

Bringing the 5 Cs to Life in the Beginning-level Classroom

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Format

- This session will be in two parts:
 - Part 1:
 - Theory, explanation and examples
 - Part 2:
 - Practice: Build your own lessons with guided/team development

Keep in mind that the best lessons are contextualized within your own vocab units, with grammar that achieves the functions of the overarching standards/goals.

Students learn best when practical, limited grammar is introduced with specific functions! Don't overwhelm them just because the book says to do it now!

What are the 5 Cs??

- National Standards for Foreign Language Teaching (ACTFL Standards)
- Basis for Oregon Revised Standards
- Fun to think about!

What are the 5 Cs??

- Communication: Communicate in Languages Other than English
- Cultures: Gain Knowledge and Understanding of Other Cultures
- Connections: Connect with Other Disciplines and Acquire Information
- Comparisons: Develop Insight into the Nature of Languages and Culture
- Communities: Participate in Multilingual Communities at Home and Around the World

Standard 1: Communication

Communicate in Languages Other Than English

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

1.1: Interpersonal Communication

- Types of activities:

Beginner	Intermediate	Advanced
Question/Answer	Explanation	Journaling
Email/Text	Personal Ads	Debate
Bingo	Info-gap activities	Role play
Flyswatter	Music	Simulation
Inside/outside circle	Skits about simulated activities	Dramatic reading
TPR	Article/simple story writing	Mock interview
Description of a personal space using beginning grammar	Descriptions/ comparisons using intermediate grammar	Skits about fictional activities
Skits about everyday activities		Narration
Letter writing		Story/essay writing
		Descriptions/ comparisons using complex grammar

1.1: Interpersonal Communication

- Engage in conversations
- Provide and obtain information
- Express feelings and emotions
- Exchange opinions

Examples:

- Text example: prepositions (using realia)
- Project example: “Dans ma chambre” essay, related activities
- Show and Tell presentation (also presentational)
- J’aime.... game; surveys

1.2: Interpretive Communication

- Types of Activities: read/aural/visual interpretation:

Beginner	Intermediate	Advanced
Posters/authentic materials Music Simple conversations Identification (objects, people) Intonation of simple phrases Pictionary Short texts/descriptions Maps, charts and graphs Film clips	Phone conversations Intermediate conversations Music Film clips Identification/descriptions Intonation of conversations Secrets	Intonation of dialogues/exchanges Complex thought/literature Interpretation of culture through film/authentic texts Website reviews

1.2: Interpretive Communication

Understand and interpret written and spoken language

Examples:

- Posters (reading and creation)
- Authentic materials (cartes de visite)
- Identification from descriptions (aural)
- Descriptions of personal spaces/people

1.3: Presentational Communication

- Types of Activities:

Beginner	Intermediate	Advanced
Dramatization Personal information (family/identity presentation) Weather report Skit Phone call/invitation Video Brochure	Demonstration Skit Website Video Ad campaign/poster	Lesson Narration Newscast Oral report Re-creation of a scene from a book or movie Skit

1.3: Presentational Communication

Present information, concepts, and ideas

Examples:

- Café scene dramatization
- Weather report presentation

Standard 2: Cultures

Gain Knowledge and Understanding of Other Cultures

- Standard 2.1: Students demonstrate and understanding of the relationship between the practices and perspectives of the culture studied
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

2.1: Practices and Perspectives of Culture

- Types of Activities

Beginner	Intermediate	Advanced
Sports and games Eating/meals Hobbies/activities 24 hr/12 hr time Calendars Cultural geography Religion/holidays Family roles/relationships Greetings/salutations	Recipes/cooking Educational systems Morning routine/hygiene Cultural geography Housing/furnishings Land use/environment	Politics/government Humor/satire Work/labor Conflict resolution Historical influences/past practices Literature/grammar

2.1: Practices and Perspectives of Culture

Demonstrate and understanding of the relationship between the practices and perspectives of the culture

Examples:

- Family – weddings, births and deaths
- Sports and Games – Dept. World Cup Tournament
- Clip: food/meals

2.2: Products and Perspectives of Culture

- Types of Activities:

