

World Languages 21st Century Skills Planning Worksheet

Overview

Title _____
Objectives/End Goals _____
Assessment _____
Essential Questions _____
Prerequisites _____
Proficiency Level _____

Materials _____
Time _____
Differentiation _____
Authentic Resources _____ Country _____
Country _____
Country _____
Country _____
Publications _____

ACTFL Standards for Foreign Language Learning

Communication

Interpersonal _____

 Interpretive _____

 Presentational _____

Cultures

Practices/Perspectives _____

 Products/Perspectives _____

Connections

Interdisciplinary See "Interdisciplinary Themes"
 Dist. Viewpoints _____

Comparisons

Linguistic _____
 Cultural _____

Communities

Within/Beyond School _____
 Life-long Learning _____

Interdisciplinary Themes

Global Awareness _____
 Financial, Economic _____
 Civic Literacy _____

Health Literacy

21st Century Skills

Collaboration _____

 Critical Thinking _____

 Creativity/Innovation _____

 Information Literacy _____

Media Literacy _____

 Technology Literacy _____

 Adaptability _____

 Initiative _____

Social Skills _____

 Accountability _____

 Leadership _____

Post-Lesson Reflection

What worked? _____
What didn't work? _____
Ideas for next time? _____

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	Authentic Resources	Realia and cultural products created by and for native speakers
Assessment	How students will show they are able to do it & grading criteria	Country	Country of origin of authentic resource
Essential Questions	Over-arching question guiding the lesson	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
Prerequisites	What students must be able to do or know prior to beginning		
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.

All of the sites and apps listed in this packet can be found on my Wikispace (<http://fltechtools.wikispaces.com>). My Wikispace contains many more links. This packet contains some of my top picks. You can also follow my blog to find out more about technological resources for the language classroom by going to www.profa-j.blogspot.com

WRITING

- Google Docs—Allows for students to collaborate on the same document and peer edit without the need to print.
- Wikis/Blogs-Use a wiki or blog instead of a paper journal. Have classmates respond to other students' questions. They can also blog with a class in another school.
- Edmodo—A social media network for educational purposes. Use Edmodo to post questions that students respond to, cultural videos, internet articles, assignments, a word of the day.
- Epals (www.epals.com) Use this site to find electronic pen pals and other classes with which to collaborate.

SPEAKING/LISTENING

- Center for Language Education and Research's (CLEAR) Rich Internet Activities (<http://clear.msu.edu/teaching/online/ria/>)
 1. Audio Drop Box—You can embed a Drop Box on a website and have students record themselves. It requires a microphone. The audio is saved to your CLEAR account.
 2. Conversations—You can have students respond orally to an oral video prompt that you provide them.
- Garage Band—Have students create a podcast or add music and have them create their own music video. See “Mi Familia” project description included in the packet. Visit my wiki to see music videos created using flip cameras, Garageband, and iMovie.
- Google Voice (<https://www.google.com/voice>) You can have calls/voicemails sent to your cell phone or a land line. You can record a greeting which gives the students a prompt for them to answer when they call or you give provide them with one ahead of time. Voicemails can come through as emails which you can save as an mp3. You can use an existing number through which to receive calls or get one from Google..

- Lingt Language (<http://lingtlanguage.com>) This website has many of the same features as CLEAR's RIA.
 1. You can record an oral prompts and have students respond.
 2. You can embed a video and have students respond either orally or in written form.
- Voxopop (www.voxopop.com) Create a talkgroup for your classroom. Voxopop is similar to a message board, except it uses oral communication.
- VoiceThread (www.voicethread.com) Use VoiceThread for group collaboration around a document, picture, or video. Students can orally collaborate by commenting on the document/picture/video. They can also highlight by using the doodle tool.
- Voki (www.voki.com) Have students record with these avatars to discuss different topics. For example, have the students design a Voki and record themselves talking about their likes and dislikes and describe themselves using adjectives.
- Blabberize (www.blabberize.com) Students choose an image and a mouth is added. The students can record themselves speaking. A great way to have work in culture by having cultural figures speak about themselves.
- Skype
- Flip Cameras—Set up some digital cameras have students record themselves completing interpersonal speaking activities. You can have the students film each other. You can find mini-tripods at the dollar store.

