Meeting 06 • 16 April 2009 • Thursday

Version: **4/16/09**

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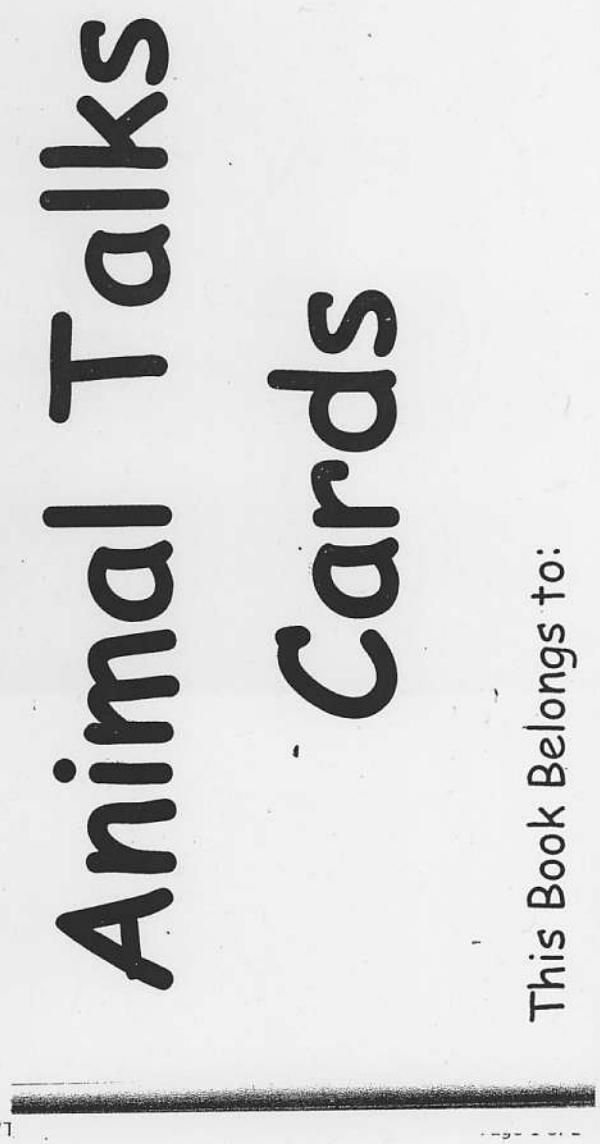
Today

(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 3: Thinking through the first CBI project; more possibilities; where to get help (standards, lesson plans)	
	materials: 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 (0706) samples of Project 1: 0706a Marketing & Media through Bicycle Safety; 0706d Photography; 0706e Salsa Rueda; 0707b Politics in France / the US; 0706e Salsa Rueda; 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> The SpeakEasy course scoring guide
	(5') Little things: A casual thought from last night: CBSI - Content-Based Self-Instruction: where do we encounter it? Related to that: the language program at Drake University
	(20') From my recent email: I think we need a discussion about what we (ourselves, our learners) want language teaching and learning to accomplish, so that we can examine the pros and cons of CBI (and other teaching methods or tools). Example: Some people prize language courses for what they contribute to the development of students' intellectual rigor (logic, clear thinking, understanding of system, rules, principles); such people may also say: "...especially Latin" or "...but of course they can get the same things from a stiff geometry course". To what extent is that view / goal compatible with CBI? What if the students' goal is to... [name several different goals]?
	(20') the first CBI project - a) the scoring guide; b) examples from previous classes (see links above); c) your ideas (ballet!); d) barista-ing (recent NPR story); e) cashiers at Schuck's Auto Supply; f) Reminder about "proposal" for Project 1,



	announced as being due TODAY (a few sentences at most). If the group feels it necessary, we will postpone the deadline. We're somewhat ahead of time on the other two projects anyway.
	(20') Lesson plans for other subject areas (see links above and specific example in next item)
	(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 - example for plant geography, but without language component); example of project that takes a quite different approach to similar subjects: signage for local museum's exhibits of regional plant and animal life
	(10') How to assess CBI activities (not the projects for this course, but rather what the learners do when we teach with CBI). The SpeakEasy course scoring guide. Hypothesis: If the CBI activity is designed properly, and you then assess the student's performance according to how well the CONTENT was learned, that will also indicate how much LANGUAGE was learned.
	(10') Some of you have asked for background reading in the basics of language pedagogy: In class I'll show or at least mention several of the standard books (Omaggio, Lee/VanPatten, Shrum. 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) (#7 • 21 April 2009 Tuesday)

No new reading - the listings here are held over from the previous meeting's preview.

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)

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.

Maybe a second reflective piece: "Oh, so that's what standards in other content areas are like!"

Announcements

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Misc.

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Overview: The lesson plan aims to incorporate the theory of plant geography through practical exploration of and education about the students' own regional ecology. Students will do their own personal 'field work' by finding and examining plant species native to their region, then compare species to those found in South American by the German explorer, Alexander von Humboldt.

