

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM
MANDARIN CHINESE, FRENCH, GERMAN, ITALIAN, AND SPANISH
LEVEL II
AUGUST 2021
GRADES 9 - 12**

Overview

The level II World Language courses in Chinese, French, German, Italian, and Spanish are available to all students in grades 9-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

The broad objective of all the world languages courses is to develop target language proficiency in each of the three modes of communication: interpersonal, interpretive, and presentational. Teachers address students' individual needs through differentiation and implement a *Natural Approach* to second language acquisition where all students are immersed in the target language while in the classroom. In this setting, teachers address the development of all domains of language and emphasize the growth of language skills aligned to the novice-mid/novice-high proficiency levels as defined by ACTFL (American Council on the Teaching of Foreign Languages). This approach facilitates the development of authentic, meaningful educational experiences by allowing teachers to integrate content from all subject areas while infusing linguistic and cultural awareness on a daily basis.

Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
(1) My Life	<p>My summer</p> <p>-Summer, leisure, and sport related activities</p> <p>-Places and travel locations</p>	<p>First Semester / 6-8 Weeks</p>	<p>-How did you spend your summer?</p> <p>-How does the way we spend our summers in the United States compare to how people in other countries spend their summers?</p> <p>-When is summer vacation for schools in other countries?</p>	<p>Interpretive: 7.1.NH.IPRET.1 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p> <p>Presentational: 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4</p>	<p>Students will be able to:</p> <p>-Discuss orally the previous summer's events</p> <p>-Ask and answer level appropriate questions based on summer, sport and/or leisure activities.</p> <p>-Identify and use interrogative words to exchange information</p> <p>-Create written statements based on summer, sport and/or leisure activities using correct vocabulary and syntax.</p> <p>-Formulate written questions about summer experiences, sports and/or leisure activities using new and previously learned vocabulary and sentence structure.</p> <p>-Listen to a short passage pertaining to summer activities and or sport/leisure activities and answer questions based on the passage.</p> <p>-Use deductive reasoning to decipher the general meaning of the passage and of unfamiliar words</p>	<p>Formative:</p> <p>-Teacher observation</p> <p>-electronic games</p> <p>-conversation on related topic</p> <p>-skits on related topic</p> <p>-video/audio/reading comprehension activities</p> <p>-vocabulary games</p> <p>Summative:</p> <p>-IPA</p> <p>-Quizzes/tests</p> <p>-Written assessment</p> <p>-common assessment</p> <p>Alternative:</p> <p>-projects (individual/group)</p>	<p><u>21st Century Life and Career:</u></p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p><u>Math:</u></p> <p>-Know number names and count sequence</p> <p>-Count to tell the number of something</p> <p>-Compare Numbers</p> <p>-Currency conversion</p> <p>-Basic operations</p> <p><u>Literacy:</u></p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4</p> <p><u>Technology:</u></p> <p>8.1.12.B.1- Students will individually and collaboratively use online platforms to reinforce current content knowledge.</p>

Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

					<p>-Read and understand information from simple text pertaining to summer, sport or leisure activities.</p> <p>-derive the meaning from connected texts of any length.</p>		<p>Science:</p> <p>1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p> <p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p> <p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>
(1) My Life	<p>Celebrations /Holidays</p> <p>-Family celebrations with regard to traditions and holidays</p>	<p>First Semester / 2-4 weeks</p>	<p>Why do people celebrate holidays?</p> <p>What special traditions and rituals surround holidays?</p> <p>How do holidays reflect a culture?</p>	<p>Interpretive: 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.IPERS.3 7.1.NH.IPERS.5 7.1.NH.IPERS.6</p> <p>Presentational: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<p>Students will be able to:</p> <p>-Discuss orally celebrations and holidays in the US and different countries</p> <p>-Ask and answer level appropriate questions based on celebrations, holidays, etc.</p> <p>-Identify and use interrogative words to exchange information</p>	<p>Formative:</p> <p>-Teacher observation -electronic games -conversation on related topic -skits on related topic -video/audio/reading comprehension activities -vocabulary games</p> <p>Summative:</p> <p>-IPA -Quizzes/tests -Written assessment</p>	<p>21st Century Life and Career:</p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p>Math:</p>