ASSESSMENT

- Socrative (www.socrative.com) This site provides an alternative to expensive student response (clicker) systems. There are various forms of assessment. Students can work as teams to respond to multiple choice questions for the Space Race, students can work individually to answer multiple choice questions, etc. The site will email you a spreadsheet with the correct responses highlighted in one color and the incorrect highlighted in a different color.
- GradeCam (www.gradecam.com) This site allows teachers to use a webcam or document camera to correct assessments using a form that is multiple choice and has the students bubble in their responses. The response sheets are then placed under the document camera or in front of the web camera and are scored.
- Google Forms (www.docs.google.com) Create self-correcting quizzes and surveys to find learn more about your students by creating a form in Google Docs.

- Juno Ed (www.junoed.com) A beta site for creating your own online tests and worksheets via laptops, tablets, iPods, etc. Their grades are submitted directly to any compatible gradebook. The materials can be printed when computers are not available. Teachers can create a curriculum library which can be shared with other school members.
- Quia (www.quia.com/web) Quia is a paid subscription website. The cost is \$49 a year. You can request a free 30 day trial. You can create different types of web-based activities such as Hangman, Battle Ship, Rags to Riches (similar to Who Wants to Be a Millionaire?), Challenge Board (similar to Jeopardy!), cloze activities, and online quizzes. You can also find and use activities created by other Quia users.

CULTURE

- Google Art Project (<http://www.googleartproject.com/>) Students can virtually visit art museums such as the Thyssen in Spain.
- Google Earth—Students can virtually visit the Prado Museum and see street views of cities and their attractions. Use it to create your own Lit Trip. For example, students can see the cities that Don Quijote travels through.
- UNESCO World Sites (<http://whc.unesco.org/en/list>) Have students explore UNESCO's World Heritage Sites online with interactive maps. There is also an iPad app (\$4.99).
- Tour Wrist (www.tourwrist.com) Tour Wrist according to their website is a way of traveling remotely through pictures and videos on their site. There is also an app for the iPhone and iPad.
- Zunal Web Quest (www.zunal.com) Gives teachers a space to host their web quests. You can find many pre-made web quests for various subject areas.

PRESENTATIONS/DIGITAL STORYTELLING

- Google Presentations—Use Google Presentations to create slide shows with text, video, and pictures. (See attached *¿Cómo lo hago?* for an example of how it has been used in a language class)
- Glogster (www.edu.glogster.com) Create multimedia posters online.
- Prezi (www.prezi.com) Create presentations that zoom in and out. There is also an app for the iPad.

Screencasts—Students can record themselves speaking via a screen cast. A screen cast could be used for students to give an oral demonstration of what is going on on the screen. Some screen cast sites are listed below.

1. Jing (www.techsmith.com/jing)
2. Screener (<http://www.screenr.com/>)

3. Screen-cast-o-matic (www.screencast-o-matic.com)

- iMovie—Have students use iMovie to create movies with photos or video. An example is to have students make their own music video to reinforce a grammar point or vocabulary. On my wiki, on the “Digital Storytelling” page, you will find a link to an example of videos that my students made to practice talking about foods they like.
- Toontastic (iPad app--Free) Use cartoon characters to create a story. Students choose characters and a background and record their own voice.
- Sock puppet (App for iPhone and iPad) This app allows students to use digital sock puppets to tell a story. Students can record themselves speaking.
- Talking Ben/Talking Tom Cat (iPhone/iPad app—free) Have students practice their speaking skills by having them record themselves using one of the characters. Students can email their final products to you.
- ShowMe (Free iPad app) Collaborative whiteboard app. You can record your voice and doodle.
- Educreations Interactive Whiteboard (Free iPad app)—Collaborative whiteboard app
- Skitch (Free iPad, iPhone, and Android App) Annotate, edit, and share screenshot images and photos.
- Silent Film Director (iPhone app--\$1.99) Create retro movies in the style of the film, “The Artist.”
- Animoto (www.animoto.com/education) Create videos with text. There is also an iPhone app.

