

SAMPLE 2.4, GRADES 5-8

PROTOTYPE ASSESSMENT WORKSHEET

Music is the Key!
Geografía musical

Nombre _____

Fecha _____

You have been kidnapped by a fast-moving international kidnapping ring and are being held hostage until the abductors can decide what to do with you. You have been blindfolded and carted away to places that the abductors hope are very foreign to you. Fortunately, though, being the astute beneficiary of a high-priced accelerated course in cultural geography, you have learned to detect sounds so that you can guess where you are by the music you hear. Because of this, you can call home on your handy miniature cellular phone that the kidnappers do not know you have and let your parents know almost exactly where you are at all times.

GUESS WHERE YOU ARE AT EACH STOP. Listen carefully to a series of musical samples. Pay attention to the unique sound of each selection. Then try to determine the area of origin. If you are correct, in the end you will be rescued and returned safely to your parents' loving arms. (Each sample lasts approximately 25 seconds.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

CLAVE:

| | |
|---------|---|
| 10 - 9: | Sano y salvo |
| 8 - 7: | Sano y salvo pero con unas cuantas heridas |
| 6 - 5: | Vives pero torturado y mal tratado |
| 4 - 3: | Estás en graves condiciones |
| 2 - 0: | ¡Ay, caray! ¡Qué muerte más cruel! Adiós, queridos padres |

Worksheet is reprinted with permission from Cassandra Butler.

SAMPLE 2.4, GRADES 9-12**ILLUSTRATIVE LEARNING ACTIVITY***Le Mariage Français*

French V students are very excited about sharing in a true-life French love story. Their teacher announces that she will be attending a family French wedding in France and promises to discuss all the romantic details with the class. Aided by current copies of the French *Bride's Magazine*, photos, videos and other realia, the class explores the customs that surround a French wedding. The discussion centers on the similarities and especially the differences between weddings in the United States and those in France.

From this side of the ocean, the students follow the couple's progress from "*les fiançailles*," a formal party when the engaged couple is formally introduced to friends and family, to "*les repas de mariage*," an elaborate dinner consisting of a series of courses that is given for close friends and family following the wedding. The students are intrigued by the details of the legal requirement to marry in France, the civil ceremony at the town hall, the signing of the register by the couple, and the importance of the witnesses. The students view illustrations of the couple's traditional walk, followed by a parade of guests and well-wishers, from the town hall to the church. They are surprised to learn that the groom has pictures taken with the bride before the ceremony, walks up the aisle with his mother, and that the wedding party is composed solely of children.

Students examine authentic documents such as "*le livret de famille*," and "*le faire-part*." This booklet officially certifies the couple's marriage and is a legal document in which they will record the births of their future children. Their children will need this book to register for school and to obtain passports. After viewing models of several authentic wedding invitations, students design an invitation for an imaginary wedding of their own choosing, using the distinctive French format.

Via video, the students watch actual footage of the wedding that their teacher attended, as well clips of French weddings from films such as "Private Benjamin" and "La Reine Margot." The teacher explains the videos to the students as they watch them. For instance, she explains that the long bridal veil the bride wears is cut into pieces during the receiving line. The pieces are then given to the wedding guests as good-luck souvenirs.

As a culminating activity, the students are asked to apply their new knowledge to the creation of an informational pamphlet that explains culturally appropriate behavior regarding French wedding traditions. One would want, for example, to send flowers to the bride's house to be used in the morning photography session. However, one would not send chrysanthemums since they are considered by the French to be a cemetery flower. Students are presented with the following scenario:

You have been brought in as a cultural consultant for a Fortune 500 company that is seeking to expand its global market share by merging with a small French firm. The head office for this European Community company is located in Meaux, France. A U.S. executive who is being transferred to Meaux in the spring will be one of the top-ranking officials. His family will accompany him. His counterpart is a French native whose eldest daughter will be married in June. While this executive has proficient conversational skills, he lacks in-depth knowledge of French culture and conventions. Since it is crucial that their relationship begins well, you are to design a pamphlet that will acquaint him with the French customs surrounding a wedding and help him avoid any embarrassing faux pas.

The illustrative learning activity and prototype assessment titled *Le Mariage Français* are adapted and reprinted with permission from Margaret Nocturne, French teacher at Joel Barlow High School, Redding, Connecticut.

SAMPLE 2.4, GRADES 9-12**PROTOTYPE ASSESSMENT***Le Mariage Français*

Seniors preparing this pamphlet are enrolled in a University of Connecticut Cooperative French V Honors course. They have studied French since the 7th grade, meeting daily during the academic year. As the rubric that follows indicates, student work should meet the following criteria:

- organization, authenticity, creativity of presentation;
- accurate explanation of sample invitation;
- explanation of wedding traditions and potential cultural faux pas;
- creation of an authentic menu;
- correct representation of a marriage contract; and
- use of French (communicative quality, correct spelling, appropriate vocabulary and syntax).

