Excerpted from

Technology-Infused French
Foreign Language Instruction for the Digital Age
Carl Falsgraf

“An excellent resource for language teachers and teacher educators interested in experiencing how today’s technological advances…enhance language learning in and outside of the classroom.”

—Elizabeth Hoffman, Past President of the American Council on the Teaching of Foreign Languages (ACTFL)

Language students learn best when given the opportunity to communicate meaningful content in realistic settings. Providing those realistic contexts hasn’t always been easy, but—as this book emphatically demonstrates—technology can help. Technology-Infused French begins by showing you how to use technology to present French language instruction in a meaningful, realistic context and concludes with resource units for four different classroom projects. Let this book show you how to help your students become proficient—able to communicate in real-life settings and situations—not just in the classroom.

Chapter 3 provides a guide for measuring performance of a technology-infused foreign language program. The chapter depicts assessment fundamentals and applies them to several case studies.
CoBalTT Project
Content-Based Language Teaching with Technology

Introduction
Laurent Cammarata and Diane J. Tedick

Who as a foreign language teacher has not dreamed of making language learning a meaningful and fun experience? Who has not thought about bringing in content related to learners’ interests and experiences and imagined what that might do to the overall dynamic of the language classroom? And who as a teacher has not wanted to weave his or her own passions into the language curriculum? The foreign language curriculum can bring in so much more than language! But this is possible only if a teacher uses a curricular approach that integrates language with content that is interesting to learners. Content-based instruction (CBI) is just such a curricular approach.
CBI echoes the voices of philosophers in education, such as Rousseau and Dewey, who have emphasized the importance of developing instruction that is meaningful to the students here and now—instruction that creates bridges between subject matter content and learners’ real-world experiences. CBI is also supported by the latest research in the fields of education, cognitive psychology, and second language acquisition. It has been identified as a key curricular approach in second/foreign language education (e.g., Brinton, Snow, & Wesche, 2003; Grabe & Stoller, 1997; Mohan, 1986), and it is very effective in a range of language settings, including immersion (e.g., Genesee, 1987, 1994; Johnson & Swain, 1997), English as a second language (e.g., Snow & Brinton, 1997), and more traditional foreign language contexts (e.g., Stryker & Leaver, 1997).

The CoBaLTT Project

The CoBaLTT project (www.carla.umn.edu/cobaltt) was funded by the U.S. Department of Education Title VI program through the Center for Advanced Research on Language Acquisition (CARLA; www.carla.umn.edu) at the University of Minnesota. CoBaLTT staff members were Director Diane J. Tedick, Graduate Program Associate Laurent Cammarata, and Instructor and Web Weaver Marlene Johnshoy, who provided technology instruction and web support for the program.

The purpose of the Content-Based Language Teaching with Technology (CoBaLTT) professional development program is to help K–16 foreign language teachers become familiar with CBI and to provide tools to enable them to integrate this curricular approach into their teaching. The biggest challenge of weaving cognitively appropriate and meaningful content into existing foreign language teaching practice is that most curricula currently in place focus only on language (functions, grammar, vocabulary). The CoBaLTT program proposed a curricular framework that helps teachers learn how to integrate content and language.
Other Levels and Other Languages

The two CoBalTT units presented in this chapter were developed by teachers for specific needs, but the concepts and ideas are applicable to a wide variety of contexts and levels. The Le Moyen Âge en France unit, for example, could be adapted for use by middle school learners in immersion settings. The same themes of political, historical, and cultural change in the Middle Ages could be applied to German, Spanish, or Italian classes as well.

The program combined a year-long professional development program with support from a web resource center (www.carla.umn.edu/cobaltt/) to guide teachers through the process of planning CBI lessons and units. Through face-to-face instruction and online instructional modules the participants learned about:

- Key principles and rationales for CBI
- National standards and their relationship to CBI
- Curriculum development for CBI
- Instructional strategies for CBI
- Performance assessment for CBI
- Technological applications to support CBI

Each of these areas was taught through online instructional modules that provided readings (along with guided reading templates) and other activities for learning the concepts and supporting CBI instruction. CoBalTT participants worked through the modules and participated in face-to-face instruction throughout the year as they developed mini CBI units. They utilized the CoBalTT curriculum framework, which was designed to aid them in developing the units. Following a CBI curricular organization, the units included a number of lessons that explored connected topics that all relate to an overarching main theme. The CoBalTT curriculum framework is presented in an online template that includes many help windows to guide the curriculum development process (www.carla.umn.edu/cobaltt/lessonplans/cbi_template). The templates are divided into three major sections: a unit overview section (Figure 4.1), a section for developing detailed lesson plans (Figures 4.2a, b, c), and a unit assessment section (Figure 4.3).
SECTION 2  ■  Resource Units

Figure 4.1. Example of the CoBalTT curriculum template, Unit Overview.