Hillsborough Township Public Schools
 World Languages Department
 Grades 9-12 / Level 2 CP Curriculum Map

				<p>7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p> <p>-Create written statements based holidays and celebrations using correct vocabulary and syntax.</p> <p>-Formulate written questions about celebrations and holidays activities using new and previously learned vocabulary and sentence structure.</p> <p>-Listen to a short passage pertaining to celebrations and holidays and answer questions based on the passage.</p> <p>-Use deductive reasoning to decipher the general meaning of the passage and of unfamiliar words</p> <p>-Read and understand information from simple text pertaining to celebrations and holidays .</p> <p>-derive the meaning from connected texts of any length.</p>	<p>-common assessment</p> <p>Alternative: -projects (individual/group)</p>	<p>-Know number names and count sequence -Count to tell the number of something -Compare Numbers -Currency conversion -Basic operations</p> <p>Literacy:</p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4</p> <p>Technology:</p> <p>8.1.12.B.1- Students will individually and collaboratively use online platforms to reinforce current content knowledge.</p> <p>Science:</p> <p>1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p>
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Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

							<p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p> <p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>
<p>Restaurant</p> <p>-Food, menus, cultural conventions associated with eating both at home and out, ordering food, tipping, expressing likes and dislikes.</p>	<p>First Semester / 2-4 weeks</p>	<p>What are the similarities and differences of eating habits in the United States and other countries?</p> <p>How does culture influence our food choices?</p> <p>Why do people choose to go to restaurants rather than eat in their own homes?</p>	<p>Interpretive: 7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.5 7.1.NH.IPERS.6</p> <p>Presentational: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to:</p> <p>-Discuss orally experiences at a restaurant</p> <p>-Ask and answer level appropriate questions based on experiences at a restaurant.</p> <p>-Identify and use interrogative words to exchange information</p> <p>-Create written statements based on restaurant experiences using correct vocabulary and syntax.</p> <p>-Formulate written questions</p>	<p>Formative:</p> <p>-Teacher observation -electronic games -conversation on related topic -skits on related topic -video/audio/reading comprehension activities -vocabulary games</p> <p>Summative:</p> <p>-IPA -Quizzes/tests -Written assessment -common assessment</p> <p>Alternative:</p> <p>-projects (individual/group).</p>	<p>21st Century Life and Career:</p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p>Math:</p> <p>-Know number names and count sequence -Count to tell the number of something -Compare Numbers</p>	

Hillsborough Township Public Schools
 World Languages Department
 Grades 9-12 / Level 2 CP Curriculum Map

					<p>about restaurant experiences using new and previously learned vocabulary and sentence structure.</p> <p>-Listen to a short passage pertaining to restaurant experiences and answer questions based on the passage.</p> <p>-Use deductive reasoning to decipher the general meaning of the passage and of unfamiliar words</p> <p>-Read and understand information from simple text pertaining to restaurant experiences.</p> <p>-derive the meaning from connected texts of any length.</p>		<p>-Currency conversion -Basic operations</p> <p>Literacy:</p> <p>3.9.K.2.NJLSA.L3 3.9.K.3.NJLSA.L4 3.9.K.3.NJLSA.L5 3.10.1.3.L.1.4</p> <p>Technology:</p> <p>8.1.12.B.1- Students will individually and collaboratively use online platforms to reinforce current content knowledge.</p> <p>Science:</p> <p>1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p> <p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p>
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Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