SAMPLE 2.4, GRADES 9-12

PROTOTYPE ASSESSMENT

Le Mariage Français

| SCORE | CONTENT | USE OF FRENCH | PAMPHLET DESIGN |
|-------|---|---|---|
| 0 | <ul style="list-style-type: none"> • Unmet deadlines • Incomplete content | <ul style="list-style-type: none"> • Incomprehensible, even to a sympathetic reader • Quality of French impedes comprehension • Frequent evidence of native-language interference • Weak, repetitive sentence structure and vocabulary | <ul style="list-style-type: none"> • Not presented as a pamphlet • No use of graphics or illustrations • Poor organization • Lacks creative style |
| 1 | <ul style="list-style-type: none"> • Insufficient information • Frequent inaccuracies | <ul style="list-style-type: none"> • Requires significant effort from a sympathetic reader in order to interpret meaning • Reads like an English-to-French translation • Frequent, patterned errors • Weak vocabulary and idiomatic language | <ul style="list-style-type: none"> • Not presented as a pamphlet • Little use of graphics or illustrations • Organization impedes understanding • Lacking in creativity |
| 2 | <ul style="list-style-type: none"> • Accurate, adequate information • Includes some important documents • Briefly explains some documents • Provides reliable information on some French wedding traditions and customs • Adequately prepares reader to avoid a number of cross-cultural misunderstandings and embarrassing faux pas | <ul style="list-style-type: none"> • Comprehensible only to a sympathetic reader, with some effort • Circumlocution evident • Patterns of grammatical errors • Signs of native-language interference • Modest attempts at vocabulary and idiomatic language structures | <ul style="list-style-type: none"> • Basic, utilitarian design • Some use of graphics and visuals among prose • Organization does not help understanding • Limited creativity |

(continued)

(Prototype Assessment Continued For Sample 2.4, Grades 9-12)

| SCORE | CONTENT | USE OF FRENCH | PAMPHLET DESIGN |
|-------|--|--|--|
| 3 | <ul style="list-style-type: none"> • Includes essential information • Incorporates many important documents • Explains pertinent parts of documents • Provides reliable data on French wedding traditions and customs • Adequately prepares reader to avoid most cross-cultural misunderstandings and embarrassing faux pas | <ul style="list-style-type: none"> • Comprehensible to an unsympathetic reader (with occasional effort) • Most use of language appropriate to the task, context, audience • Message conveyed • Some evidence of circumlocution • Grammar shows only infrequent weaknesses • Some native language interference • Limited use of vocabulary and idiomatic language | <ul style="list-style-type: none"> • Appealing and effective design • Creative use of graphics, visuals and prose • Effective organization • Evidence of some creativity |
| 4 | <ul style="list-style-type: none"> • Includes all essential information • Incorporates all important documents • Explains pertinent parts of documents • Provides reliable, current data on French wedding customs and traditions • Prepares reader to avoid any cross-cultural misunderstandings or embarrassing faux pas | <ul style="list-style-type: none"> • Comprehensible to an unsympathetic reader • Use of language appropriate to the task, context and audience • Message well communicated • Little evidence of circumlocution • No major patterns of grammatical weakness • Little native language interference • Wide range of idiomatic language and vocabulary | <ul style="list-style-type: none"> • Aesthetically appealing • Effective use of graphics, visuals and prose • Mix of media promotes understanding • Demonstrates creative flair |
| 5 | <ul style="list-style-type: none"> • Gives wealth of accurate, authentic information • Includes all important documents (sample wedding invitation, prototype menu, marriage contract) • Fully explains all documents • Provides reliable, current data on French wedding customs and traditions • Fully prepares reader to avoid any cross-cultural misunderstandings or embarrassing faux pas | <ul style="list-style-type: none"> • Easily comprehensible to an unsympathetic reader • Use of language appropriate to the task, context and audience • Message effectively and accurately communicated • No evidence of circumlocution • No evidence of grammatical weakness • No reflections of native language interference • Wide range of idiomatic, nuanced language and vocabulary | <ul style="list-style-type: none"> • Strong aesthetic appeal • Very effective use of graphics, visuals and prose • Mix of media promotes understanding • Demonstrates exceptional creative flair |

SAMPLE 2.4, GRADES 9-12

STUDENT WORK EXEMPLAR

Le Mariage Français

The French Marriage

(Student name)

Student work exemplar (pages 62-65) has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

L'invitation The Invitation

L'invitation française est différent que celle américaine. Elle est mise en demi, une dedans l'autre. L'ordre de l'invitation est décidé par l'invité(e) du participant ou de la participante.

The French invitation is different from the American one. It is folded into halves, one inside the other. The order of the invitation is according to whose guest you are.

Monsieur et Madame Xavier Buvier
Madame Collette du Prés
Monsieur et Madame Yann Buvier
ont la joie de vous faire part du mariage
leur petite fille et fille, Michelle,
avec Monsieur Benoit Chandelier

Et vous prie d'assister ou de
vous unir d'intention
à la messe de mariage
qui sera célébrée
le dimanche 22 mai 1995, à 16 heures,
en la Basilique Cathédrale St. André, Bordeaux.
Le consentement des époux sera reçu par le Père François Dulier,
archiprêtre de la cathédrale

45 rue Belleville – 75000 Paris
13 avenue de Napoléon – 85000 La Roche sur Yon
73 rue du Palais – 33000 Bordeaux

Cet(te) invité(e) est une de la mariée parce-que l'invitation est sur celle du marié.

This guest is one of the bride's because it is her name that is on top of the groom's.

Les Contrats The Prenuptials

La Cérémonie Civile et La Messe de Mariage The Civil Ceremony and the Religious Ceremony

Le mariage actuel a lieu à l'hôtel de ville avant la cérémonie à l'église. Le maire dit quelque chose au couple et les donne un livret après il ou elle fait le mariage.

Le mariage religieuse a lieu à l'église. Les invité(e)s sont divisé(e)s par leur invitation. Le marié marche avec sa mère. Le père du marié marche avec la mère de la mariée. Enfin, la mariée marche avec son père.

The actual marriage takes place at town hall. The mayor performs the ceremony, gives a speech to the couple reminding them of their obligations, and presents them with a book in which the names of their children will be recorded.