Figure 4.2a. Example of the CoBalTT curriculum template, Lesson Template.
Figure 4.2b. Example of the CoBaLTT curriculum template, Lesson Template.

Figure 4.2c. Example of the CoBaLTT curriculum template, Lesson Template.
SECTION 2 Resource Units

Figure 4.3. Example of the CoBaLT TT curriculum template, Unit Assessment.

Complete CoBaLT TT published units come with everything needed for other teachers to be able to use them right away, such as downloadable attachments of materials, activities, and assessment rubrics. The framework puts special emphasis on helping teachers develop clear objectives for each lesson of the unit. This is a departure from the focus on unit objectives in this publication. Therefore, we distinguish the two in the CoBaLT TT units showcased in this volume by referring to unit goals in contrast to lesson objectives. Unit goals for both content and language are written broadly to identify the long-range aims of the unit as a whole. Lesson objectives, in contrast, are stated concretely and in detail so that teachers are clear about the content and cultural concepts they are teaching as well as the language that should be emphasized in individual lessons.

Following the framework set forth by Snow, Met, and Genesee (1989), language objectives are organized into two categories—content-obligatory (i.e., necessary for learning about the content) and content-compatible (i.e., additional language that complements the content and enhances students’ language learning). Lesson objectives also highlight specific learning strategies that may be important for the lesson. To ensure that teachers successfully integrate content and language in their lessons, it is important that they write clear and precise objectives that are assessable. The CoBaLT TT unit framework is quite prescriptive, as it helps teachers who are new to CBI. It also serves to provide a standard framework for every unit so that they are
written in enough detail for other teachers to use. Units culminate with final performance assessment projects and accompanying rubrics to assess students’ language use and content knowledge.

This volume contains one CoBaLTT unit for French for middle school students, and one for French at the high school level. The print material includes a summarized version of the unit, and the accompanying CD provides the complete version with all the necessary handouts and rubrics. We adapted these units from their original versions to incorporate an additional focus on technology. These units and others available at the website are designed to be manageable even if access to technology is not sufficient to allow for effective integration of it in the curriculum. We invite you to visit the CoBaLTT web resource center (www.carla.umn.edu/cobaltt/) to learn more about this project and about ways to integrate language and content instruction. It is free and geared toward teachers who are interested in learning more about CBI as well as teacher educators who teach about CBI.

References


SECTION 2  Resource Units


Le Moyen Âge en France

OVERVIEW

AT A GLANCE

Target Age: High school

Language: French

ACTFL Proficiency Level: Intermediate Mid to Intermediate High

Primary Content Area: World history

Connections to Other Disciplines: Geography, architecture, art, literature, political science

Time Frame: 5 weeks (6 activities including Unit Assessments)

UNIT OBJECTIVES

Students will be able to:

- Explore the history of France during the Middle Ages (about 476 to 1453 A.D.).
- Learn about major events during the Middle Ages.
- Investigate the topics of governance and leadership, challenges (war, famine, disease), and cultural and artistic creations.
- Learn about the effect of events, people, and works of literature and art on medieval society.
SECTION 2  ■ Resource Units

- Address the question of why medieval heroes and artistic creations are still considered important today.
- Understand and use the present tense and past tenses (imparfait, passé composé, and passé simple) to engage in a variety of reading, writing, and speaking activities.
- Use a variety of learning strategies to extend academic skills.

DESCRIPTION

This unit is designed for a traditional fourth-year high school French class, including students who have studied French only in traditional classrooms as well as students who have completed an immersion program through the elementary and middle school years.

In French IV at Edina (Minnesota) High School, students use the first half of the textbook Trésors du Temps, by Yvone Lenard, which provides an introduction to French history from prehistoric days to the end of the 16th century. The lessons in this unit utilize and enhance the materials in Trésors du Temps. During the course of this unit, students explore the history of France during the Middle Ages (about 476 to 1453 A.D.). As they learn about major events during this time frame, they investigate the topics of governance and leadership, challenges (war, famine, disease), and cultural and artistic creations. They learn about the effect of events, people, and works of literature and art on medieval society, and address the question of why medieval heroes and artistic creations are still considered important today.

