This paper will look at the current curriculum used in a middle school elective entitled “8th grade World Language”. This nine-week course uses French as the target language, and its purpose is to provide eighth grade students with a demonstration of what can be expected in and what is expected of them in high school language courses. The nature of this 8th grade language course requires that instruction happen in both French and English. For the purpose of this paper, I will focus largely on the aspects of the course where English is the primary language of instruction.

**Part One: A global assessment of the curriculum**

Academic English plays an important role in giving students information in written forms in this course. In written form, English is the language used for communication with parents such as the welcome letter sent home with students at the beginning of the marking period. The language in the letter is in Standard English with a bit of “teacherese” when listing the goals of the course—“*To give students a global perspective for growth in learning *To appreciate and respect other cultures and to understand cultural diversity *To communicate in target language”. This use of “specialized” English may send a message that contradicts my second goal—“To appreciate and respect other cultures and cultural diversity”—because it uses an English with which many parents and students may be uncomfortable. In addition to the welcome letter, I use a handout entitled “Top Ten Reasons to Learn a Foreign Language” created by Joy Campbell of MSU (year unknown) which uses Academic English as well. Although designed for a younger audience, it lacks truly meaningful context for words like “dementia” and “colleagues”. The most extensive piece of English writing during the course comes in the form of a Francophone culture project which can take many forms such as a paper, scrapbook,
timeline or PowerPoint. The instructions and rubric are written in Academic English as well. When grading, however, spelling and grammar take a back seat to content and citing resources. The rubric shows spelling and grammar make up ten percent of the final grade where content and citing resources (aka: “accuracy” on the rubric) make up sixty percent of a student’s grade. This grading focus on content holds true when students are asked to create comic books in French as well. Content is fifty percent of the grade compared to the twenty-five percent for grammatical and orthographic accuracy.

Spoken information is often relayed to students in a mix of Academic and informal English depending on the purpose. When explaining a point of grammar such as the syntax of negation in French, the French is compared first to the Academic English use of “not” and then to the more informal use of contractions. Although I use Academic English vocabulary to discuss and describe French, I do take the time to define and give English examples of terms such as nouns, verbs, pronouns, and infinitives so that students can follow the conversation.

So what does my curriculum say about my views of language? The written pieces of my curriculum clearly show that I favor and respect Academic English. From my welcome letter to everyday instructions on worksheets, Academic English is the language used outside of French. In addition, my use of “teacherese” in my welcome letter reflects a regard for the language of my profession, but not necessarily a regard for the parents and students with whom I am trying to communicate. My rubrics show that I expect my students to use Academic English when creating projects in English, but it is clear that I have reduced its importance in the grading aspect to allow students to concentrate on content and, in the case of the Francophone project, accurately citing their resources. The language used to carry out my curriculum seems to strongly indicate my prescriptivist view of grammar. It becomes even clearer when one looks at
my way of teaching grammar—there is a correct way and an incorrect way of saying things, even when being informal.

**Part Two: Analysis of Oral Language Development, Reading, and Writing Activities**

Most oral language development done in this course is done to aid students in their use of French. There are a few discussions, however, that take place in the course of most marking periods during a school year where students are asked to express themselves in English. One such assignment is entitled “Who speaks French?” It is a lesson designed to confront common American stereotypes of who native French speakers are, to discuss what we can learn from uncovering these stereotypes, and to act as a lead-in to a geography lesson on Francophone countries. (I have included the lesson in its entirety as Appendix A.) This lesson has several attributes that are part of the practices outlined by Faltis and Coulter (2008) as well as Echevarria and Graves (2007). Faltis and Coulter would appreciate the adherence to their commitment of “Active Participation”. Students are encouraged to participate by 1) writing on their own worksheet who is a French speaker with notes as to why (since they are being collected, but not graded, they could be written in the student’s native language), 2) voting for who looks like a French speaker which can be done even if a student is extremely shy since there is no need for speaking, and 3) by discussing the stereotypes and misconceptions in small groups who choose a single member to report to the class. As the lesson is designed, it gives students various opportunities to contribute their ideas to the class in ways they can feel comfortable. Just as Mrs. MacPherson allowed students to write comments to readers in read aloud sessions and choose when they are comfortable enough to read their own work (Faltis & Coulter 2008), students are able to participate within their comfort level given their English skills and confidence.
The “Who Speaks French?” lesson includes several features of what Echevarria and Graves (2008) call “shared by Sheltered and Effective Instruction” (57). The first feature is that it keeps students engaged (57). Students are being asked to do individual work, work that gets them out of their seats (voting), as well as work that gets them communicating with a small group of fellow students to answer a series of questions which lead students to the content objective—“To explore stereotypes of who French speakers are”—another feature outlined by Echevarria and Graves. This lesson also includes features that are “unique to Sheltered Instruction” (57). This lesson is student-centered and uses photographs added to a transparency (I have actually switched to using a PowerPoint with the photos on a loop.) to make the lesson as context rich and as real as possible.