The religious marriage is then held at the church. The guests are seated according to their invitations. The bride's guests sit on one side, the groom's on the other. The groom marches down the aisle with his mother. Then, the groom's father escorts the bride's mother. Finally, the bride is brought down the aisle by her father.

Les Cadeaux The Gifts

Les grands magasins ont une liste de mariage où les invité(e)s vont pour acheter les cadeaux. Après la mariage, les cadeaux sont apportés chez le couple.

The department stores have lists of gifts for which the bride has registered. The guests go there to buy the gifts. They are delivered to the newlyweds' house after the wedding.

**Les Fleurs
The Flowers**

Les fleurs sont envoyées chez la mariée avant la mariage.

The flowers are sent to the bride's house before the marriage.

**Le Vin d'honneur
The Reception**

Tous les invité(e)s sont invité(e)s au vin d'honneur après la cérémonie religieuse.

All the guests are invited to a reception after the religious ceremony.

**Le Menu pour le Repas de Mariage
The Menu for the Wedding Dinner**

Il y a toujours un bon menu aux mariages. Voici ce qu'on peut manger.

**pâté du poulet
bass avec vin blanc
sorbe au champagne
coq au vin avec couscous et vin rouge
camembert, brie, roquefort, cantal, et reblochan fromages
gâteau, tarte au chocolat, diplomate**

Après le repas, on danse.

There is always a good menu at marriages. Here is a sample of what one can eat.

**chicken pâté
bass with white wine
champagne sorbet
coq au vin with couscous and red wine
camembert, brie, roquefort, cantal, and reblochan cheeses
wedding cake, chocolate cake, diplomate**

After the meal, there is dancing.

Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

GOAL THREE

**MAKE CONNECTIONS WITH OTHER AREAS OF STUDY
AND ACQUIRE INFORMATION**

CONTENT STANDARD 5: Connections (Interdisciplinary)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language.

K-12 PERFORMANCE STANDARDS

| | | |
|---|--|---|
| <p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • use simple information from their world language class in their study of other subjects; • use simple information learned in other subjects in their study of a world language; and • use new information and perspectives gained through world language study to expand their personal knowledge. | <p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • acquire more complex information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information; • acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information; and • use new information and perspectives gained through world language study to expand their personal knowledge. | <p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • acquire even more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects; • analyze the similarities and differences among the sources, selecting the most appropriate information for specific purposes; • use information acquired from other school subjects to complete activities in the world language classroom; and • use new information and perspectives gained through world language study to expand their personal knowledge. |
|---|--|---|

ILLUSTRATIVE LEARNING ACTIVITIES 3.5, GRADES K-4

1. *Number Facts*

In their language arts class, students focus on demonstrating their knowledge of essential personal information. These students then learn the numbers from zero through nine in their world language class and use that vocabulary to recite their telephone numbers and addresses in the target language. Their world language teacher also introduces two-digit numbers, comparing and contrasting the recitation of phone numbers in the target culture and in the United States. The students also complete simple arithmetic examples paralleling the concepts that they are currently being taught in mathematics class in order to compare how the same arithmetic example is set up in the target culture.

2. *Butterflies Everywhere!*

Elementary-school students learn about the fascinating yearly migration of butterflies. Their interest is channeled into an expansive interdisciplinary learning project. The art teacher helps them to make butterflies from origami and tissue paper. In language arts class, students conduct research and write a report on the butterfly. In social studies, the students color maps showing the flight path of the monarch butterfly, while in math class, their teacher helps them construct butterfly shapes to study symmetry. In science they learn about the butterfly's life cycle, and in physical education class the coach teaches them how to do the butterfly stroke and how to use a butterfly bandage.

The Spanish teacher teaches her students the names for the various parts of the butterfly in Spanish using the samples provided by the art teacher. Students point to the different colors as the teacher calls them out in Spanish. Students may also do "show and tell" with their butterflies, using familiar adjectives to describe them and identify the six stages of their life cycle. Working in pairs, students use the cardinal numbers to trace the migration of the monarch butterfly on a map; they also provide information regarding its shape, color, size and symmetry. Working in cooperative groups, students compose a verse about the butterfly. Students share their verses and design a butterfly which they present to the class, stating colors, parts and other information in Spanish.

Butterflies Everywhere! is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenarios, *Butterflies*, 69.

3. *Jurassic Mountain*

Kindergartners begin a unit on dinosaurs. They are curious about how and when these animals existed. Their Spanish teacher, Señora Matos, reinforces their dinosaur studies in the FLES classroom. With the cooperation of the art teacher, the Spanish class creates a construction paper "Jurassic Mountain" in the classroom. Students learn the Spanish words for tree, mountain and other elements of their newly created environment. However, the teacher and students realize that something is missing: the dinosaurs. Students are asked to bring dinosaurs to school, and on the next day their Jurassic Mountain and two other tables are covered with dinosaurs. After learning the vocabulary in Spanish, the students identify and describe the dinosaurs and classify them by size, color and other characteristics (gentle, fierce, etc.). Students then make brightly colored papier-maché dinosaurs as well as dioramas reflecting the appropriate habitat for their dinosaurs. By the end of the week, Señora Matos has 21 dinosaur dioramas that the class shares with the school community.

Jurassic Mountain is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenario *Dinosaurs*, 75.

