

0736c-1

Presenter

Scorer WRP

Date 16 Dec 09

Total Score

4.8

Grade

Scoring Guide for a CBI Classroom Project #1

Sabjanah & Nubun

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness" will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can be by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI?	Factor 2: Language Level Fits Activity?	Factor 3: Time Appropriate?	Factor 4: The Pieces	Factor 5: Presentation
6	After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	1.8 Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness); all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5	Needs 1/4 hour with me, then 1 hour of revision of small-scale content.	Needs slight adjustment (ex.: one learner activity is above or below level).	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4	Will work adequately for its creator, but use by others would need serious support.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking.	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3	Most parts will work adequately for its creator, but one major part should not be used yet.	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3	Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).				

FL 508

Dr. Fischer

30 April, 2009

Project One: Improving the Spanish Present-tense Subjunctive
through Nutritional Information and Advice.

Content Area: Public Health

Summary and Lesson Objective: This lesson will focus formulating nutritional recommendations with the use of food vocabulary and Spanish verbs expressing volition. It is designed for Spanish language learners who seek career opportunities in Public Health and Education and would like to cater to the Spanish-speaking population in their area. At the end of this lesson, learners will be able to speak and write simple nutritional recommendations in Spanish.

Learner Profile: High school students to adult language learners with an interest in Public Health and/or nutrition, including employees of WIC of DHS. Their identity will be labeled in this lesson as "aspiring health professionals and/or nutritionists" (AHP).

Language Proficiency Level of Learners: Intermediate-^{a big range}mid to advanced-low, in accordance with ACTFL guidelines. The lesson could be adjusted to accommodate more advanced levels by incorporating different verbs and suggesting specific meals and exercise options.

Location: A conference or classroom with an overhead or computer projection.

Course count: 15-20 learners per session.

Total Class time: 60 minutes.

Identified Grammatical Structures: The present tense, defective verbs (specifically "gustar"), the present subjunctive verb tense (specifically verbs that express volition), and impersonal "se".

- Materials:**
- Current illustrated food pyramid from the United States Department of Agriculture (USDA) in Spanish (see supplement two).
 - Calorie chart of common foods in 25 calorie increments: (at least) 9 fruits, 9 vegetables, 10 grains/breads, 5 milk products, 5 meats, 5 dessert/fats/oils (see supplement three).
 - Food preference interview questions (see supplement one).
 - 8-10 nutritional profiles (see supplement one).
 - Paper, pens, etc.

Possible resources for the AHP and the nutritionist:

- <http://www.nlm.nih.gov/medlineplus/spanish/foodandnutrition.html>
- <http://www.healthfinder.gov/espanol/>
- <http://www.dshs.state.tx.us/wichd/nut/vena-nut.shtm>
- <http://www.oregon.gov/DHS/ph/wic/publications.shtml>

not enough time esp for IAs.

Lesson Plan:

1. **(3 minutes)** The nutritionist (instructor) will lead a 5 minute group discussion about the kinds of foods the AHP (learners) like to eat. The AHP will introduce the foods they like to eat using: me gusta comer _____. (I like to eat _____.) The nutritionist will write some or all of these items on the white/chalk board or overhead projector as a way to review food vocabulary.
2. **(1-2 minutes)** The nutritionist will briefly introduce the importance of understanding your own food preferences and eating habits before one is able to access the nutritional needs of others. The nutritionist will introduce a series of interview questions the AHP will ask each other (see supplement one).
3. **(7 minutes)** In pairs, the AHP will interview each other about their food preferences, maintaining the formal address, and record their partner's answers. Upon completing the interview, the AHP will present their partners with their responses.
4. **(5-7 minutes)** The nutritionist will formally introduce the food pyramid, highlighting the recommended daily amounts in each group with possible vocabulary review and the participation of the AHP (see supplement two). Ex: N: ¿Qué tipo de comida hay en el grupo de leche? (What kind of foods does one find in the dairy group?) AHP: Hay leche, queso, yogur. (There is milk, cheese, yogurt.) N: (Pointing to daily recommendation) ¿Cuántas porciones se debe (o se

necesita) comer por día? (How many servings should one eat in a day?) AHP: Se debe comer tres porciones. (One should eat three servings.)

6. (15 minutes) The AHP will form groups of three and the nutritionist will present each group with a calorie chart and the nutritional profile of someone who seeks nutritional advice (see supplement four). Together the AHP must take an inventory of how many portions of what food group the advisee eats during a typical day. They will each visually divide a piece of paper in two, writing on one side what the advisee eats each day according to their profile. Together the AHP must agree on a simple low calorie, daily food guide for the advisee within each food group (see supplement three). Ex: El grupo de leche: 3 porciones- 1 yogur y 2 queso. They will write these recommendations on the other half of the paper. The nutritionist will circulate, offering help and advice to the groups.

7. (5 minutes) The nutritionist will introduce three verbs that express volition: aconsejar, surgerir, recomendar. The nutritionist will underline the use and proper conjugation, focusing on volition and the change in subject. Sample sentences will be written with the help of the AHP. Ex: Le aconsejo que _____ (subjuntivo) (I recommend that you _____).

8. (15-18 minutes) The AHP will then assume the identity of their advisee. With the paper in hand they will circulate through the room, speaking with the other AHPs and offering nutritional advice. They would each present one "eating habit" from their list and offer one recommendation before moving along to another AHP. Ex: AHP #1: Durante el día típico yo como 5 porciones de queso. (During a typical day, I eat 5 portions of cheese.) AHP #2: Le aconsejo que usted coma tres porciones del grupo de leche. Le recomiendo que coma una porción de queso y un yogur. (I would advise that you eat 3 portions from the dairy group. I recommend that you eat one portion of cheese and one yogurt.)