Despite the fact that this lesson has many qualities that can support ELL students, there are a few things that could be done to improve that support. One such addition could be adding the following as the first step in the lesson plan: “Model the expectations for students as to what should be written on the worksheet and how to vote.” This would make instructions clear to ELL students as well as students with learning disabilities and would be supported as a technique by Echevarria and Graves (2008). This addition would require adding a new picture as a model such as a well-known American such as President Obama and modeling for the students how to go about writing on the worksheet. For example, saying, “Looking at the picture, I know that this is President Obama and I know from watching the news and reading about him that he did not grow up speaking French. I will write this reason on my worksheet (write the reasons on a transparency form so students can see it).” Echevarria and Graves (2007) wrote, “Students with diverse levels of ability benefit from concrete, step-by-step procedures presented in a clear, explicit manner” (60).
Another activity that involves oral language is a lesson I call “The Crepes of Wrath” (attached in its entirety as Appendix B). “The Crepes of Wrath” lesson’s purpose is to open up a discussion of students’ beliefs about France and how those beliefs are influenced or reinforced by what they see on television and to provide an opportunity for students to look at a specific television episode and the messages it sends about Americans. This lesson is primarily used as a lesson before a break or if a unit quiz falls on a Thursday which makes starting a new unit undesirable. Despite its lack of specific place in the scope and sequence of the course, it is a lesson that attempts to provide rich discussion about stereotypes we harbor as well as stereotypes that are held about us by people abroad and how the media can feed them.

“The Crepes of Wrath” lesson asks students to watch an episode of the Simpsons in which Bart becomes a foreign exchange student in France and his parents take in an Albanian youngster. Students are asked to fill out a two columned worksheet that asks them to think about the episode as a student from outside the US and as an American looking at the portrayal of the French. Before watching the episode, the lesson calls for the class to list what they know about France and where they learned the information, to define the term stereotype, to identify which “facts” about France might be stereotypical, and to describe the influence of television on how they think or feel about topics. After watching the episode, students are asked to identify stereotypes presented in the episode, to discuss why the French host “family” voices were not native French speakers, and to discuss why we need to be aware of stereotypes presented on television.

After looking at the lesson plan, this lesson is not friendly to ELL or learning disabled students. One reason is the whole class discussion format which is not designed to let all students contribute to the conversation and, therefore, “actively participate” in the language of
Faltis and Coulter (2008). In addition, there is little opportunity for students to talk or ask questions about vocabulary with the exception of the word “stereotype”. Furthermore, the lesson lacks the cultural background information which would “contextualize instruction” in a way that would be helpful to ELL students (Echevarria and Graves 2007). In fact, additional background information might be needed even for the most academically successful students given that the episode was created in the late 1980’s—when the parents of many of today’s middle schoolers were in middle school themselves.

There are several changes that could be made to improve the effectiveness of this lesson with ELL students. The first change would be to put students in small groups to discuss what they know about France and where they learned it and to write it out on a large sheet of paper to hang on the wall with the teacher modeling expectations first. This would allow students of varying abilities time to ask questions and participate in a way that is most comfortable for them—perhaps a student still lacks confidence in her speaking abilities but knows she is good at spelling or vice versa. This allows students to contribute in their unique way (Faltis & Coulter 2008). A second change would be to use the overhead to write down the class’s definition of the word “stereotype” and have the class give examples of stereotypes to leave up on the board during the video so students have a reference as well as “[t]he written representation of words gives students learning English a chance to copy the words correctly, since certain sounds may be difficult to understand when presented orally” (Echevarria & Graves 2007). Finally, instead of having a whole class discussion of the video, the small groups could reconvene and answer the following questions about the video after the teacher reads them aloud and answers vocabulary questions: 1) Which “facts” shared at the beginning of class were in the episode? Are they facts or stereotypes? Explain your answer. 2) The voices of Bart’s “host family” were not
French speakers. Why do you think the writers chose to do that? 3) What stereotypes about Americans were shown in the episode? Have you heard that stereotype before? Where? 4) Are stereotypes only used in cartoons? Can you give examples of stereotypes that you’ve heard or seen in other media? The answers to the questions can be reported to the class by a volunteer from each group.