ILLUSTRATIVE LEARNING ACTIVITIES 3.5, GRADES 5-8**1. *Exploration: Past and Present***

A middle-school team works on an interdisciplinary unit on explorers and exploration. Students in the world language class choose an explorer from the past or present to show the influence of other languages and cultures on the United States. The teacher reviews library research skills and provides various sources of information for students to incorporate into their projects. Students then produce a multimedia presentation highlighting the language, country and culture of that explorer and the impact of his or her area of exploration. Topics include explorers and settlers of the New World, immigration to America through all of its borders, space exploration, and the use of technology to explore other languages and cultures that are part of American heritage. Students then develop the world language component, including a personal narrative, journal entries, a map or display labeled in the language, a chart, time line, handout and/or dialogue between two students. Students make presentations to the rest of the class, and the teacher provides a reflection sheet for students to complete for peer evaluation.

2. *Demi-Plié*

Students in an eighth-grade French class learn a series of practical vocabulary words and discover that for dance students, many of these terms have a special meaning. For instance, *plier* is what happens with a sheet of paper, but it also is a dance class activity. *Tomber* can be devastating, or it can be an elegant balletic execution. In addition, there is *les dos*, as in *dos-e-dos*, and *promenade* in square dancing, two vocabulary words that students learn in their physical education classes. Some other words that they learn over the course of the class are: *changement*, *tendue*, *demi-plié*, *grand-plié*, *relevé*, *jeté*, *grand-jeté*, *pirouette*, *porte de bras* and *frapper*. The teacher invites a ballet teacher (who happens to be French) to come to class and teach a ballet lesson in French.

3. *Family Images*

Eighth-grade students study the role of the family in the target culture. They read poems in the target language about families and write simple poems about a family member. They sing songs from the target culture that mention families or family members, and they read authentic stories dealing with family relationships. The teacher prepares related questions in the target language and posts them in conspicuous spots around the school. Students realize that unlike their monolingual classmates, the questions are only accessible to them because of their world language skills.

ILLUSTRATIVE LEARNING ACTIVITIES 3.5, GRADES 9-12

1. Hot Topics

Students learn about a controversial period in history in their world language and history classes. After viewing and discussing a video from that time period in the target language, the students choose a topic to investigate and analyze. Students may present their perspective/analysis and/or conclusions by taking and justifying a point of view in a mock trial, debate, group project or journal.

2. Light on Landscapes

Students study French Impressionism and focus on the effects of atmospheric light on landscapes. Following a geography presentation by a museum/conservation director and a slide presentation by a professional landscape photographer, students take a guided nature walk, sketch a mental map of the area, write a *cinquain* in French and then draw a thumbnail sketch of the nature walk site. All of the activities relate to the study of the effects of atmospheric light on landscapes.

Light on Landscapes is adapted and reprinted with permission from Carol Kearns, French teacher at Litchfield High School, Litchfield, Connecticut.

3. More Than a Fortune Cookie

A Chinese class learns about one of the most important archeological discoveries of the 20th century, the tomb of the first Chinese emperor, which features 6,000 life-size terra cotta warriors and many valuable treasures. Students imagine that the treasures of the first Emperor's tomb have been stolen and play a game like "Where in the World Is Carmen Sandiego?" to find them. Students travel to different parts of the country, reviewing the characteristics of various cities (population, weather, location, economy, etc.). They answer questions related to each city in Chinese; a correct response provides them with a clue about the location of one of the treasures. When they have amassed sufficient information to find a treasure, they share it with the class in Chinese and then begin the next treasure hunt.

4. Who Am I?

In order to make a historical or cultural period enticing to his students, a world language teacher designates a specific time period in the target culture, e.g., the French Revolution, for thorough investigation. Each student selects a person of his or her choice from the time period and begins research, using a variety of target language sources including the Internet and multimedia computer software. Each student presents a dramatization of his or her research in the target language, and classmates identify the historical person.

5. AIDS Research

Students in a biology class work in teams to research a particular strain of viral infection, conducting experiments in their laboratory. One team becomes intrigued by the Pasteur Institute's exploration of the virus that causes AIDS. The students who are currently studying French decide to add valuable information to the class by writing to the Institute for information about its work on the virus. The jointly composed letter becomes an entry in the students' French writing portfolios. Upon receipt of the Institute's information, two students find that the French perspective on the history of the HIV virus subtly differs from what they had assumed after reading about the discovery in biology class. Their teacher is impressed with their initiative and asks them to share the information with the class.

AIDS Research is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenario *International Science*, 80.

SAMPLE 3.5, GRADES K-4

ILLUSTRATIVE LEARNING ACTIVITY

I have a yen for . . .

An elementary Japanese class has been studying a unit on Japanese foods and the vocabulary for grocery shopping. As a culminating activity, the class demonstrates its knowledge of Japanese fruits and vegetables in a produce stand shopping activity. The children also use their math skills to plan a shopping list according to a limited budget and gain an understanding of basic economics. The entire activity is conducted in Japanese.

