

# Meeting 04 • 9 April 2009 • Thursday

Version:  
4/9/09

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## Today

(X') = anticipated time in minutes (total= 110' minus break)

(#0001) etc.=item in document collection (will be explained in class)

Key to notes added AFTER the class meets:

√ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention & will be resumed at next / subsequent meeting(s)

- = a topic / activity that was proposed but not carried out - will be taken up later

~~Struckthrough text like this~~ = a topic / activity that was proposed but ~~not included~~ is not going to be taken up after all

*Italic text like this* = comments after the meeting

### Week 2: More what is 'CBI'. Other examples of CBI, and start of first learning activity. Content-area Standards & Lesson Plans

materials:
GER 399 "Science Fiction Radio Drama Production" and its earlier version, the "Papa Joe" Project; the "Humboldt Project", and its earlier versions, FLL 399 (2006W) and GER 427/527 (2006F); also my PSU SINQ presentation (October 2008); CBI activity scoring guide (see handout from previous meetings or use this link) samples of reflections about Levine and Scheutz/ Colangelo
(5') little things: CBI activity scoring guide (see handout from previous meeting or use this link); Teaser question from recent email: What might be the difference between content-based instruction and subject-based instruction ("subject" = something that might be the focus of a specific course, such as physics, social studies, or history of art)?
(10') while we're on scoring guides: 1) the SpeakEasy SG (as course, as company) for what it says about CBI pedagogy: is the activity really CBI? why would SE the course be scored differently from SE the company? 2) The Assignment 1 (reflection) SG: how to weight the factors?
(10') the CBI drama production - can we flesh it out the way you've seen how SpeakEasy is built and then maybe extend those ideas to a completely different area of CBI? (see next item)
(30') the first CBI project - a) overview of the assignment; b) more about the example from mathematics (with a little help from Pizza Schmisza and a lot of small coins; c) only if time: pizza and pi for hands-on learning of abstract principles; d) maybe a second example, involving not only math but urgent-care medicine and the metric system; e) examples of your own ideas
(20') More about subject area standards (example: Oregon and Portland Public Schools); why and how a "toehold" for CBI was built into OUS standards for exiting high-schoolers
(20') the Humboldt Project as an example of a) CBI quite different from SpeakEasy; b) activities appropriate to Project #2 (thematic unit covering several weeks of CBI learning)
(10') upcoming: lesson plan resources; oops! almost forgot: SpeakEasy and sustainability
Some of you have asked for background reading in the basics of language pedagogy:

### Sigma Xi Student Research Symposium Poster List, April 9, 2009

Author	Affiliation	Title
<b>Biological and Behavioral Science</b>		
BB1	Christine Kwasny	Productive Stakeholder Involvement In Dam Removal Processes: A Case Study Of Marmot Dam
BB2	Dresden Skees-Gregory	Perceptions Of The Removal Of Marmot Dam And The Draining Of Roslyn Lake: A Case Study In Sandy, Oregon
BB3	Lizzie Hess	Adding Monetized Social Values To Private Cost-Benefit Analysis Of Dams: A Case Study Of The Bull Run Hydroelectric Project
BB4	Andrea N. Melnychenko	Exploring The Atmospheric Costs Of Going Green: Isoprene Emission In Ornamental Bamboos
BB5	Anna Coleman-Hulbert	Mitochondrial Dna Polymorphisms May Underlie Natural Variation In Adaptive Behavior
<b>Earth and Environmental Science</b>		
EES1	Alec Sithole	Feedbacks Of Rice Agriculture On Global Warming
EES2	Greg Bostrom	Development Of Cavity Ring-Down Spectroscopic Technique For Measuring Stable Isotopes In Atmospheric Methane
EES3	Jeremy Parra	Development Of Low-Cost, Ambient Pressure Lif Instrument For Nitrogen Dioxide
EES4	Jonathan J. Calede	Evolutionary History Of The Tapidae (Mammalia:Eulipotyphla) In The Miocene Of The Northern Great Basin
EES5	Keith Lefler	Wavelet Analysis Of Changes In The Onset And Duration Of Coastal Upwelling Of The Pacific Northwest

In class I'll show or at least mention several of the standard books. And here are some article on your CD-ROM:

0068 Spinelli, Language Teaching and Learning in the 21st Century - BIG PICTURE  
 0120 Lafayette & Strasheim, The Standard Sequence... GOOD FOR HISTORY of methods  
 0153 Principles of Effective Practice - LONG AND GOOD, but read this one LAST  
 0156 Omaggio, Comparison of Methods - GREAT BRIEF overview of the implications of various methods  
 0677 Eight Approaches - START WITH THIS ONE

## Upcoming class meeting(s) (#5 • 14 April 2009 Tuesday)

Week 3: You'll be presenting, for group discussion, your ideas for CBI Project 1 and relating them to the other two projects. Basic rule: Two of your projects can overlap, but not all three. That is so you will explore more than one subject-area.

recommend from Stryker/Leaver: chapter 3 Italian (novice, intermediate); chapter 4 (Czech becomes Croatian and Serbian, novice [??])

- 1) Portland Public Schools "Recommendations for the Second Language Minimum Performance Standards" (#0010a)
- 2) Lesson plans (#0434, 0435) and websites:

FREE - Federal Resources for Educational Excellence

<<http://www.unterrichtsmaterial-schule.de/index.shtml>> - not just lesson plans; also links to organizations, competitions, etc.

thirteen ed online - huge collection of lesson plans, projects, etc.

<<http://www.thirteen.org/edonline/>>

National Park Service - Wupatki National Monumen resources for teachers

<<http://www.nps.gov/wupa/forteachers/trt.htm>>

The JASON Project (National Geographic Society) - curricular resources about great events and great explorers (5th-8th grades, but flexible

<<http://www.jason.org/Public/AboutUS/aboutUS.aspx>>

Curriki - Wiki for lesson plans <<http://www.curriki.org/xwiki/bin/view/Main/WebHome>>

Can people find lesson plan collections for other langs? Here's one for German:

Unterrichtsmaterial & Arbeitsblätter <<http://www.unterrichtsmaterial-schule.de/index.shtml>>

Background reading about overall directions in our profession: #0002, #0003

upcoming (NOT yet assigned): 0094, 0114, 0164 & other TBL, 0270; T&C rice cultivation

## Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page.

looking inside  
**Final Details**



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