Reading in English is not a regular part of my curriculum, but I do work with my students on the use of cognates to read in French as well as review the use of picture clues and other context to make reading easier. My instruction on cognates in the past has been little more than writing the word on the board, orally telling students the definition and giving five or six examples in French on the board for the class to give the English equivalent. I also instruct them on the concept of “faux amis”, or false cognates in a similar fashion. That introduction is followed by an exercise that uses picture clues and cognates to help students make sense of a dozen or so French sentences that they are asked to translate into English. Although this has worked for the majority of my students in the past, it would be advantageous to all of my students to rethink the way I introduce this essential reading concept—especially to ELL students. One way I can improve instruction is to explicitly teach the five steps of the Use-of-Cognates Strategy found in Sheltered Content Instruction (Echevarria & Graves 2007) that has students 1) read the English word, 2) note the spelling, 3) think of a similar word in their native language, 4) determine meaning in native language, and 5) guess at the meaning in English. It might also be helpful to create a cognate chart for students to fill out similar to the grammar charts Mrs. MacPherson created for students such as Alex in Teaching English Learners and Immigrant Students in Secondary Schools (Faltis & Coulter 2008). Depending on the ELL learners in my class, it could also be helpful to my monolingual English speakers to have my
ELL students provide cognates in their native tongues for the class to identify the English equivalents. Furthermore, this could also work with false cognates.

Another reading skill that is part of my curriculum is the use of context clues to read paragraphs or short, simplified stories. I use stories from a book entitled *Beginner’s French Reader: Everyday life experiences of young French people* made up of 27 short stories with comprehension questions. In the past, I have put a story on the overhead projector, given the students instructions to put as much of the story into English as possible, and then walked students through the story in French calling on student volunteers to give their translations. When a word or phrase gave a class trouble, I would talk them through the use of the story’s context and giving prompts to get them to the right answer—something very reminiscent of the Social Interactionist Learning Theory (Echevarria & Graves 2007).

Several changes could be made to aid all learners in my classroom—especially ELL students. The first change would be to model the use of context clues in English and ask students to find the meaning of words in English such as “Being the daughter of circus performers, Emily’s life was quite *peripatetic* until their retirement just before her sixteenth birthday.” Once the English skill has been clarified, the second change to instruction would be teacher modeling of the skill in French discussing picture clues, cognates, and other clues to determine meaning. Small group readings for meaning would be the final change to allow all students the opportunity to practice reading in French together before being asked to do it on their own. This step by step approach would be similar to those practices promoted by Echevarria and Graves (2007).

Most of the writing done in this course is done in French for specific purposes such as telling time, writing a date, or writing a script to be acted out. There is one writing assignment
that is done in English every marking period. It is known as the “Francophone Culture Project” (attached with its rubric as Appendix C). This project is an individual research project in which students research an aspect of a Francophone culture and prepare a project to present to the class. Students choose amongst the following options: timeline, culture collage (with and explanation in paragraph form), famous Francophone report, French music sample/report, Francophone holiday/festival report, a travel scrapbook or a project of their own design that I have approved. The introduction of this project includes a paraphrasing of the written descriptions of each option for the project, a reading of the top three tiers of the rubric, a class “grading” of at least one example for each option, and a modeling of how to “cite” sources—especially those from the internet (In reality, students are basically making a list of information sources and a detailed account of where pictures used came from). When students look at each example, I encourage them to look at the rubric to determine the five-point scale grade for each category. I also encourage them to articulate what makes the example project great, average, or inadequate.

Faltis and Coulter would approve of the choice given to students in this particular assignment. “When students have a choice in the classroom, they are likely to have an enhanced sense of ownership over their own learning (72).” Many students have commented that they enjoyed this project for that very reason—they were allowed to choose the direction of their learning and how to share it with classmates. An additional feature that Faltis and Coulter would approve of is the opportunity to draw connections to wider contexts. This feature is present, in theory, but in practice, few students can make those connections independently, and the assignment itself asks no questions that could guide students to make them. The use of modeling how to create a list of sources in the introduction to this project is a technique approved by Echevarria and Graves. I also provide the opportunity for students to practice assessing projects
so that they have a clearer idea of what is expected of them.