- Step One** The class is divided into student groups (pairs work best). The teacher provides each group with a poster that includes the Japanese name of one fruit or vegetable. Each group decorates its poster – either by drawing pictures of the item or by using pictures they cut and paste from grocery store flyers. Each group determines the price for its item and writes the price on the poster. The teacher sets the price limits (e.g., one to three yen). The class produces one poster for each item to be sold at the produce stand.
- Step Two** The teacher provides each group with 12 pictures of the fruit or vegetable for which that group made a poster. Each group colors the pictures of its produce item and puts them into a bag labeled with the Japanese name of their fruit or vegetable.
- Step Three** Individually, students create shopping lists, sheets with pictures of all of the produce items to be sold at the store (if older students are involved in this activity, the shopping lists may include the Japanese names of the items rather than pictures). Next to each picture is a space for the students to write in the price of that item. The students also leave another space on their shopping lists where they will tabulate prices and plan their shopping lists according to their budgets.
- Step Four** Holding up the posters created by the student groups, the teacher discusses the price of each item with the class. The teacher informs the class that each student will have a limited budget, such as 10 yen (higher, more realistic prices may be used in older grades). The teacher models the shopping list possibilities on the board by choosing some items to buy, writing down the prices, and making sure that the total does not exceed 10 yen. On their shopping lists, students draw a horizontal line from the items they wish to buy to the center of the paper, record the prices, and add them to ensure that they will have enough money to buy the items.
- Step Five** All of the produce posters are displayed in the classroom, and the produce bags containing the items are arranged on a table. The teacher is the supermarket cashier. (Variation: with a few additional classes, students can learn how to buy and sell. If the students know how to say “_____ please,” they can buy and sell from each other. On day 1, half the students buy while half sell. On day 2, vice versa. The teacher must play the role of “language police” to be sure that students stay in the target language.) Each student receives 10 yen (coins, fake money, bingo chips, etc.). Individually, the students come to the store with their shopping lists, request the items on their lists, and pay the cashier. As an additional mathematical challenge, if/when certain items become sold out, students may be asked to substitute one or more items, in keeping with their budgets.

(continued)

The illustrative learning activity and prototype assessment titled *I have a yen for . . .* are adapted and reprinted with permission from Jessica Thurrott, Japanese teacher at Maloney Magnet School, Waterbury, Connecticut.

- Step Six** After all of the students have finished their shopping, the teacher places pictures of the items that were sold at the store on the board. The teacher asks the students for the price of each item (“How much were the bananas?”) and records the price next to the picture of each item on the board. The teacher then asks each student what they bought at the store and records each purchase by placing a check mark next to the appropriate items.
- Step Seven** Once all of the students have reported their purchases, the class counts the number of checks for each item in Japanese, and the teacher records the total number for each item on the board. The teacher circles the items that were the most popular and leads a class discussion about the popularity of those items (this part of the activity may need to be carried out in the native language). Students recognize that, in most cases, the most affordable types of produce were the most popular items.

PROTOTYPE ASSESSMENT

I have a yen for . . .

The following criteria are employed to assess each student’s performance in the produce stand shopping activity:

Japanese Language Skills: Assessment

Vocabulary used while shopping and while reviewing purchases

- | | |
|---|---|
| 0 | no knowledge of vocabulary |
| 1 | some knowledge with prompting |
| 2 | knowledge of necessary vocabulary with prompting |
| 3 | knowledge of necessary vocabulary without prompting |

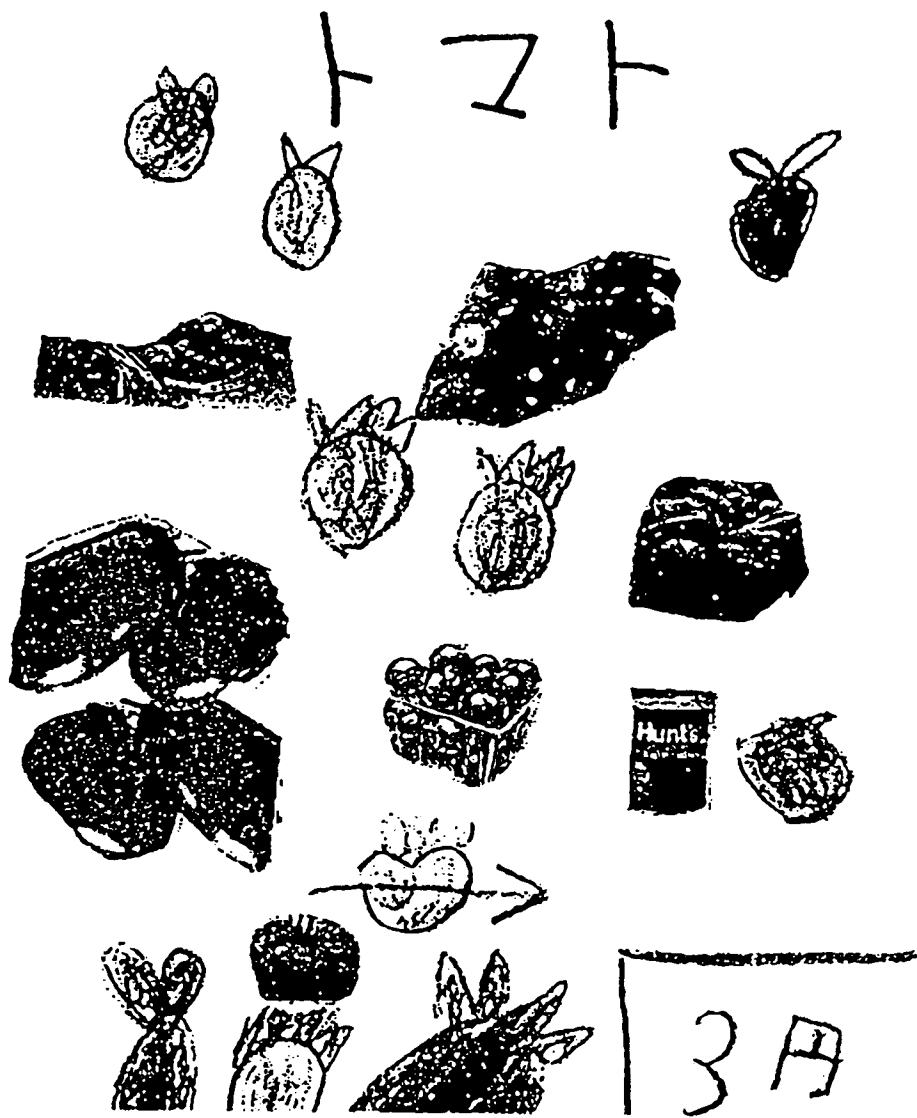
Use of Mathematics Skills: Assessment

- | | |
|---|---|
| 0 | no evidence of use of math skills to complete activity |
| 1 | some use of math skills to complete activity, with prompting |
| 2 | use of math skills to complete activity, but calculations are incorrect |
| 3 | use of math skills to complete activity, and calculations are correct |

SAMPLE 3.5, GRADES K-4

STUDENT WORK EXEMPLAR

I have a yen for...