Background: In 1799, Prussian scientist and explorer Alexander von Humboldt set sail for South America. Among his chief accomplishments over this five year, 6000 mile journey were: The accurate remapping of the Americas, setting an altitude record (and inspiring generations of climbers after) with the volcano Chimborazo, and the education of America and Europe about the unique cultures of the people native to Latin and South America. Concerning natural science, Humboldt's contributions are more than vast – his discoveries and influences span biology, geology, geography, astronomy, and climatology to name only a few.

During his voyage, Humboldt collected and sent back to Europe more than 60,000 plant species, more than 3,000 of them then unknown to European botanists. During his five years of extensive examination and collection, Humboldt made note that many species found in Europe where also evident in the Americas – thus he became the first to systematically study the role factors like altitude and geology affect plant life (the branch of science called plant geography). Although similarities were obvious, plant and animal diversity was also well noted by Humboldt in his observations and specimen collections. His work showed that differences in climate from one continent to the next were not enough to explain such extreme differences in the flora and fauna – a precursor to and heavy influence to Charles Darwin's theory of evolution.

Materials:

- Examples of Humboldt's field notes, for comparison of plant species he encountered in the Americas. (Provided)
- Notebook for observations and drawings. Optional: drawing materials, such as colored pencils.
- Access, either under school supervision or individually at home, to some sort of environment with plants available for detailed study.

Age: 5^{th} – 8^{th} year

Premise: After reviewing plants species native/not native to the students' region, they will then do their own field research and will be encouraged to not only verbally describe various species of plants found (outside or inside, i.e. houseplants) but also to visually draw the specimens as Humboldt would have done before the age of photography. Back again in the classroom, students can then compare and contrast their own plant findings with those Humboldt encountered during his expedition. What plants species are alike? What plant species are different? From the various similarities and differences in flora, discussions can be then lead into the branch of science for which Humboldt is attributed as being the father of. This branch is called plant geography – the idea that plants occur over the surface of the Earth in well-defined patterns that are closely correlated with both climate and the history of the planet.

Subject Matter: Biology, Botany, Visual Arts, World History

Curricular Uses:

- Biology: ecology of South America and Latin America
- Botany: introduction to plant geography, classification of plant species
- Visual Arts: botanical illustration
- World History: Influences of Alexander von Humboldt, history of the age of exploration

CASCADE ENRICHMENT

AIM To provide an interesting, stimulating environment in which the animals can display as much of their natural abilities as possible.

BEAVERS Beavers are fed branches held in metal clamps so that they can 'fell' them by gnawing.

OTTERS Otters are given objects to play with and investigate such as plastic buckets, balls, and rubber dog toys (*Kong Toys*). Sometimes these balls and toys are filled with water and fish then frozen overnight. The otters spend hours playing, trying to get the fish out as the ice melts. Occasionally live fish, crawdads, and shellfish are given to the otters.

TUNDRA ENRICHMENT

GRIZZLY BEARS Food items such as peanut butter, fruit pie filling, raisins, sunflower seeds, etc. are stuffed into small holes around the exhibit. Scatter feedings in the afternoon also keep them busy.

Kathi's Animal Talks
Cards for Zoo Camp job

BEAR ENRICHMENT

AIM To provide an environment in which the bears are able to show as many of their natural behaviors as possible. Specifically we want to encourage more feeding, foraging and exploratory behavior.

GENERAL Bears are intelligent and extremely inquisitive animals. Wild bears spend much of their time feeding or exploring their environment (using sound, scent & vision) for possible food sources. In the zoo we attempt to recreate these opportunities by hiding foods such as honey, preserves, mustard, and tomato sauce in holes drilled into logs distributed throughout exhibits. Small logs, with holes drilled in them for food, are also hung from chains to make the task more challenging. In addition, small food items such as raisins, seeds and chopped fruit are scattered throughout exhibits for the bears to search for. Some of the more unusual foods used for enrichment include sunflower seeds, dried chilies, and mango fruit. All the bears love to gnaw on bones that are given twice per week.

POLAR BEARS Occasionally the polar bears receive lumps of ice containing frozen food items. Polar bears are also given plastic balls & tubs to manipulate, play with, and ultimately destroy. These bears also receive piles of crushed ice, kelp from the sea, rawhide and bones.

BEARS AT THE OREGON ZOO

Malayan Sun Bears

Jody female • b 7/86 • received from St Louis Zoo • 7/25/00

Vivian female • b 10/10/85 Audubon Park Zoo (New Orleans, LA) arr 3/12/86 • hand-raised because mom not successful at raising her young • spots on cresent

Vivian has a noticeable scar on her backside and has white nails. Jody has black nails. Vivian is often asleep perched up in tree.

Polar Bear

Conrad male • b 12/1/84 Riverbanks Zoo (SC) • arr 1/31/86 • brother to Tasul

Tasul female • b. 12/1/84 Riverbanks Zoo (SC) • arr 1/31/86 • sister to Conrad • name means "shuffle" in Aleut

Yugyan female • b 12/15/85 Cleveland Metro Zoo (OH) • arr 9/3/86 • name means "northern lights" in Aleut • pronounced "you-yang"

Conrad is larger than females & has roman nose • Tasul & Yugyan are about the same size. Tasul has marks on head & shorter, straighter nose.