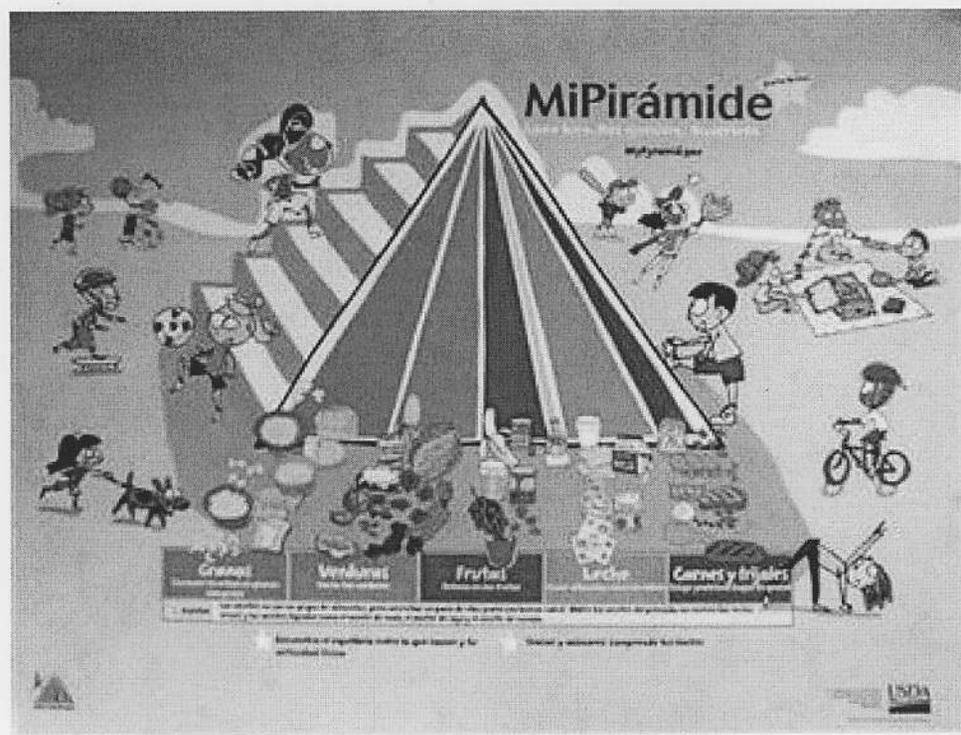
9. (7 minutes) The AHP will return to their seats and be asked to write a brief paragraph addressed to the advisee from the profile they received. When describing the daily recommendations according to the USDA they will use the impersonal "se". Ex: Cada día, se necesita/debe comer tres porciones del grupo de leche. (Every day, one should eat three servings of dairy.) When making dietary recommendations, they will use the three verbs in the subjunctive construction presented during the course, maintaining the formal address.

Supplement One:

Food Preference Interview Questions:

1. ¿Qué le gusta comer para el desayuno? (What do you like to eat for breakfast?)
2. ¿Qué le gusta comer para el almuerzo? (Lunch?)
3. ¿Qué le gusta comer para una merienda? (A snack?)
4. ¿Qué le gusta comer para la cena? (Dinner?)
5. ¿Qué le gusta comer para el postre? (Dessert?)
6. ¿Cómo se siente durante el día? ¿Feliz? ¿Triste? ¿Tiene usted mucha energía? ¿poca? (How do you feel during the day? Happy? Sad? Do you have a lot of energy? A little?)
7. ¿Qué le gusta comer mucho? ¿Por qué? (What do you really like to eat? Why?)
8. ¿Qué no le gusta comer nunca? ¿Por qué? (What do you not like to eat? Why?)

Supplement Two: USDA Food Pyramid in Spanish.



Supplement Three:

Sample calorie guide of common foods:

El grupo de la leche:

Un vaso de leche (6 oz): 200 (One six ounce cup of milk)

Un yogur (4 oz): 250 (One 4 oz yogurt)

Requesón (una taza): 200 (One cup of cottage cheese)

Queso de mozzarella (1 oz): 75 (One one-ounce piece of mozzarella)

Helado de vainilla (3.5 oz): 125 (One 3.5 oz serving of vanilla ice cream)

Supplement Four:

Perfil de los hábitos de comer (Profile of eating habits)

El señor García quería cambiar sus hábitos de comer. Casi todos los días para el desayuno, él come tres huevos, dos pedazos de pan con mantequilla y bebe un vaso del jugo de naranja. Al señor le gusta tomar un café con leche y dos tazas de azúcar antes de trabajar. Para el almuerzo, él come una hamburguesa con queso, patatas fritas y toma una coca cola (16 oz). Durante la tarde, él toma un café con leche y come una galleta con chocolate. Para la cena, él prefiere comer un bistec o el pollo con arroz. A veces come unas zanahorias y no le gusta la ensalada con espinaca. Para el postre, él prefiere comer el helado con fresas frescas.

(Mr. García would like to change his eating habits. Almost every day for breakfast he eats three eggs, two pieces of bread with butter and drinks a glass of orange juice. Mr. García likes to drink a cup of coffee with milk and two teaspoons of sugar before going to work. For lunch, he eats a hamburger with cheese, french fries and drinks a 16 oz coke. In the afternoon, he drinks another cup of coffee with milk and eats a chocolate chip cookie. For dinner, he prefers to eat a steak or chicken with rice. Sometimes he eats a few carrots and he does not like spinach salad. For dessert, he prefers to eat ice cream with fresh strawberries.)