							<p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>
	<p>Health, Body and Daily Routine -Daily routines including personal hygiene/grooming, sports, leisure activities, hobbies, pastimes -Body and health including body parts and visiting a doctor</p>	<p>First Semester / 4-6 weeks</p>	<p>How is the structure of our day influenced by our daily routines?</p> <p>How does culture influence our daily routine?</p> <p>What are the parts of the body?</p> <p>How do I express myself when I am sick?</p>	<p>Interpretive: 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.IPERS.5 7.1.NH.IPERS.6</p> <p>Presentational: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to:</p> <p>-Discuss orally their daily routines, health and experiences at a doctor.</p> <p>-Ask and answer level appropriate questions based on daily routines, health, and experiences at a doctor.</p> <p>-Identify and use interrogative words to exchange information</p> <p>-Create written statements based on daily routines, health and experiences at a doctor using correct vocabulary and syntax.</p> <p>-Formulate written questions about daily routines, health, and experiences at a doctor using new and previously learned vocabulary and sentence structure.</p>	<p>Formative: -Teacher observation -electronic games -conversation on related topic -skits on related topic -video/audio/reading comprehension activities -vocabulary games</p> <p>Summative: -IPA -Quizzes/tests -Written assessment -common assessment</p> <p>Alternative: -projects (individual/group)</p> <p>Benchmark: Common Assessment</p>	<p>21st Century Life and Career:</p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p>Math:</p> <p>-Know number names and count sequence -Count to tell the number of something -Compare Numbers -Currency conversion -Basic operations</p> <p>Literacy:</p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5</p>

Hillsborough Township Public Schools
 World Languages Department
 Grades 9-12 / Level 2 CP Curriculum Map

					<p>-Listen to a short passage pertaining to daily routine, health, and experiences at a doctor and answer questions based on the passage.</p> <p>-Use deductive reasoning to decipher the general meaning of the passage and of unfamiliar words</p> <p>-Read and understand information from simple text pertaining to daily routine, body, and experiences at a doctor's office.</p> <p>-derive the meaning from connected texts of any length.</p>		<p>3.10.1.3.L.1.4</p> <p>Technology:</p> <p>8.1.12.B.1- Students will individually and collaboratively use online platforms to reinforce current content knowledge.</p> <p>Science:</p> <p>1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p> <p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p> <p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>
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Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

<p>Out and About in the World (2)</p>	<p>My Childhood</p> <p>- Childhood experiences including sports, games, leisure activities, hobbies, pastimes, celebrations</p>	<p>Second Semester / 4-6 weeks</p>	<p>What makes your childhood similar or different from the childhood of children in other cultures?</p> <p>Why is it important to discuss the past?</p> <p>Does what you were like as a child affect who you are now?</p>	<p>Interpretive: 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.IPERS.3 7.1.NH.IPERS.5</p> <p>Presentational: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>	<p>Students will be able to:</p> <p>-Discuss orally about their childhoods</p> <p>-Ask and answer level appropriate questions based on childhood experiences, sports, pastimes, leisure activities and celebrations.</p> <p>-Identify and use interrogative words to exchange information</p> <p>-Create written statements based on experiences related to one's using correct vocabulary and syntax.</p> <p>-Formulate written questions about experiences related to one's childhood using new and previously learned vocabulary and sentence structure.</p> <p>-Listen to a short passage pertaining to childhood experiences, sports, pastimes, leisure activities and celebrations and answer questions based on the passage.</p> <p>-Use deductive reasoning to</p>	<p>Formative:</p> <p>-Teacher observation -electronic games -conversation on related topic -skits on related topic -video/audio/reading comprehension activities -vocabulary games</p> <p>Summative:</p> <p>-IPA -Quizzes/tests -Written assessment -common assessment</p> <p>Alternative:</p> <p>-projects (individual/group)</p>	<p>21st Century Life and Career:</p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p>Math:</p> <p>-Know number names and count sequence -Count to tell the number of something -Compare Numbers -Currency conversion -Basic operations</p> <p>Literacy:</p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4</p> <p>Technology:</p> <p>8.1.12.B.1- Students will individually and collaboratively use online platforms to</p>
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Hillsborough Township Public Schools
 World Languages Department
 Grades 9-12 / Level 2 CP Curriculum Map