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SAMPLE 3.5, GRADES 5-8**ILLUSTRATIVE LEARNING ACTIVITY***Chinese Family Ties*

Students in a social studies class learn about the Chinese family structure and compare it with the different structures of families in the United States. A group of students who study Chinese makes a presentation to the class on the Chinese vocabulary words for relatives. For example, there are eight different ways to express the concept of *cousin* in Chinese, determined by birth order, gender, and paternal or maternal relationships. Based on the presentation, the social studies class discusses how language reflects cultural differences.

Each student constructs a family tree, using the appropriate Chinese vocabulary.

Objectives:**Students will:**

1. pronounce the terms for family relationships;
2. understand the importance of age and gender in terms for family relationships; and
3. draw a family tree and use the Chinese terms to introduce their own family.

Materials:

1. Handout of Chinese terms for family relationships
2. Family tree worksheet
3. Chinese family puzzle

Activities:

1. Use handout to introduce Chinese terms for family relationships.
2. Have students draw or paste photos of their family members on the family tree worksheet.
3. Have students introduce their family members in Chinese.
4. Have students work in groups to complete the puzzle.

The illustrative learning activity and following prototype assessments titled *Chinese Family Ties* are reprinted with permission from *Windows on the World: Chinese*, an unpublished manuscript completed in 1996 by Caryn White Stedman for Program in International Educational Resources – PIER at Yale University.

SAMPLE 3.5, GRADES 5-8

PROTOTYPE ASSESSMENT

Chinese Family Ties

In China, the family is the most important social group. A person always identifies himself or herself by the family name, which comes first. This indicates the importance of the family. Within the family, one's place is determined by age and gender. The terms for family relationships indicate this. While we have a single term for "sister", Chinese has two — "older sister" and "younger sister". English has a single term for "uncle", but Chinese has three terms — "father's older brother", "father's younger brother", and "mother's brother". Of course, there are also separate terms for the husband of one's father's sister and the husband of one's mother's sister. There are separate terms for "cousin", depending upon whether the relationship is between children of brothers or between children of sisters.

Chinese Terms for Family Relationships

| | | |
|----------------|------------|-------------------------------|
| fùqin | 父亲 | father (formal) |
| bàbà | 爸爸 | dad, papa |
| mǔqin | 母亲 | mother (formal) |
| māmā | 妈妈 | mom, mama |
| fùmǔ | 父母 | parents |
| zǔfù | 祖父 | grandfather (paternal) |
| wàizǔfù | 外祖父 | grandfather (maternal) |
| yéyé | 爷爷 | grandpa, poppop |
| zǔmǔ | 祖母 | grandmother (paternal) |
| wàizǔmǔ | 外祖母 | grandmother (maternal) |
| nǎinǎi | 奶奶 | grandma, nana |
| gēgē | 哥哥 | older brother |

(continued)

Chinese Terms for Family Relationships is reprinted with permission from *Windows on the World: Chinese*, by Caryn White Stedman.

SAMPLE 3.5, GRADE 5-8

PROTOTYPE ASSESSMENT

*Chinese Family Ties*Chinese Terms for Family Relationships
(continued)

| | | |
|------------------|------------|---|
| jiějie | 姐姐 | older sister |
| didì | 弟弟 | younger brother |
| mèimèi | 妹妹 | younger sister |
| bóbó | 伯伯 | uncle (father's older brother) |
| shūshū | 叔叔 | uncle (father's younger brother) |
| jiùjiù | 舅舅 | uncle (mother's brother) |
| gūgū | 姑姑 | aunt (father's sister) |
| āyí | 阿姨 | aunt (mother's sister) |
| zhàngfū | 丈夫 | husband |
| xiānsheng | 先生 | husband, Mr. |
| qizi | 妻子 | wife |
| tàitai | 太太 | wife, Mrs. |
| àirén | 爱人 | spouse (used in the P.R.C. - not used in Taiwan) |
| érzi | 儿子 | son |
| nǚér | 女儿 | daughter |
| sūnzi | 孙子 | grandson (son's son) |
| sūnnǚ | 孙女 | granddaughter (son's daughter) |
| wàisūn | 外孙 | grandson (daughter's son) |
| wàisūnnǚ | 外孙女 | granddaughter (daughter's daughter) |

