability _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Leadership _____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> _____</p> <p>_____</p> <p>_____</p>
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Post-Lesson Reflection

What worked? _____

What didn't work? _____

Ideas for next time? _____

Rich Internet Applications: All RIA Products

Keeping you on the cutting edge of technology for language learning, CLEAR strives to make user-friendly tools available to learners and teachers of all levels/languages. The programs run from your web browser, and work without downloading or uploading. The ongoing RIA initiative includes several free online tools, including:

Access these tools from
CLEAR's website!

<http://clear.msu.edu/>



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- QuizBreak!**
 - ◆ Create Jeopardy-like games for classroom fun
 - ◆ Clues can include images, audio, video
- Scribbles**
 - ◆ Capture stroke order for non-Roman script languages
 - ◆ Enables feedback on stroke order, character formation
- Revisions**
 - ◆ Process writing tool for the 21st century, customizable to fit your style
 - ◆ Compose, submit, mark up, and return all from inside a web browser
 - ◆ Supports teacher or peer review
- Broadcasts**
 - ◆ Easily create your own podcasts for language learning
- Worksheets**
 - ◆ Create activities that go beyond the capabilities of paper worksheets
 - ◆ Add multimedia interactive elements such as drag and drop matching, instant feedback, and audio recording
- Audio Dropboxes**
 - ◆ Virtual dropbox for audio recordings
 - ◆ Put a dropbox for speaking assignments on any web page
- Conversations**
 - ◆ Record prompts or questions for your students
 - ◆ Simulate conversations, role plays, or "virtual interviews"
- Viewpoint**
 - ◆ Make your own videos or upload others' to use in your teaching
 - ◆ Easily add and edit subtitles
 - ◆ Embed the code easily into your own web page, blog, or mashup
- Mashups**
 - ◆ Combine video clips with interactive online exercises to create tasks
 - ◆ Easily leverage Viewpoint, YouTube, Odeo, and SMILE to make language learning activities



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<http://ria.clear.msu.edu/>

CLEAR

Las comidas de los países hispanohablantes

País: _____

Tu nombre: _____

Hora: _____

EL DESAYUNO

?Qué comen? (Nombre del plato)

Ingredientes

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?Cuándo comen? (?A qué hora?)

?Con quiénes comen?

Costumbres (i.e., ?Dónde?)

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EL ALMUERZO

?Qué comen? (Nombre del plato)

Ingredientes

--	--

?Cuándo comen? (?A qué hora?)

?Con quiénes comen?

Costumbres (i.e., ?Dónde?)

--	--	--

LA CENA

?Qué comen? (Nombre del plato)

Ingredientes

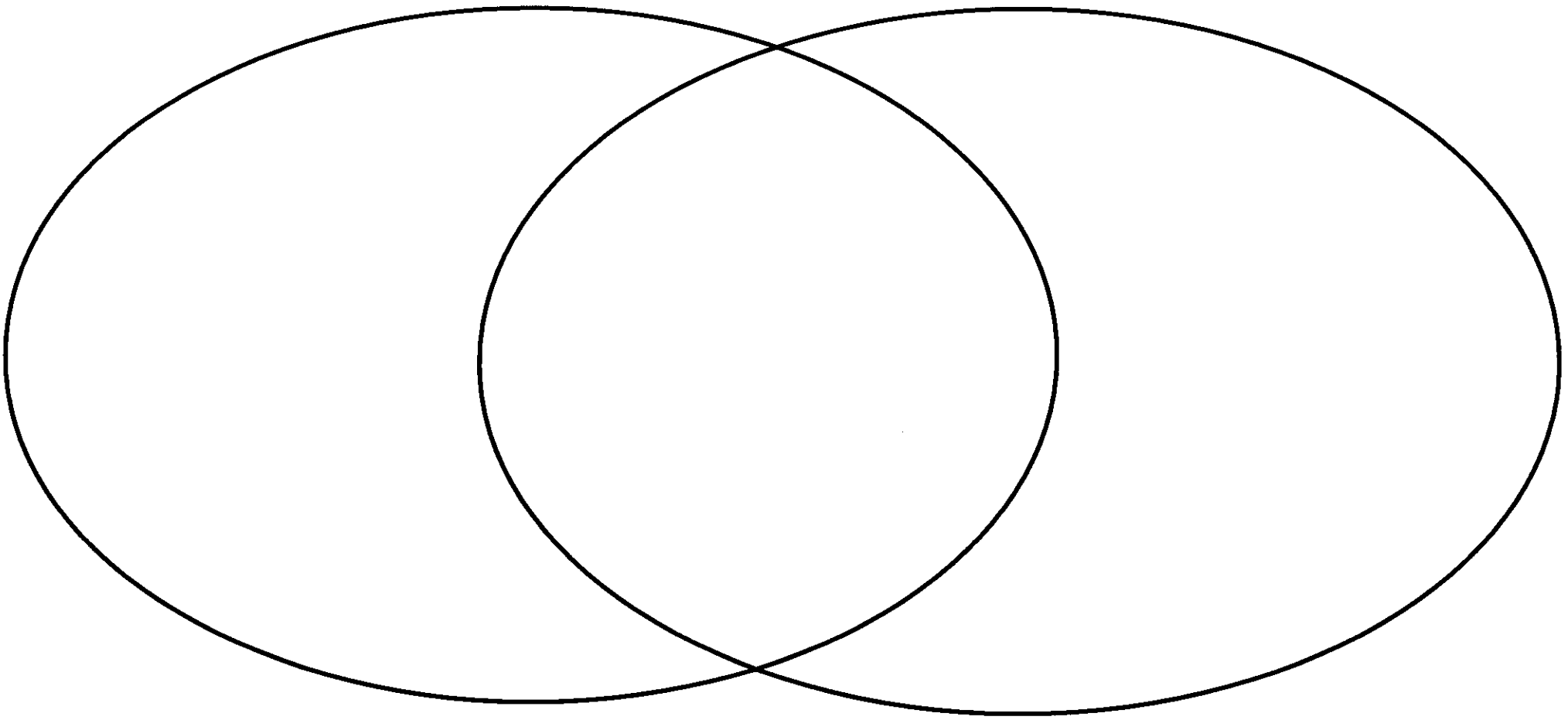
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?Cuándo comen? (?A qué hora?)

?Con quiénes comen?

Costumbres (!e, ?Dónde?)

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_____ País:

_____ País:

Otra información importante/interesante: