

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

German I Unit 6 Sports and Leisure

How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

www.GeorgiaStandards.Org

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

Essential Question: What do German teens like to do in their spare time?

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What students will be able to do

Elements

- ~ ML1.IP1B Express likes, dislikes, emotions, agreement, and disagreement.
- ~ ML1.IP1G Ask questions and provide responses based on topics such as self, family, school, etc.
- ~ ML1.INTA Identify main ideas and some details when reading and listening.
- ~ ML1.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings and media.
- ~ ML1.CCC1A Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- ~ ML1.CCC4A Give information regarding major current events in the target culture.
- ~ ML1.CCC4B Understand the impact of current events of the target culture.
- ~ ML1.CCC5A Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology.
- ~ ML1.CCC.5B Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied.

What students need to know

- ~ Present tense verbs such as *spielen* (to play), *gewinnen* (to win), *verlieren* (to lose), *sein* (to be), *haben* (to have), *finden* (to find), *meinen* (to mean, to think), *glauben* (to believe)
- ~ Soccer terms such as *Spiel* (game or match), *Fußball* (soccer), etc.
- ~ Names of European countries and cities
- ~ Cardinal numbers to 100
- ~ Time
- ~ Expressions of like/dislike
- ~ Basic body parts
- ~ Sports terms
- ~ Movie types
- ~ Colors
- ~ Family members
- ~ Descriptive adjectives

Summative Performance Based Assessment 1

Elements: ML1.IP1B, ML1.INTA, ML1.CCC1A, ML1.CCC4A, and ML1.CCC5A

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ESPN Announcer/Expert

Teacher Note: The teacher pairs up pupils and gives a rubric to each in advance. The pair is seated at the front of the room at the "ESPN Sports Desk." The teacher instructs the pupils to do the following:

You are going to get an audition as an *ESPN Europe* sports broadcaster. You will each receive a handout with certain information on the sheets. Student A gets a map with two European countries colored but not identified. Student B receives the actual names of the countries with a predicted outcome for a score for the European soccer championships. Student A also receives a numeric time on the sheet he/she is given. Following this format, write the dialogue. Act out the roles of ESPN announcers by performing it :

Student A: Good evening, ladies and gentlemen. The European championship begins today. This evening, _____ plays against _____.
(Using the map to identify what two countries are playing).

Student B: Yes, and the fans in _____ and _____ are excited. (Student must identify the capitals of the two countries.)

Student A: The match begins at _____.

Student B: And I think _____ is good and wins the match by a score of _____.

Student A must make a contrary statement, such as: No, I find _____ better.

Student B: Believe me, _____ wins this game tonight.

Rubric for ESPN Assessment

Student A Assessment

_____ knows the correct name of countries (30 points)

_____ knows the starting time of the match (20 points)

_____ disagrees with partner on outcome (20 points)

_____ uses correct word order (10 points)

_____ pronunciation (10 points)

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_____ uses correct grammar (10 points)

Student B Assessment

_____ knows the capitals of the two countries (20 points)

_____ states an opinion about outcome (20 points)

_____ communicates score correctly (20 points)

_____ disagrees with partner (20 points)

_____ pronunciation (10 points)

_____ uses correct grammar (10 points)

Summative Performance Based Assessment 2

Elements: M L1.INTA, ML1.CCC5A

What Hans likes to do in his free time

You receive an e-mail from your German keypal, and before you write back to him, you want to make sure that you understand what he has written to you. Please read the e-mail that Hans has sent to you and then write down whether the teacher's statements about Hans are true or false.

Was macht Hans in seiner Freizeit? (E-mail from a German keypal)

Mein Name ist Hans, und ich bin 16 Jahre alt. Ich komme aus Leipzig, und ich habe viele Interessen. Ich mache Sport nach der Schule. Manchmal spiele ich Tennis mit meiner Freundin Gabi, aber am liebsten spiele ich Fußball. Ich finde Skifahren toll, und ich interessiere mich auch für Tischtennis. Ich finde Golf ganz langweilig, und ich habe Schlittschuhlaufen auch nicht gern. Am Wochenende gehe ich mit meinem Hund spazieren, und ich wandere auch sehr gern in meiner Freizeit. Ich spiele auch gern Computerspiele. Im Sommer fahre ich nach Italien, und ich schwimme und segele gern. Im Winter gehe ich gerne Skilaufen mit der Familie. Im Herbst und im Frühling spiele ich fast jeden Tag Fußball, denn das ist mein Lieblingssport.

Teacher Statements

1. Hans is seventeen.
2. Hans comes from Lübeck.

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3. His favorite sport is soccer.
4. He thinks ping-pong is boring.
5. Hans likes ice skating.
6. Hans and his dog go for walks on the weekend.
7. Hans likes computer games.
8. In the summer Hans does no water sports.
9. Hans goes skiing with his family.
10. Hans only plays soccer in the spring.