This assignment, regardless of its positive attributes, is not necessarily perfect for ELL students. The independent nature of the project does not foster social integration which is one of Faltis and Coulter’s (2008) commitments in practice nor does it utilize small groups to allow for more time to ask questions, peer support, or teacher paraphrasing and clarification as encouraged by Echevarria and Graves (2007). In addition, the project lacks the element of integrated language learning where there are language goals or key vocabulary embedded in the project itself (Faltis & Coulter 2008; Echevarria & Graves 2007).

I began to think about Echevarria and Graves’s (2007) description of a sheltered classroom when pondering how to make this lesson more accessible for language minority students. I realized that I could combine some of what I was already doing, such as paraphrasing the description of each option, with simple steps such as using the overhead to highlight the important requirements for each option. Furthermore, I could use small groups to evaluate each example project in a method similar to the ad exercise in Sheltered Content Instruction (Echevarria & Graves 2007 pp70-71). I could give each group a worksheet (See Appendix D) on which to write their scores and reasoning, set a timer to allow each group five minutes to look over the project and make their decisions, and have them rotate the projects until all groups have “graded” each one. I could then have a reporter from each group write the scores on the board and be the “voice” of each group. I could then share grades and my own reasoning if they differ substantially from theirs. This sort of introduction would give students much more time to consider the rubric and better understand their options.

The final assignment that I will analyze, like the “Crepes of Wrath” lesson, is not used every marking period as it is often used as a “filler-with-a-message”, so to speak. The
assignment is for students to silently read an article entitled “An American in Paris” (Baldwin 1998) and create a Venn diagram that compares and contrasts France and the United States based on the author’s observations. After considering the strategies read about during this course, there are several ways that this assignment could be improved. The first improvement that could be implemented would be using a variety of reading options for the article depending on when this assignment is used such as reading aloud to the class or allowing students several options such as individual silent reading, partner read aloud, or teacher guided read aloud (Echevarria & Graves 2007). A second improvement would be to review and define on the overhead the key English/language arts vocabulary words: compare, contrast, and Venn diagram—including an example of a completed diagram on a familiar such as baseball and soccer.

In conclusion, I found that there are many techniques that I am already using in my classroom that support language minority students. However, with a few modifications, my classroom can not only be a safe place to learn French but also a supportive environment for students learning Standard Academic English.
References

Appendix A
Who speaks French?

This lesson is designed to be added to an introduction of the French speaking world.

Objective: To explore stereotypes of who French speakers are.

Materials:  
Student worksheet (attachment 3.1)  
Color transparency made from student worksheet

Time allotted: 20-30 minutes (Perhaps more depending on discussion)

Lesson:

1. Give students 5 minutes to complete student worksheet (Attachment 3.1). While students are working, make sure that the color transparency is displayed. Be sure to let students know that these worksheets are a basis for discussion and will not be graded.
2. If transparency is displayed on a whiteboard, have students place a tally mark next to each person they believe is a French speaker. If not using a whiteboard, create a way to tally responses in a quasi-anonymous manner.
3. After all students have added their tally marks, discuss reasons why each person is/is not a French speaker and write a list on board.
4. Tell students that each photo is of a native French speaker.
5. Have students discuss in small groups (3-4) the following questions:
   a. What misconceptions did you have about who speaks French?
   b. What lesson did you learn about misconceptions?
   c. What stereotypes did we uncover today?
   d. What can we learn from their uncovering? Is there a lesson we can take into our daily lives?
6. Have small groups report on their group’s discussions.
7. Proceed to introduction of French speaking countries and territories.

Attachment Lesson 3 Student Worksheet
Which of the following people are native French speakers? Under each photo, please indicate why you believe the person is/is not a native French speaker.

1. 

2. 

3. 

4. 

5. 

6.

Student Worksheet page 2
Is it possible that all of these people could be native French speakers? Why or why not?

7.

Photo references
4. http://www.britannica.com/eb/art/print?id=94176&articleTypId=0
Appendix B
Recognizing Stereotypes in the Media &
Messages about America being sent by the Simpsons

Objective: To open up a dialogue about student beliefs about other countries, specifically France, and how those beliefs are influenced or reinforced by what students see on television.