STANDARDS ADDRESSED

NETS•S

- Creativity and Innovation 1.a, 1.b
- Communication and Collaboration 2.a, 2.b, 2.c, 2.d
- Research and Information Fluency 3.b, 3.c
- Critical Thinking, Problem Solving, and Decision Making 4.a, 4.b
- Technology Operations and Concepts 6.b
Standards for Foreign Language Learning
- Communication Standards 1.1, 1.2, 1.3
- Cultures Standards 2.1, 2.2
- Connections Standards 3.1, 3.2
- Communities Standard 5.1

CONNECTIONS TO OTHER DISCIPLINES

Topics in geography, architecture, art, literature, and political science can all be explored through the content introduced in this unit. Each of these content areas is easily and naturally connected to the study of history. It is difficult to imagine, in fact, how students could learn about the Middle Ages in France without knowing something about the geography of medieval Europe or the geopolitical tensions at play at the time. Art and scripture were the two major means used to record knowledge during the Middle Ages, so they become important domains in this unit. The evolution of architecture and the building of cathedrals—projects that often lasted hundreds of years and involved generations of builders—represent an observable trace of the incredible social transformation that marked the transition between the Dark Ages and the Renaissance.

SPOTLIGHT ON TECHNOLOGY

Web Browsers and Asynchronous Communication Software. The Internet has opened many new possibilities that are particularly meaningful to teachers who want to implement CBI. It provides endless access to authentic materials, one of the biggest challenges identified by CBI instructors. Using e-mail, chat, and instant messaging, students can also go beyond the limited communication that occurs within the classroom environment and connect with experts and native speakers to gather information regarding particular topics.

Word Processing Software. Word processing software such as Word or Google Docs can provide an opportunity for students to work on newsletters and journals for publication. Publishing brings another dimension to learning, as it gives students an opportunity to communicate to real audiences for meaningful purposes. Google Docs allows students to work collaboratively; students in separate locations on separate computers may all access a single document at the same time.
**Concept Mapping Software.** Concept mapping software such as Inspiration can expand learners’ ability to conceptualize and organize their knowledge, and can help them outline and plan more complex oral and written projects—an important academic skill for all content areas. Because this software requires learners to visually map their thinking processes, it can also help support different intelligences and learning styles.

**Multimedia Authoring Tools.** Using computer technology can increase opportunities for creation and expression. If computers are available and loaded with appropriate presentation software such as PowerPoint or Google Presentations, students can integrate images, music, and other multimedia elements from the Internet into their work. Focusing on presenting for a particular audience and making information clear and appealing is a skill that high school students should practice extensively, because they will benefit from it in the future.

**Wikis.** Wikis serve as a resource repository and reference on a particular topic and are particularly suited to group work and collaboration. Wikis can store vocabulary words, timelines, lists of facts, and examples of student work, and they allow the students themselves to do the creation, editing, and maintenance.

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**TECHNOLOGY RESOURCES NEEDED**

**Hardware**
- computers with Internet access (optional)
- overhead or LCD projector, or interactive white board
- web space on a server, or use Google Sites (optional)

**Software**
- Internet browsing and e-mail capabilities (optional)
- word processing software (optional)
- concept mapping software such as Inspiration (optional)
- multimedia authoring tools such as PowerPoint or Google Presentations (optional)
- access to a wiki (optional)
SUPPLEMENTARY RESOURCES

Web Resources

De la fortification: http://sabreteam.free.fr/fortif2.htm

Liens vers des sites sur le Moyen Âge:
http://his.nicolas.free.fr/Histoire/Liens/LiensHMAge.html

Le Moyen Âge:
http://his.nicolas.free.fr/Histoire/Panorama/MoyenAge/MoyenAge

Un voyage de plusieurs siècles en Gaule:

Literature Resources


TEACHING THE UNIT

The following section provides a brief synopsis of each activity. A more detailed description of the lesson activities, formative assessment strategies, and handouts are provided on the accompanying CD.

INTRODUCTION AU MOYEN ÂGE EN FRANCE

Activity 1 (Days 1–3)

Preview

To facilitate the introduction of this theme, begin by focusing on building background, an instructional strategy that is key to developing effective content-based units. First, organize the class into groups of four students. To help learners connect their background knowledge to the topic, access students’ prior knowledge about the Middle Ages in France by asking them to brainstorm in groups answers to the following question: What do you know about the Middle Ages in terms of leaders and governance, challenges, cultural and artistic products, and values and beliefs?

