Section III:

Sample Lessons

A. Traditional Technologies
B. Tool Software
C. Telecommunication
D. Multimedia Software
Sample Lessons

The sample lessons included in this document have been submitted by NC Foreign Language teachers. They illustrate how teachers in North Carolina and elsewhere are dealing with the issues of integration, availability, time management, and space in regard to technology. The lessons demonstrate the educators’ willingness to redefine their own role in the classroom and to stretch themselves and their students in order to provide a more effective learning experience for all. Moreover, these lessons exemplify the use of technology as a tool to support instructional objectives.

Organization of Lessons

The lessons are organized according to the following categories:

- Traditional Technologies
  - Films and Videotapes
  - Audiocassettes

- Tool Software
  - Word Processing
  - Desktop Publishing
  - Databases
  - Spreadsheets

- Telecommunication
  - WWW
  - E-Mail

- Multimedia
  - CD-ROMs
  - HyperStudio
  - PowerPoint

Within each of the above categories, the lessons are arranged according to the following languages:

- All languages
- French
- German
- Latin
- Spanish
Language Specific Lessons

While language-specific lessons are especially useful to teachers of that language, they should not be overlooked by teachers of other languages who will be able to adapt them to their own language. The same recommendation is applicable to the different language levels. Many of the submitted sample lessons can be modified for use with students at different levels of language development.

Lessons with Specific Software

Several of the submitted lessons specify the use of special software; however, it is important to note that the same lesson goal can often be achieved by substituting the mentioned software with a comparable software program which may already be available at the school level.

How to Use These Lessons

Teachers should be mindful of their program goals and should incorporate and modify the suggested lessons only as they fit with the overall plan and the specific objectives of their program. The lessons will not be effective if they are taken out of context and used in isolation as filler activities. They are part of a bigger context, and when used with this intent, they bring relevance to language learning.