Materials:  The Simpsons “The crepes of wrath” episode season 1
            Student worksheet (Attachment 4.1)

Time allotted: 60 min

Lesson:

1. Ask students to list what they know about France or French people and how they learned the information while teacher or another student records responses of the whiteboard. (Take note of how they learned the information they give)
2. Ask students to define a stereotype. Ask students to think about which responses on the board might be stereotypical.
3. Ask students what kinds of messages they receive from television. Do they believe that they are influenced by television?
4. Survey students to identify watchers of The Simpsons. Ask students to describe the show and their thoughts on the messages sent by the show.
5. Inform students that they will be watching an episode of The Simpsons and filling out a worksheet (Attachment 4.1) that asks them to play two roles—an American and a student from a country that has not had much contact with America or Americans.
6. After watching the episode, have students discuss the messages sent about the French. Ask students if any of those messages had been placed on the board at the beginning of the hour as a fact. If so, is it a fact or a stereotype?
7. Tell students that the voices of the French host “parents” were not done by native French speakers. Ask students to give ideas why the producers might have chosen to cast the voices that way.
8. Discuss whether episodes such as “The Crepes of Wrath” perpetuate stereotypes.
9. Switch the discussion to the role of a student from another country. Ask students to share what messages about Americans are being sent to those unfamiliar with our culture.
10. Discuss the following questions with the class:
    a. Why is it important to be aware of stereotypes or messages being sent by the media?
    b. How can this touch our lives personally?

Attachment 4.1
Messages and Stereotypes in “The Crepes of Wrath”

Fill out the following table as you watch the episode:

| Student from another country | American |
| If you only had this television episode to view, how would you describe Americans? Why? | Describe the French according to what you see in the episode. |
| What images did you see that stereotyped France or the French? |
| What images did you see that used culture in a humorous way? |

**Appendix C**

**Francophone culture project**

This project is meant to help you understand Francophone culture a little better. You will choose ONE of the following SIX projects. Choose a project that really interests you. I am willing to work with you if you have an idea for a project that is not listed, but is appropriate. You will have two days in the computer lab to use the internet to research your topic. After that you will need to complete the remainder of your project at home. It will be due ____________________. **No late assignments will be accepted.**

**PROJECT CHOICES (Choose 1)**

1. Timeline- Create a timeline showing dates of important events in a French speaking country. Your timeline must involve a theme such as an historical period, inventions, scientific discoveries, or popular culture. You must include a minimum of 10 events/
discoveries with an explanation of its importance in sentence form. All events must also be illustrated with pictures, drawings or photos. You may present your timeline either on a poster board or in a creative Power Point presentation. Please choose events that hold importance not just random facts!

2. Francophone Culture Collage- Use pictures to show a culture point from a French speaking country such as food, architecture, daily life, holiday, etc. You must use a minimum of 10 pictures that can be hand-drawn, photos, magazine cut-outs, etc. Your images MUST FILL at least an 8.5 x 11 inch space! On the back, describe how each of the pictures relates to your topic in well written paragraphs.

3. Famous Francophone Report- Research a famous Francophone artist, inventor, scientist, political leader, entertainer, writer or sports figure. Find biographical information on your subject, descriptions of his or her significant (or famous) works, and contributions. If your subject is no longer living in or moved away from their native country, be sure to discuss their country of origin and its influence on them. You may set this up as a 2 page paper, a poster with descriptions or in a creative Power Point presentation. You must include color examples of their work—paintings, inventions, movies, etc.

4. French Music Sample- Research a famous Francophone musician, musical group or type of music. Describe the music or the musician(s). Include an example of the music and a summary of the English meaning of the lyrics, if possible. You may set this up as a 2 page paper, or in a creative Power Point presentation. You must include a sample of the music to play for the class. (Reminder—YouTube is not blocked for educational purposes).

5. Report on Francophone Festival/Holiday- Research a particular holiday or celebration that is important in a Francophone culture such as Bastille Day (France), any other independence day, Christmas, Easter, St Nicholas Day, and Poisson d’Avril. Tell what is being celebrated and what traditions are associated with the holiday or festival. Discuss similarities and differences to similar holidays/festivals in the United States. You may write a 2 page report including pictures or design a creative Power Point presentation. Include pictures of the events, decorations, etc.