STUDENT RESOURCES

- Quizlet (www.quizlet.com) Online flashcard site. Have the students create their own flashcards or the teacher can create them for the students. Students can hear the words pronounced in the target language, take an online quiz, and play games. Students 13 years or older can create an account and play against other classmates. For each chapter, I have my students take the 20 question quiz on the vocabulary as a formative assessment.
- StudyBlue (www.studyblue.com) An online flashcard site with an app for studying on a mobile device.
- LiveBinders (www.livebinders.com) Use a “binder” to easily store, links, images and video in one place.

- Popplet (www.popplet.com) Popplet is a brainstorming tool. There is also an app for iPad. The free version is Popplet Lite.

Other Helpful Tech Tools

- remind 101 (www.remind101.com) This site allows teachers to send mass text messages/emails to groups of people. Parents/Students sign up for the service by sending an email or text message to the address/phone number that the service provides you. The recipients can not email or text you back. It is a one-way service. It is great for sending out reminders about upcoming assessments and long-term projects.
- PlanbookEdu (www.planbookedu.com) Provides a cloud based lesson plan book. The cost is \$25 per year. You can print out pages and share a link to your plan book via email so you can share your plans with others. It can also be made visible for parents to see. It allows users to attach documents.
- url shortners (i.e., Goo.gl, TinyUrl, BitLy, etc.)—Use a url shortner so students can easily type in a url.
- Symbaloo—Use a site such as Symbaloo to house links to websites that students will be using.
- QR Code Readers—They can be used in many ways. Some ideas are to include them on worksheets. The codes can link to websites or videos that offer more information or additional guidance on the topic. In the Spanish class, teachers might use a QR code on a worksheet about the preterite and imperfect. The link could take students to a video on when to use the preterite vs. imperfect. This could be especially helpful when a parent says that they can not help their child with their homework. In the language classroom, teachers can use them in a scavenger hunt in which students practice their school vocabulary along with prepositions of location.
- Pinterest (www.pinterest.com) Organize web pages in a visual collections for your students to easily access.

¿Cómo lo hago?

Now that you have learned how to express commands in the *tú* form, you are going to use commands in the *tú* form in order to create a "How-to..." video or slide presentation.

Some ideas for your "How-to..." demonstration include:

- Cómo preparar/hacer un sándwich
- Cómo lavar la ropa (hacer la lavandería)
- Cómo hacer una ensalada
- Cómo preparar/cocinar un pastel, una pizza, galletas, etc.
- Cómo tomar apuntes (take notes)
- Tu propia idea (You can use your own idea, but I must approve your idea before you can start your project!)

In order to create your "How-to..." presentation, you will use –ar, -er, and –ir verbs in the affirmative *tú* command form. Below is an example:

Cómo hacer una llamada telefónica

1. Decide a quién quieres llamar.
2. Busca (look for) el número de teléfono de la persona.
3. Halla (find) un teléfono.
4. Coge (pick up) el receptor telefónico (el teléfono).
5. Marca (dial) el número de teléfono.
6. Espera (wait for) que el teléfono suene (rings) y que la persona contesta (answers).
7. Di "Hola" y di tu nombre.
8. Habla con la persona.
9. Termina la conversación.
10. Guarda (put away) el teléfono (o el receptor telefónico) después de terminar la conversación.

¿Cómo voy a hacer mi presentación?

You have three options as to how to create your "How-to..." demonstration.

Opción 1: You can use Google Presentations to create a slide show with pictures of yourself acting out the steps. Next to each picture you should include a written description in Spanish.

Opción 2: You can create a presentation in Google Presentations which contains a video recording of you speaking in Spanish and acting out the different steps.

Opción 3: This option is for those of you who are comfortable using a video editor such as iMovie. You can use iMovie to edit and add titles or descriptions to the video of yourself speaking or acting out the different steps.

Opción 4: You can use Comic Life to create a comic with pictures of yourself acting out the steps. Next to each picture you should include a written description in Spanish.