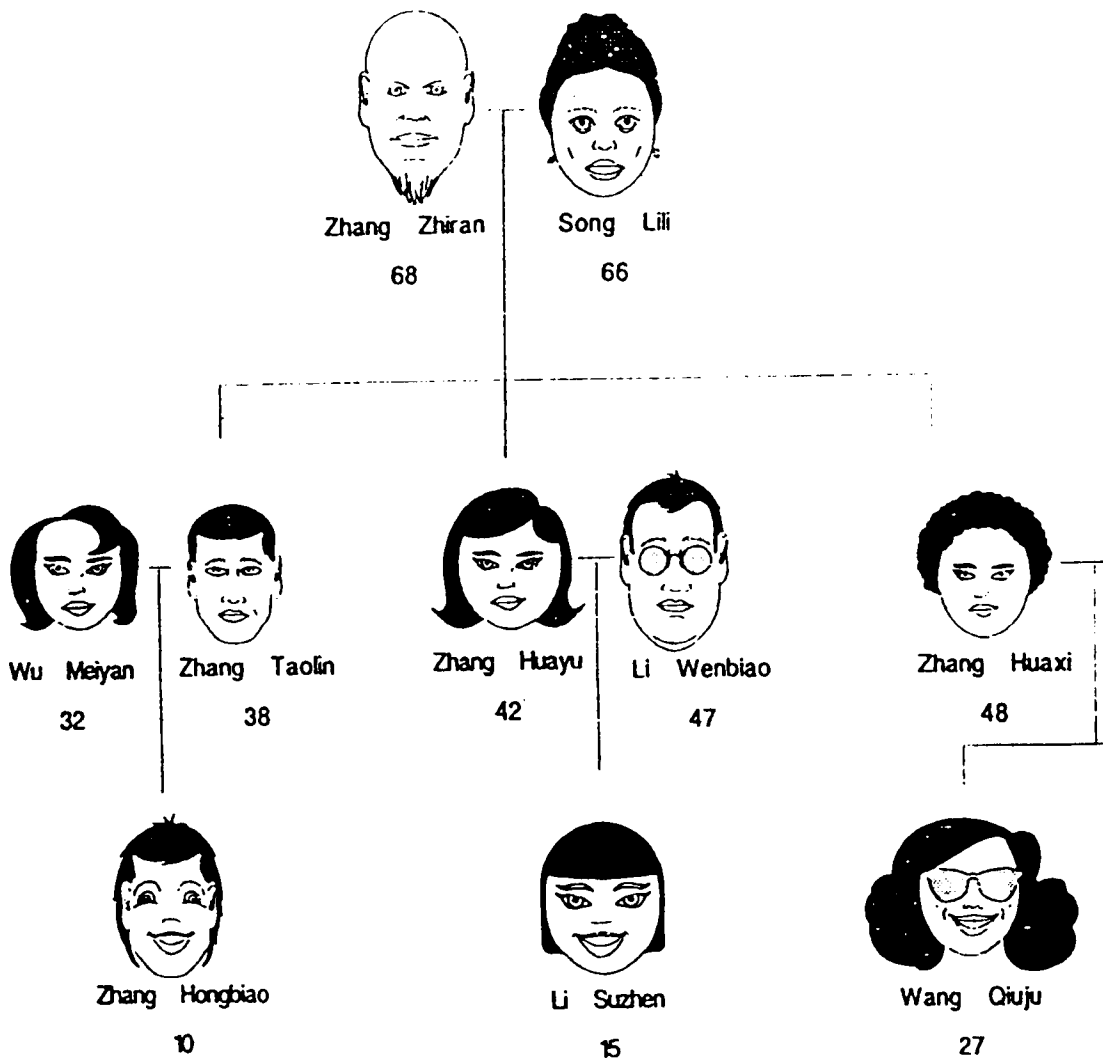
SAMPLE 3.5, GRADES 5-8

PROTOTYPE ASSESSMENT

Chinese Family Ties

Family Tree Worksheet #1

The Zhang family



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SAMPLE 3.5, GRADES 5-8

PROTOTYPE ASSESSMENT

Chinese Family Ties

Family Tree Worksheet #2

The Wang family



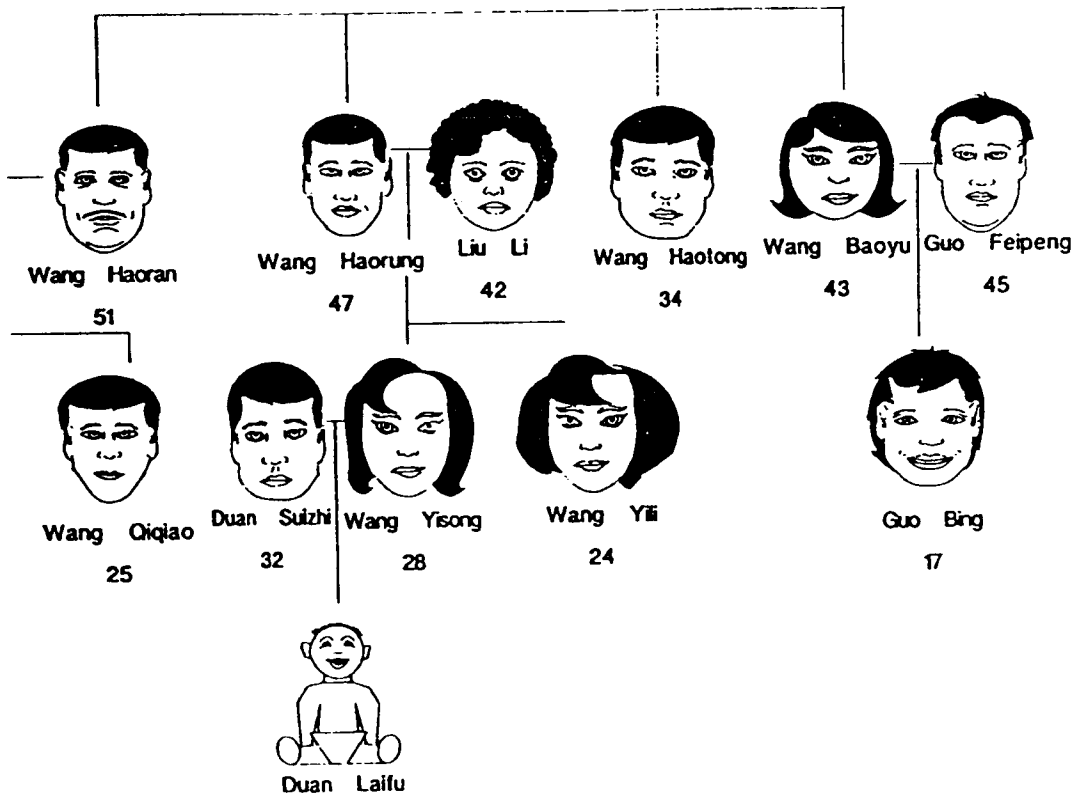
Wang Qiangfei

75



Guan Jufang

72



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SAMPLE 3.5, GRADES 5-8

PROTOTYPE ASSESSMENT

Chinese Family Ties

Family Relationships Puzzle

Use student handouts #1 and #2 to complete the puzzle below. After you fill in the blanks, use the letters from the numbered spaces to solve the puzzle at the bottom of the next page. Remember that the surname comes first!

1. Zhang Huayu is Li Suzhen's __1__.
2. Zhang Hongbiao's *nainai* is surnamed __2__.
3. Duan Laifu is Wang Haorung's _____.
4. Wang Yisong's *meimei* is called (first name) _____.
5. Guo Bing's *waizumu* is _____ - ____ years old.
6. Wang Haotong is Wang Yili's __3__.
7. Li Suzhen calls Zhang Huaxi __4__.
8. Wang Qiuju calls Wang Qiangfei and Zhang Zhiran ____5. although Wang Qiangfei is her _____ and Zhang Zhiran is her __6__.
9. Wang Qiqiao is _____'s *sunzi*.
10. Song Lili's *sunzi* is __7__.
11. Wang Haorung calls Wang Baoyu ____8__.
12. One of Zhang Taolin's *jiejie*'s is _____.
13. Wang Yili's *bobo* is called (first name) _9_ __10__.
14. Guo Bing calls Wang Haotong _____.