Beginner	Intermediate	Advanced
Making arts and crafts of a target culture	Demonstrating how to make the product of a target culture	Art/Art movements, art history
Creating maps/charts of products within the target culture	Dress/fashion of the target culture – creating catalogs	Social movements/politics and posters
Famous people of the target culture – posters w/ descriptions	Commercials/advertising – create your own	History and historical figures
Commercials/advertising		

2.2: Products and Perspectives of Culture

Demonstrate an understanding of the relationship between the products and perspectives of the culture

Examples:

- Commercial – Deodorant
- Arts and Crafts – valentines/postage stamps

Standard 3: Connections

Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Standard 3: Connections

- (chart from Blaz figure 4.1):

Standard 4: Comparisons

Develop Insight Into the Nature of Language and Culture

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

4.1: Linguistic Comparisons

- Types of Activities:

Beginner/Intermediate/Advanced

Maps and geography

Cognates

Roots

History of language

Borrowed Words

Etc

4.2: Cultural Comparisons

- Types of activities:

Beginner	Intermediate	Advanced
Photos of everyday life Greetings, farewells Music/art/architecture... Maps/political geography Simple sociopolitical topics Conception of time/date/calendars	Interviews Film/clip analysis Sociopolitical topics/inferences Music lyrics/hip hop	Research papers Compositions Travel/exchange Poetry Politics/belief systems Debate Film analysis

4.2: Cultural Comparisons

Demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Examples:

- Photos – Transportation
- Maps – Definition of family

Standard 5: Communities

Participate in Multilingual Communities at Home and Around the World

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

5.1: Use the Language at Home and Beyond

- Types of activities for all learners:

Beginner/Intermediate/Advanced

Films

Penpals (to the target culture or across town)

Web searches

Exchange programs

Peer tutoring

Songs

Postering the school/brochures

Scavenger hunts

French club activities – Celebrations, etc

Mystery Staff hunts

Thank you notes, other cards/greetings

5.1: Use the Language at Home and Beyond

Use the language both within and beyond the school setting

Examples:

- Poster the school
- Mystery staff game
- Staff member of the week card
- International night event

5.2: Enrichment and Personal Enjoyment

- Types of activities:

Beginner/Intermediate/Advanced

Trips abroad

Attend/rent a movie

Attend a play/dance recital/musical performance

Visit a museum

Visit a restaurant

Cook/try authentic recipe

Read periodicals/websites in the target language

Research cultural icons/historical events for other courses or activities

Listen to music/download music from the target cultures

Learn to play music from the target cultures

5.2: Enrichment and Personal Enjoyment

Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Examples:

- Check City Guides for events; explore low-cost or free events for students
 - if nothing is happening, host your own events! Movie nights, art shows, plays, etc
- Give opportunities/resources for students to explore via a class website (newspapers, top 20 music, blogs, etc)
- Start a conversation group for area high school students or beginners at a local café

Break

Teaching to the Standards Lesson

- Your turn!
 - Choose a partner (or two! Or three!)
 - Choose a Standard (1.1, 1.2 etc)
 - Choose a level (Beginning, Intermediate, Advanced)
 - Using anything in the room, create an activity for a vocab set of your choosing that you feel would “hit” the standard you chose. Be creative! Have fun! Try to do something “new” that the others will have not seen before.

How to begin?

- 1: Choose a vocab set
- 2: Choose a grammar target
- 3: Choose which Standard you would like to incorporate into your lesson.
- 4: Begin a brainstorm: What are good ways to practice the standard using authentic materials? Using authentic situations? Using authentic language? - see example

Example lesson:

Level: Beginner

- 1: Choose a vocab set (*House vocabulary*)
- 2: Choose a grammar target (*Students will be able to use adjectives, numbers, “to be” and regular verbs to identify descriptions of various dwellings*)
- 3: Choose which Standard: 4.2: Comparisons
(*Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.*)

	à Paris	à Salem	à Portland
Studio			
Chambres:			
Pièces:			
Quartier:			
Coûte:			
Appartement			
Chambres:			
Pièces:			
Quartier:			
Coûte:			
Maison			
Chambres:			
Pièces:			