Encourage groups to share their ideas with the class, and have a class secretary place the ideas on large poster paper or a shared, projected wiki page. This will help the class establish a lexicon with key terminology, which will be written on a separate poster or wiki page (this will target the content obligatory language objectives set for the lesson—see the CD for a detailed description). Add words to the list throughout the course of the unit.

A variation for teachers with access to computers and concept mapping software such as Inspiration is described on the CD.

Focused Learning

This task requires students to find dates that correspond with particular events and then place this information on a timeline. Indicate chapters in textbooks and websites where students can locate the information. To complete this task, students must copy their information onto a timeline. When done, have students share their findings with the class in an oral presentation.

Expansion

Students will use a graphic organizer to categorize the information on the timeline. The categories are political and religious leaders, challenges, and artistic and cultural creations (Figure 4.4; Activity 1 Handout 3).
After students have completed their graphic organizers, lead a discussion that explores the following questions:

- What is the relationship between the three categories? (Quel est le rapport entre les leaders, les conflits et les fléaux tels que la guerre et la peste, et les creations artistiques?)

- In your opinion, given the constant wars and other challenges, what were the responsibilities of medieval leaders? (À votre avis, étant donné les guerres continuelles et les autres conflits/épreuves de l’époque, quelle était la responsabilité des leaders au Moyen Âge?)

**Teaching Tips**

Many variations of this activity are possible, depending on the knowledge base and reading level of the students. The most useful strategy to help students understand the reading has proven to be student skits or videos, including props, a narrator, and a written summary. Skits and videos can be done at any time during the unit, even throughout the unit, to enhance understanding.
LES CONFLITS ET LES FLÉAUX AU MOYEN ÂGE
Activity 2 (Days 4–8)

Preview
The lesson begins with a review of the list of challenges established during the Expansion phase of Activity 1. You may wish to display Handout 1 at this time. Have students speculate on possible causes and effects for these challenges. Note the discussion points on an overhead transparency or projected wiki page (or have a student do so).

Focused Learning
Divide the students into groups of four and distribute Handout 1. Assign each group a topic to research (chosen randomly from this list of challenges). If computers are available, dedicate some class time to online research. Encourage students to explore historical websites to research their topic. Students will use their findings to complete a graphic organizer and write a one-paragraph summary in the past tense (using Activity 2 Handout 2; Figure 4.5).

![Graphic Organizer](image-url)

Figure 4.5. The challenges of the Middle Ages: Handout for graphic organizer and one-paragraph summary.
This task culminates in a jigsaw activity that requires students to re-form in different groups. Within the new groups, one member of each of the previous groups will present to the others. Following the presentations, have each group identify similarities and differences among the events described and answer this question: Why was this event a challenge for people living in the Middle Ages in France? (Pourquoi est-ce que cet événement représentait une épreuve pour les Français au Moyen Âge?)

**Expansion**

Ask a speaker from each group to present the group’s list of similarities and differences as well as the group’s answer to the discussion question. Then have the class brainstorm a list of current events that have similar causes or effects. An extension that incorporates the use of technology is described on the accompanying CD.

**Teaching Tips**

As a variation for this activity, the entire group could work on a single event, such as the plague or the 100 Years’ War. Students should work first in small groups, and then share their knowledge with the class as the teacher makes notes on the graphic organizer using an overhead or projected wiki page.

**LA FÉODALITÉ**

*Activity 3 (Days 9–12)*

**Preview**

Begin class with a discussion of this question: What do you know about feudalism in medieval France? (Que savez-vous de la féodalité en France au Moyen Âge?) Note the ideas on a large sheet of paper or projected wiki page. In the course of this conversation, introduce relevant content obligatory vocabulary. See the CD for a detailed description of the lesson’s objectives.

**Focused Learning**

For the first task, students will read several texts describing the structure of feudalism, a fortified castle, and life in a castle in the Middle Ages. They may also read a text about knights, if you wish to also assign this. These texts are provided as Handouts 1 and 2 on the accompanying CD. Students will gain language practice during the course of this task by answering questions about the text, writing definitions for words, and rewriting sentences using different tenses. These reading and writing exercises may be completed over a period of several days. Students will also search for images and descriptions of châteaux forts (fortified castles) on the Internet.
For the second task, in class over a period of two days (fewer or more as needed), students in groups of four will complete the following:

- Self-correct the verbs they have written in the imperfect tense. The teacher will display text with verbs in the imperfect tense.
- Read the texts aloud with verb changes.
- Read and discuss the answers to the questions and the definitions of the words they have previously written.