Rubric for Hans' reading

Student demonstrates good understanding of e-mail (8-10 questions correct)

Student demonstrates some knowledge of reading (6-7 correct answers)

Student demonstrates poor knowledge of reading (4-5 correct responses)

Student does not understand reading (3 or fewer correct questions)

Summative Performance Based Assessment 3

Elements: ML1.IP1G, ML1.INTA, ML1.CCC5A

What do we do in our free time?

First, listen to the audio/videotape about what young Germans do in their free time. Second, you will be given a word bank, followed by a paragraph about what you heard on the tape. Use the word bank to fill in the blanks in the paragraph.

Sample

Was machen wir in der Freizeit?

Achim und Tara spielen Karten. Jens sagt, Achim gewinnt. Was macht Holger in der Freizeit? Er spielt Fußball und im Winter läuft er Ski. Holger spielt ein Instrument, Gitarre. Er findet Tennis langweilig. Taras Lieblingssport ist Tennis. Tara findet Holger nett.

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Wörter			
Tennis	Fußball	gewinnen	Gitarre
Karten	nett	Winter	langweilig

Achim und Tara spielen _____. Jens sagt, Achim _____.
Was macht Holger in der Freizeit? Er spielt _____ und im _____ läuft er
Ski. Holger spielt ein Instrument, _____. Er findet Tennis _____. Taras
Lieblingssport ist _____. Tara findet Holger _____.

Teacher's Note: This is a listening assessment. The teacher will find an audiotape or a videotape of young Germans discussing leisure time activities, or can follow the sample above and record it himself.

Rubric	
Student exceeds expectations	(7-8 correct)
Student meets expectations	(5-6 correct)
Student does not meet expectations	(1-4 correct)

Summative Performance Based Assessment 4

Elements: ML1.IP1B, ML1.IP1G, ML1.INTA, ML1.P1A, ML1.CCC4A, ML1.CCC5B

You and a partner will be given a list of movie theaters with times and different film titles that are currently playing, which your teacher has downloaded from the Internet. For example, the teacher could download program information from the site: www.kinonews.de. You and your partner will write and present a dialogue which follows the format below:

- A. Would you like to go to the movies? B. Yes, I like (kind) movies.
A. I prefer (kind) movies. How about (title)? B. Yes! What time does it start?
A. It starts at (time). B. OK. I'll meet you there.

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Rubric for Movie Assessment

Each score (1-10) is based on the following criteria:

8-10 -exceeds expectations
4-7 -meets expectations
1-3 -does not meet expectations

- ~ Asks questions correctly
- ~ Answers questions correctly
 - ~ Pronunciation
- ~ Appropriate vocabulary
- ~ Unimpeded communication

Interdisciplinary Instructional Tasks

Interpersonal Communicative Tasks:

1. Welche Mannschaft ist besser? (Language Arts, P.E., Math) Students are paired up or put into groups of three. The teacher tells them to write a dialogue about possible match-ups in the European soccer championship. They should talk about at least three different pairings like Germany vs. Holland. For each match-up, the students should predict a winner in their conversations and tell which team they find better. It would be good if their partners or if someone else in the group took an opposing point of view and predicts a different outcome.

2. Was möchtest du wissen? (Language Arts, P.E., Social Studies) One of your students has made contact on the Internet with a student named Inge. As the students read along, the teacher reads aloud the e-mail Inge sent, then pairs up the students. (A copy of the e-mail is given below.) Working together with their partners, the students develop a list of questions in German that they want to ask Inge. These should be questions about Inge's home, her interests, her family, and her leisure activities.

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Inges E-mail

Inge aus Düsseldorf

Hallo! Ich heiße Inge Müller, und ich wohne in Düsseldorf. Kennst du Düsseldorf? Es ist die Hauptstadt von Nordrhein-Westfalen. Ich wohne hier mit meiner Mutter und mit meinem Bruder Alex. Mein Vater wohnt nicht mehr bei uns, denn meine Eltern sind geschieden. In meiner Freizeit spiele ich Tennis oder ich gehe mit Freunden ins Kino. Ich mag amerikanische Filme, besonders *Der Herr der Ringe* und solche Filme. Gehst du auch gern ins Kino? Ich bin 14 Jahre alt und gehe aufs Gymnasium. Die Schule gefällt mir nicht so gut, und dir?