Opción 5: You can use iPhoto to import photos into GarageBand and record yourself speaking, like you did for the *Mi familia* project.

Los requisitos

Opción 1:

If you choose *Opción 1*, your presentation must include the following requirements:

1. You must use at least 5 affirmative commands in the tú form in your descriptions.
2. Your descriptions must be in Spanish. There should be no English.
3. You must include a title slide beginning with "Cómo..." such as the one in the example. The title should tell the viewer what the presentation is about. The title slide should also include your first name the initial of your last name only and your class period (i.e, Hora 2).
4. You must have a separate slide for each step. If there are 10 steps, there should be 10 slides plus your title slide, making for a total of 11 slides.
5. You must have a picture of each step with a description of the step in Spanish. If you have 10 steps, you should have at least 10 pictures along with 10 sentences using commands. Include ordinal numbers in the description of each step. For example, "Primero, decide a quién quieres llamar., "Segundo..." (See page 10 in your book for the ordinal numbers.)
6. You must turn in your script, which you will write in class, on the day the project is due.

Opción 2: If you choose *Opción 2*, your presentation must include the following requirements:

1. You must use at least 5 affirmative commands in the tú form in your descriptions.

2. Your descriptions must be spoken entirely in Spanish. There should be no English.
3. You must introduce your video by saying, "¡Hola! Voy a demostrar cómo..." as the one in the example. The title should tell the viewer what the presentation is about.
4. You should act out and demonstrate each step. You can refer to your script, but you should not be reading off of it and not looking at the camera. Your video does not need to be edited. You can film it in one continuous take. Include ordinal numbers in the description of each step. For example, "Primero, decide a quién quieres llamar., "Segundo..." (See page 10 in your book for the ordinal numbers.)
5. You must turn in your script, which you will write in class, on the day the project is due.

Opción 3: If you choose *Opción 3*, you will be responsible for knowing how to edit your presentation using iMovie. This option is for students that are familiar with iMovie and can use iMovie without help from the teacher. Your presentation must include the following requirements:

1. You must use at least 5 affirmative commands in the tú form in your descriptions.
2. Your descriptions must be spoken entirely in Spanish. There should be no English.
3. If you choose to speak in your video, you must introduce your video by saying, "¡Hola! Voy a demostrar cómo..." as in the example. The title should tell the viewer what the presentation is about. If you choose to act out your video and not speak, you must include written descriptions in Spanish on the video. You can also include pictures instead of a video.
4. You should act out and demonstrate each step. You can refer to your script, but you should not be reading off of it. You should be looking at the camera. Your video should be edited. Include ordinal numbers in the description of each step. For example, "Primero, decide a quién quieres llamar., "Segundo..." (See page 10 in your book for the ordinal numbers.)
5. You must turn in your script, which you will write in class, on the day the project is due.

Opción 4:

If you choose *Opción 4*, your presentation must include the following requirements:

1. You must use at least 5 affirmative commands in the tú form in your descriptions.
2. Your descriptions must be in Spanish. There should be no English.
3. You must include a title beginning with "Cómo..." such as the one in the example. The title should tell the reader what the comic is about.
4. You must have a separate comic bubble for each step. For example, if there are 10 steps, there should be 10 bubbles and captions.
5. You must have a picture of each step with a description of the step in Spanish. If you have 10 steps, you should have at least 10 pictures along with 10 sentences using commands. Include ordinal numbers in the description of each step. For example, "Primero, decide a quién quieres llamar., "Segundo..." (See page 10 in your book for the ordinal numbers.)
6. You must turn in your script which you will write in class. You must turn in your script the day the project is due.

Opción 5:

1. You must use at least 5 affirmative commands in the tú form in your descriptions.
2. Your descriptions must be in Spanish. There should be no English.
3. You must say the title of your "How-to..." presentation in Spanish.
4. You must have a separate picture and spoken description for each step. If there are 10 steps, there should be 10 pictures. Include ordinal numbers in the description of each step. For example, "Primero, decide a quién quieres llamar., "Segundo..." (See page 10 in your book for the ordinal numbers.)
5. You must turn in your script, which you will write in class, on the day the project is due.