Expansion

After the two tasks have been completed, hold a class discussion (or divide the class into two or three discussion groups). Review the challenges of the Middle Ages explored in Activity 2. Prompt students with questions, such as: How did feudal society and the fortified castle help people meet those challenges? What are some similarities and differences between the role of government and leaders in the Middle Ages and the present?

As an assessment, ask student groups to create a graphic organizer on a large sheet of paper (or using graphic organizing software or a shared wiki) to explain how society was organized during the Middle Ages. Have groups present their results to the class.

As a homework assignment, ask students to write a paragraph explaining how feudal society and châteaux forts helped people meet the challenges of life in the Middle Ages. Instruct them also to analyze the disadvantages of this governance model.

Teaching Tips

A classroom blog is a great way to share student writing and give students immediate and varied feedback from their peers.

DE CRÉATIONS ARTISTIQUES AU MOYEN ÂGE

Activity 4 (Days 13–17)

Preview

Begin the lesson with a brainstorming session in which students explore possible answers to the following questions:

- What are some examples of different types of artistic creations? (Examples include books, such as Harry Potter; movies, such as Twilight; and paintings, such as Monet’s Water Lilies.)
Why do people create art? (Possible answers include for personal expression, to entertain, to instruct, and to celebrate the actions of a famous person.)

What is the role of art in a society?

List student answers on a large sheet of paper or on a projected wiki.

**Focused Learning**

Divide students into groups of three to five and distribute a list of skit ideas and resources (Handout 1). Assign a topic from the list or allow groups to choose their own. Then distribute a description of the task and a checklist (Handout 2). Have students research their topic. If computers are available (or a session in a computer lab can be scheduled), have students search the Internet for images of medieval art work. Students will then be required to prepare and deliver a dramatic presentation to acquaint the class with their art piece as well as the role and importance of this cultural or artistic creation for society then and now. Distribute the skit rubric (Handout 3), so students will know what is expected of them.

Ideally, the presentation would be prepared and performed with the help of presentation software such as PowerPoint or Google Presentations, or consider allowing students to create a video or synthesize a new video by remixing existing digital video clips. Students may begin the task of gathering the material in class and then complete the presentation or video outside class as a group homework assignment.

**Expansion**

Lead a summary discussion, prompting students with this question: During a time when famine, the plague, wars, and invasions affected the daily lives of people, how did artistic creations improve people’s lives?

**Teaching Tips**

It is interesting to expand this question to the present as well: How do artistic creations enrich our lives today?

**LA VIE DE CHARLEMAGNE**

*Activity 5 (Days 18–20)*

**Preview**

Begin the lesson by asking students what they already know about kings and emperors to activate their background knowledge: What is a king? What is an emperor? What is the difference? Review with the class your previous discussions
about the role of leaders in the Middle Ages and record (or ask a student to record) these ideas on chart paper or a wiki page. As a final point of discussion, ask students what they already know about Emperor Charlemagne of France.

After the discussion, introduce the following homework assignment: students will read about the life of Charlemagne in the textbook *Trésors du Temps*. This will provide the necessary background for the following day’s work. Students will be required to write down five main ideas from the text to share with their group the following day.

**Focused Learning**

This phase of the activity has two parts: a presentation of key vocabulary terms and a dictogloss exercise. The whole class will first participate in the development of a vocabulary list, and then students will listen to and reconstruct the dictogloss text. These tasks are explained in great detail on the CD.

**Expansion**

The lesson concludes with a discussion in which students review and reflect on the facts of Charlemagne’s life. This will help students prepare for the final assessment activity of the unit, which is to deliver a presentation about an important historical figure from the Middle Ages. The task requires students to work in small groups to discuss various questions about Charlemagne (available in detail in French in Activity 5, Handout 2 on the CD). Assign roles, such as recorder, speaker, task facilitator/timekeeper, and language coordinator. The recorder takes notes for the group. Following the small group work, the whole class discusses the questions. First, ask the speaker from each group to present the group’s response to one of the questions, and then encourage the class to add comments.