6. Travel Scrapbook- Make a scrapbook of your imaginary trip to a French speaking country, region, or city. Write a description for at least 6 places (giving at least 3 interesting facts) and include a minimum of 10 pictures. You must also include important cultural attractions (ex: The Eiffel Tower). It is not enough to tell a good story, your pictures and information must be accurate!

All of these projects are worth **100 points**. Projects will be graded on creativity, neatness, correct grammar (for papers) and class presentation. For the class presentation you will need to present a summary of your paper, your poster board or your Power Point presentation.

You MUST include a list of sources used in preparing your project or your grade will be lowered a letter grade.

**PLAGIARISM**  
Copying and pasting from a website is NOT your own work! Write your own captions.
Put information in your own words. If I find that you have used someone else’s work as your own, it will be a ZERO on the project and I will discuss the situation with administration.

Be cautious of your sources! I have found pictures in projects that are not found in the country being reported on!

*This is a large point project. Please do careful work.*
<table>
<thead>
<tr>
<th>100 pts</th>
<th>Content (x8) (40pts)</th>
<th>Presentation (x 4) (20pts)</th>
<th>Neatness (x2) (10pts)</th>
<th>Accuracy (x4) (20 pts)</th>
<th>Spelling/Grammar (x2) (10pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Follows the chosen format and goes above and beyond the minimums stated in two meaningful ways.</td>
<td>Few errors in pronunciation of French places/people/foods. Visuals are numerous and appropriate to project. Created a project that engaged the audience. Extremely colorful &amp; interesting.</td>
<td>Typewritten. Pictures are appropriate to project and extremely neat. No pixilated pictures.</td>
<td>Provided a comprehensive list of exact URL’s/books for pictures &amp; information. Separated their list into categories that are appropriate for their project. Photos show what is claimed.</td>
<td>No spelling or grammar errors.</td>
</tr>
<tr>
<td>4</td>
<td>Follows the chosen format and goes above and beyond the minimums stated in one meaningful way.</td>
<td>Some errors in pronunciation. Several visuals that are well created &amp;/or appropriate to project. Created a project that was pleasing to others. Colorful &amp; mostly interesting.</td>
<td>Very neatly written in pen. Double spaced. Pictures are appropriate to project, but 1 or two are pixilated. Pictures are well placed, but poorly glued.</td>
<td>Provided a comprehensive list of exact URL’s/books for pictures &amp; information. Did not separate their list into categories that are appropriate for their project. 1 Photo does not show what is claimed.</td>
<td>1-2 spelling or grammar errors</td>
</tr>
<tr>
<td>3</td>
<td>Follows the chosen format and meets minimums stated.</td>
<td>Several large errors in pronunciation. Some visuals that are well created &amp;/or appropriate to project. Observational attempt to create a project that would please others. Some color &amp; somewhat interesting.</td>
<td>Done in pen. Writing is mostly legible. Pictures are appropriate to project, but 3 or 4 are pixilated. Pictures are ill-placed and poorly glued.</td>
<td>Provided many generic URL’s for pictures &amp; information. Did not separate list. More than one photo does not show what is claimed.</td>
<td>3 -4 grammar/spelling errors</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
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<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Does not follow chosen format or does not meet minimums.</td>
<td>Poor pronunciation. Few visuals and some are too small or not appropriate to project. Little observable attempt to create a project that would please others.</td>
<td>Done in pen. Writing is barely legible. Pictures not entirely appropriate to project or are mostly pixilated. Pictures are poorly placed and glued.</td>
<td>List consists of only 3-4 URL’s. More than three photos are incorrect.</td>
<td>5 - 6 grammar/spelling errors</td>
</tr>
<tr>
<td>1</td>
<td>Does not follow chosen format and does not meet minimums.</td>
<td>Poor pronunciation. Extremely small visuals or none at all. No color or observable attempt to create a project that would please others.</td>
<td>Done in pencil. Writing illegible. Pictures inappropriate to project and all pixilated. Pictured applied with tape.</td>
<td>Lists only one or two URL’s. More than 5 photos are incorrect.</td>
<td>7 or more spelling/grammar errors.</td>
</tr>
<tr>
<td>0</td>
<td>No attempt</td>
<td>No attempt</td>
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Appendix D
Group Members:
Project Example #

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<th>Accuracy</th>
<th>Spelling/Grammar</th>
</tr>
</thead>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presentation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>(base score on everything but pronunciation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Accuracy</td>
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