You will have time in class to write out the steps for your "How-to..." presentation. However, you are responsible for taking pictures at home or videotaping at home. You must have your photos or video ready for class on the first day we work on this project.

¿Cómo lo hago? Rúbrica

Contains 5 Commands _____/10

Contains pictures/video for each step _____/10

Contains ordinal numbers for each step _____/5

Script turned in with project _____/5

	Exceeds Expectations (10 puntos)	Meets Expectations (8 puntos)	Does Not Meet Expectations (5 puntos)
How well do I use the target language and can be understood? (ordinal numbers & vocabulary, spelling/or pronunciation)	Fully completes task; excellent use of TL; minimal errors in vocabulary; minimal errors in spelling or pronunciation	Completes task; uses TL throughout project; some errors in vocabulary; some errors in spelling or pronunciation	Partial completion of task; minimal use of TL; frequent errors in vocabulary; frequent errors in spelling or pronunciation
How accurate am I when using new structures? (commands)	Good control of studied structures; minimal errors	Some errors in studied structures	Frequent errors in studied structures
Meeting Deadlines (finished script, photos/video, ready for 1 st day)	Met all of the deadlines.	Met 2 or more of the deadlines.	Met 1 or less of the deadlines.
On-task Behavior (during class)	On-task all of the time, or almost all of the time.	On-task some of the time.	Frequently not on-task. (50% or less)

Total: _____/70 puntos

Comentarios:

Mi Familia

For this project, you will be using what we have learned in Capítulo 5A in order to describe your family or a famous family.

For the first step of the project, you must find digital images of your family members or a famous family and save them to a flash drive. The digital images are due **October 28**. That is the first day we will be using the laptops to work on this project. Make sure all of your images are appropriate! You need to find images of the following family members:

- Grandma
- Grandpa
- Mom
- Dad
- Brothers/sisters
- Aunt
- Uncle
- Cousins
- And any other family members such as step-parents/step-siblings or pets

For each person you must write a description of them. The description must include:

- Their relationship to you (mother, etc.)
- Their age
- At least one activity the person likes to do
- At least one adjective to describe the person

Your written descriptions of the family members is due **October 28**.

You will be using iPhoto to import your images and GarageBand to record your oral description of the family members. If you do not finish the project during the allotted class time (2-3 class periods) then, you will be responsible for finishing the project on your own time outside of class.

You will be graded on the following areas:

- You included a picture and description for each family member listed on the other side of this paper with their name and relationship to you.
- The correct use of the verb “tener.”
- That you use at least one adjective to describe each family member along with the correct use of “ser” and adjective agreement.
- That you talk about at least one activity that each person likes to do along with the correct use of “gustar.”
- The correct use of possessive adjectives.
- The correct use of vocabulary
- Pronunciation
- Having the script completed by **October 28** and turning it in with the project.
- Having all of your images by **October 28**.
- On-task behavior in class.

This project is worth **100 points**.

El Pronóstico del Tiempo

For this project you will be tracking the weather in a Spanish-Speaking city for 5 consecutive days. Choose a Spanish-speaking city using textbook pages x-xxi. Use the www.weather.com website to record the five day forecast for your city.

- **WRITING** – Write about each day that you tracked the weather. Write one sentence telling what the weather was like and another sentence telling the high and low temperature for that day. This can be typed or hand-written.
EXAMPLE: El lunes hace sol. La temperatura máxima es setenta y dos grados y la temperatura mínima es cincuenta grados.
máxima = high / mínima = low
- **PRESENTATION SLIDE** – Create a slide displaying the 5-day forecast for the city you choose. Include the following on your slide:
 - name of the city and country where the city is located
 - the days of the week for which you tracked the weather
 - high and low temperature for each day
 - picture illustrating the weather for each day** (The items above may look just like a weather chart that you see on t.v.)
- **AUDIO RECORDING** – You will record your forecast and insert it into your presentation slide.

RESOURCES:

Realidades Text, pages x-xxi

www.weather.com