3. Was machst du in deiner Freizeit? (P.E., Math) Divide the class in half. Each student must ask 5 people on his/her side of the room what he/she does in his/her free time. Bring the class back together. List the activities on the board. Use tick marks to keep track of responses. Which were most popular? Convert the number to a percent (Prozent). As an extension, your students may graph their findings using MicroSoft Excel.

4. Alles über uns(P.E., Language Arts, Math) Tell the students to pick a partner. Assume the roles of an American student and a German exchange student. Each is to ask (and answer) 3 questions: 1 What do you do after school? 2 What's your favorite sport? 3 What do you do on Saturday? When finished with the task, ask each student to report to the class one of the responses he/she received. Example: Bill plays football after school. The results can be made into a survey.

7. Deutsch-sprachiges Land oder Amerika? (Social Studies) Give student pairs a list of various free time activities in the target language. Ask students which culture would be more likely to do the activity. One person says the activity in the target language and the other says which country would do it. List the activities in 2 columns, Deutsch and Amerikanisch.

8. Gern haben oder nicht gern haben (Language Arts, P.E.) Divide the class into pairs/partners. Give each pair a picture of an activity. One partner says what is depicted in the target language, such as, "They are playing soccer." The second person gives his opinion of the activity: "I like soccer." Pass the picture on to the next pair, until all have seen each picture.

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Interpretive Communicative Tasks

9. Wer wird Europaischer Meister? (Social Studies, P.E., Art) Teacher hands students a map with the German names of the European countries which will be playing in the European championships. He/She helps students with pronunciation of those nations. The teacher also gives each student a crayon or colored highlighter. As the teacher goes over the list of countries with teams playing in the European soccer championships, the pupils will color in or highlight those nations on their maps.

10. Wer gewinnt? (Social Studies, Math, P.E.) The teacher reads a list of countries playing against each other and the scores of those games. The students will use white boards and write down the name of the winning country. For variety, the teacher can also ask which country loses. The teacher might also give a tie score and introduce this vocabulary to pupils. Students could also be called on to say the name of the winner and loser and point to them on a map of Europe.

11. Wo wird Fussball gespielt? (Social Studies, P.E.) The news in Europe is full of the upcoming soccer championships, be it World Cup or European Championship. The teacher gives the students the names of countries playing soccer on a map of Europe and the students give the names of the capital cities for each of those countries. (To save time and paper, the map from activity #1 could be used.) The teacher gives some real or imaginary scores from the European championships and asks students to tell where the celebration (in which capital) might take place, given the winning team.

12. Was ist ein Elf-Meter-Tor? (Science, Math, P.E.) Teacher might show a videotape - if available - of a European soccer match that ends in a tie. (If he/she cannot find a tape, the teacher could talk about this hypothetical outcome with his/her students.) Then the teacher asks students to brainstorm about what an "Elf-Meter-Tor" might be. After they have come up with possible explanations, the teacher tells the students that these shots are attempted at the end of a soccer game that ends in a tie. In championship matches, the game must have a winner who will advance to the next round or win the ultimate prize. The students then may want to go outside the classroom if allowed and mark off an eleven meter distance from a soccer goal. The students try to kick a winning goal from the eleven meter mark.

13. Wer ist Inge? (Language Arts, P.E., Social Studies) Teacher gives students copies of an e-mail from a German keypal named Inge. (The same one used in Interpersonal task #2) As students are reading the e-mail silently, the teacher reads the letter aloud. The teacher asks students to pair up and ask and answer the following sample questions about Inge.

1. How old is Inge?
2. Where does she live?
3. With whom does she live?
4. What sport does she play?

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5. What kind of movies does she like?
6. What does she think of school?

Partners should write down their answers in the target language and share with the class.

Inge's E-mail

Inge aus Düsseldorf

Hallo! Ich heie Inge Mller, und ich wohne in Dsseldorf. Kennst du Dsseldorf? Es ist die Hauptstadt von Nordrhein-Westfalen. Ich wohne hier mit meiner Mutter und mit meinem Bruder Alex. Mein Vater wohnt nicht mehr bei uns, denn meine Eltern sind geschieden. In meiner Freizeit spiele ich Tennis oder ich gehe mit Freunden ins Kino. Ich mag amerikanische Filme, besonders *Der Herr der Ringe* und solche Filme. Gehst du auch gern ins Kino? Ich bin 14 Jahre alt und gehe aufs Gymnasium. Die Schule gefllt mir nicht so gut, und dir?

14. Rollenspielen (P.E., Art) Make a list of activities (sports, watching TV) in the target language. Cut them up and put them in a hat. Have students select an activity one at a time and act it out. The first student to guess the activity in the target language goes next.

15. Was luft und wann? (Art, Social Studies, Language Arts) Have the students work with partners to read movie ads. These can be found in any textbook or online to be current. Write 5 questions for them to answer about the films in the ad you select. See sample questions. (Teachers can find German cinema listings online at www.kinonews.de.)