15. Li Suzhen calls Li Wenbiao ____11.

(continued)

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(Sample 3.5, Continued, Grades 5-8)

16. Li Wenbiao is ___ 12 ___ 13 ___'s *fuqin*.
17. Wang Baoyu calls Wang Haorung _____.
18. Wang Qiqiao's *jiejie* is ___ 14 _____ - 15 _____.
19. Song Lili is also called Zhang _____.
20. Zhang Huaxi is Wang Haoran's _____.
21. Wu Meiyan calls ___ 16 ___ 17 ___ 20 ___ 18 ___ 19 *Zhanghu*.
22. Zhang Zhiran and Song Lili are Zhang Huaxi's ___ 21 ___.
23. Zhang Huaxi calls Zhang Taolin _____.
24. Liu Li calls Wang Yisong ___ 22 ___.
25. _____ is Guo Feipeng's *erzi*.

Now solve the puzzle. Do you know what this says?

___ 2 ___ 5 ___ 9 ___ 1 ___ 10 ___ 8 ___ 11 ?

你 好 吗 ?

___ 14 ___ 18 ___ 21 ___ 5 ___ 7 ___ 15 ___ 17 ___ 12 ___ 10

___ 16 ___ 3 ___ 10 ___ 19 ___ 20 ___ 20 ___ 22 ___ 18 ___ 13 ___ 22 ___ 4 !

我 们 说 中 国 话 !

SAMPLE 3.5, GRADE 5-8

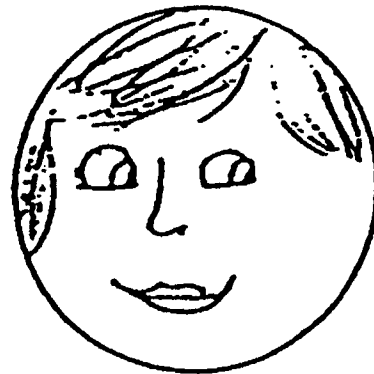
Student Work Exemplar

This is your family tree. Draw pictures (or paste photographs) of your family members in the ovals. For each member, write the form of address on the first line and the age on the second line. You will use this to introduce your family to the class.



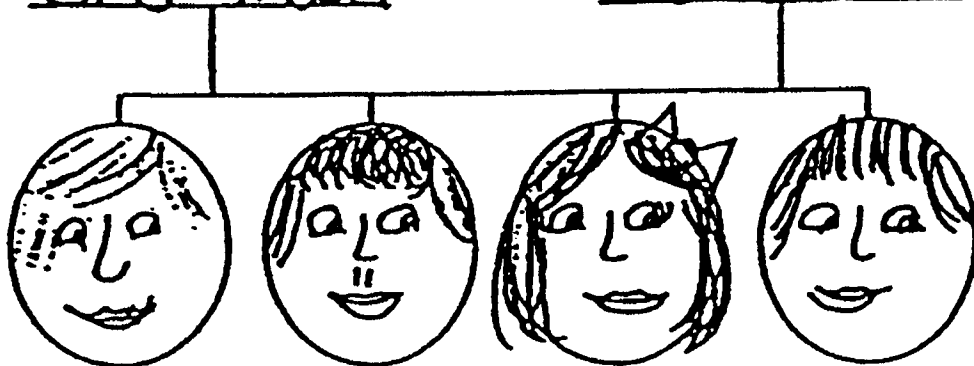
mama

31 shìsu



baba

66 shìsu



jiee jiee wǎ meimei

er shìwuba shìwusan shìwuliusu

Student work exemplar has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.