**Teaching Tips**

Some students find this reading exercise to be quite challenging, so you may wish to have them use a pre-reading strategy to help with their comprehension. For instance, before beginning the Focused Learning, ask students to scan the textbook passage quickly to find the main points.

**UNIT EXTENSION AND TEACHING TIPS**

**Unit Extension Activities**

Have students discuss their personal concept of a hero: what qualities and/or actions make someone a hero? Have them give examples of personal heroes who are well known (e.g., Martin Luther King) as well as people they know well who are heroes for them (e.g., a parent or grandparent). Have students discuss these issues in small
groups (four or five per group), followed by a large group discussion. Have each group create a list of characteristics of people they admire. Finally, ask students to write an essay describing a person they admire.

**Unit Teaching Tips**

Be flexible! Don’t hesitate to adapt every lesson to the needs of your students. Keep students accountable for all the work they do. Use student skits to encourage and increase understanding. Incorporate games to help students retain vocabulary, dates, and other information. This is a vast topic, so don’t hesitate to pare down the material and activities to suit the needs of your class.

**ASSESSING THE UNIT**

**UNIT ASSESSMENT**

*Activity 6 (Days 21–27)*

**Description of Task**

The final assessment of this unit is in the form of a culminating project, a type of assessment that places emphasis on the learning process and that is particularly well suited to CBI because it involves synthesis of content knowledge and language use in multiple modalities. For this task, students will be required to demonstrate knowledge of a key figure from the Middle Ages by introducing themselves as that person and presenting that historical figure’s background and importance. They will answer the question “Why am I remembered today?” In answering this question, they will describe the person’s life and accomplishments. If possible, they will do their presentations in the context of a school event to which other classes are invited, or as a digital video to be shared.

Students will choose their historical figure (or names may be drawn at random) from a list provided by the teacher (Handout 1). They will then spend several days in class working on the research and writing. The remainder of the research and writing will be done at home.

Students will use the description of the project, checklist, and rubrics for the oral and written presentations to complete this task (Handouts 2, 3, and 4). They will hand in the written version of their presentation, and deliver their completed speeches to the class.

Finally, students will take a multiple-choice quiz put together by the teacher from questions prepared by the presenters.
Technology Alternatives

The final presentation could be prepared and performed with the help of software such as PowerPoint or Google Presentations. One possibility is for students to conduct their research and gather their presentation material in a computer lab. If you decide to incorporate technology in your lesson plan, use the Rubric for Assessment of NETS•S: Technology Use for Final Project (Appendix A and CD) to evaluate this use.

Also, you may encourage students to use asynchronous and synchronous communication (e-mail, instant messaging, Skype, videoconferencing) to contact experts in the field (historians, scholars, etc.) or to post questions on specialized web discussion boards. Include this in the rubric (under 2. Communication and Collaboration) as a chance to gain extra points for the zealous students who always want to do more. All traces of communication will need to be recorded and presented to the teacher as proof that such attempts were made. You may wish to reward any attempts, successful or not, but give maximum points only to exchanges that resulted in the student receiving useful information.

Finally, consider publishing the final projects online (e.g., place them on the school server, if available) to be shared with others and to stimulate future projects by modeling exemplary work.

Unit Teaching Tips

There are several things you can do to manage this process effectively. If possible, deliver a model presentation of a historical figure to help the students visualize exactly what is expected. As they begin their work, set clear deadlines for each step of the process. In addition, remind students not to cut and paste from the Internet. They need to put all information into their own words and use citations. You could also allow students to do the project in pairs, with one student interviewing the historical figure. Remind students that they may not read their presentations, but must perform them.

Assessment Criteria

Have students complete checklists as a self-assessment. Use the rubrics to evaluate their performance. Rubrics for the assessment tasks in this unit are provided on the accompanying CD as well as in Appendix A:

- Rubric for Oral Presentation
- Rubric for Written Version of Presentation
- Rubric for Assessment of NETS•S—Technology Use for Final Project

Note: Skit Rubric for Unit 1 is Unit 1 Activity 4, Handout 3.
Carl Falsgraf is founder and Director of the Center for Applied Second Language Studies, a National Foreign Language Resource Center at the University of Oregon. He was president of the Pacific Northwest Council for Languages (PNCFL) and has served on the ACTFL Executive Council, the Association of Teachers of Japanese (ATJ) Board of Directors, and the editorial board of Foreign Language Annals.

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