Sample Questions: 1. How long has Nacht ber Manhattan been playing?

2. Where is Jerry McGuire playing?

3. What are the times Independence Day is playing?

4. What ages are allowed to see Die Fliege ?

5. On what street is the theater where Stern Kriege is playing?

16. Was Leute gern machen. (Language Arts) The students will listen to a person telling about his/her free time activities. They are to write down 3 things the person likes. The teacher can use the script below or choose from any textbook.

Sample script: I like to go to the movies. I really like fantasy films. I hate westerns. They are too brutal. I like to go to rock concerts. I don't play tennis, but I like ping-pong . I also like to read.

Possible answers: going to the movies, fantasy films, rock concerts, ping pong, reading

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17. Der Fröhliche Wanderer (Music, Health, P.E.) Hiking or walking is a very popular activity in German speaking countries. The students will listen to the German folk song "The Happy Wanderer," and they will fill in blanks in a teacher-generated cloze text. After learning the song, the teacher may take the students on a short "Wanderung" around the school grounds while they sing the song. Links to the text and melody are easily found online. Follow the link <http://ingeb.org/Lieder/MeinVate.html>.

Presentational Communication Tasks

18. Europäischer Meisterschaft: (P.E., Social Studies, Music, Art) Almost everyone in German speaking countries is obsessed with soccer. Students are paired up and assigned various European national soccer teams. They have to create a short song or chant and banner supporting "their team." The students will perform their song/chant and show off their banners to the class when completed.

19. Was machen wir heute? (Art, Language Arts) As in America, German students get together to talk about what they are going to do in their spare time. Divide into groups of 2, 3 or 4. Write and present a skit about going to the movies or a game or playing a sport. Each person should have 4 lines to say. The teacher will proofread the final copy. Students are to memorize their lines and present their skits to the class using props and costumes.

20. Expressionismus (Art, P.E., Health) Tell each student to think of his favorite sport, then draw a picture of the body part most used in that sport. They can share their picture with the class and the class can guess the sport that is involved in the target language (or the student can simply say which sport it is).

21. Ein Superstar ist geboren (Health, Math, Language Arts) Divide the class into pairs/partners. One person is a celebrity either from movies, music or sports; the other is a talk show host (Jay Leno, Oprah, etc.). Students will interview the celebrities by making up to seven questions or statements such as 1. introducing and greeting them 2. asking what they do in their free time 3. asking their favorite sport 4. asking what time they go to bed 5. thanking them and saying goodbye. Students should use appropriate props or costumes.

22. Lieblingsfilme (Art, Language Arts) Students will design a visual ad for a magazine promoting their favorite film. They should include the title (in the target language) and the main actors. Include two or more adjectives describing the film in the ad. After sharing with the class, students will post their ads in the hallway.

23. Was ist los ? (Music, Science) Students will make up a rap about their favorite sport. They should include sounds that relate to the sport. Share with the class.

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24. Leute (Technology, Social Studies, Language Arts) Ask your students to select a famous athlete, actor, or musician from a German-speaking country. Have them research this person online or in magazines or newspapers. They should be prepared to tell the class 5 facts about the person in the target language. Students will also create a visual no larger than 8 x 11.5 about their person to accompany their presentation.

25. Dichter (Language Arts) The students will write a poem or acrostic about their favorite free time activity and share them with the class.

26. Der Kritiker (Language Arts, Math) After the teacher has taught phrases related to agreement/disagreement, students will act as movie reviewers and prepare a 3-line critic of their favorite film. After they share with the class, ask students if they agree or disagree. Keep track on the board. At the end of the activity, select the favorite film of the class. This can be a partner activity if the class is large.

Recommended Formative Assessments

The following is a list of activities to use to assess student progress in meeting Georgia Performance Standards (GPS) for Modern Languages. Many of the activities may be used to measure more than one mode of proficiency due to the interrelationship of language skills. Rubric design inevitably dictates the particular skills being evaluated.

Using a variety of assessment activities that address the various learning styles and multiple intelligences of students is an intrinsic part of good instruction. Teachers are encouraged to use this checklist to expand their repertoire of assessment strategies and to ensure that students in each class are assessed using a wide range of activities.

Communication

A. Interpersonal Mode (Person-to-Person Communication)

- Work in pairs to create and/or practice simple conversations.
- Perform a short skit or dialogue for a class, the school or the community.
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.

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- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as re-telling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information,” etc.

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B. Interpretive Mode (Listening and Reading for Understanding)

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

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C. Presentational Mode (Oral and Written Presentation)

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

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Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines and Comparisons of Language and Culture

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.