					<p>decipher the general meaning of the passage and of unfamiliar words</p> <p>-Read and understand information from simple text pertaining to childhood experiences, sports, pastimes, leisure activities and celebrations.</p> <p>-derive the meaning from connected texts of any length.</p>		<p>reinforce current content knowledge.</p> <p>Science:</p> <p>1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p> <p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p> <p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>
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Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
	<p>Travel and Vacations</p> <p>-Travel experiences including preparing for travel, making hotel reservations and purchasing plane tickets, reading a schedule, and getting around a city or country. Discussion of past and future travel.</p>	Second Semester /4-6 weeks	<p>Why do people travel?</p> <p>How do vacations differ in other countries?</p> <p>What do you need to know in order to plan a trip?</p>	<p>Interpretive: 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5</p> <p>Presentational: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>	<p>Students will be able to:</p> <p>-Discuss orally travel and vacation experiences</p> <p>-Ask and answer level appropriate questions based on travel and vacation experiences</p> <p>-Identify and use interrogative words to exchange information</p> <p>-Create written statements based on travel and vacation experiences using correct vocabulary and syntax.</p> <p>-Formulate written questions about travel and vacation experiences using new and previously learned vocabulary and sentence structure.</p> <p>-Listen to a short passage pertaining to travel and vacation experiences and answer questions based on the passage.</p> <p>-Use deductive reasoning to decipher the general</p>	<p>Formative: -Teacher observation -electronic games -conversation on related topic -skits on related topic -video/audio/reading comprehension activities -vocabulary games</p> <p>Summative: -IPA -Quizzes/tests -Written assessment -common assessment</p> <p>Alternative: -projects (individual/group)</p>	<p>21st Century Life and Career:</p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p>Math:</p> <p>-Know number names and count sequence -Count to tell the number of something -Compare Numbers -Currency conversion -Basic operations</p> <p>Literacy:</p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4</p> <p>Technology:</p>

Hillsborough Township Public Schools
 World Languages Department
 Grades 9-12 / Level 2 CP Curriculum Map

					<p>meaning of the passage and of unfamiliar words</p> <p>-Read and understand information from simple text pertaining to travel and vacation experiences.</p> <p>-derive the meaning from connected texts of any length.</p>		<p>8.1.12.B.1- Students will individually and collaboratively use online platforms to reinforce current content knowledge.</p> <p>Science:</p> <p>1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p> <p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p> <p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>

Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

	<p>Shopping</p> <p>-Stores, shopping habits and practices, money, currency exchange, budget, cultural products.</p>	<p>Second Semester / 4-6 weeks</p>	<p>What is shopping like in other countries?</p> <p>How are cultural differences reflected in shopping experiences?</p>	<p>Interpretive: 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5</p> <p>Presentational: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to:</p> <p>-Discuss orally shopping experiences</p> <p>-Ask and answer level appropriate questions based shopping experiences.</p> <p>-Identify and use interrogative words to exchange information</p> <p>-Create written statements based on shopping experiences using correct vocabulary and syntax.</p> <p>-Formulate written questions about shopping experiences using new and previously learned vocabulary and sentence structure.</p> <p>-Listen to a short passage pertaining to shopping experiences and answer questions based on the passage.</p> <p>-Use deductive reasoning to decipher the general meaning of the passage and of unfamiliar words</p> <p>-Read and understand information from simple text</p>	<p>Formative: -Teacher observation -electronic games -conversation on related topic -skits on related topic -video/audio/reading comprehension activities -vocabulary games</p> <p>Summative: -IPA -Quizzes/tests -Written assessment -common assessment</p> <p>Alternative: -projects (individual/group)</p>	<p><u>21st Century Life and Career:</u></p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p><u>Math:</u></p> <p>-Know number names and count sequence -Count to tell the number of something -Compare Numbers -Currency conversion -Basic operations</p> <p><u>Literacy:</u></p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4</p> <p><u>Technology:</u></p> <p>8.1.12.B.1- Students will individually and collaboratively use</p>
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Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

					<p>pertaining to shopping experiences.</p> <p>-derive the meaning from connected texts of any length.</p>		<p>online platforms to reinforce current content knowledge.</p> <p>Science:</p> <p>1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p> <p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p> <p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>
<p>Entertainment</p> <p>-Social Media, Art, Music, Theaters, Movies, Actors/Actresses, Fine Arts, Cultural Representations, Genres.</p>	<p>Second Semester / 4-6 weeks</p>	<p>How does art from a particular culture reflect and influence life?</p> <p>Why do different types of art, music, and theater appeal to different types of people?</p>	<p>Interpretive: 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8</p> <p>Interpersonal: 7.1.NH.IPERS.1 7.1.NH.IPERS.2</p>	<p>Students will be able to:</p> <p>-Discuss orally different forms of entertainment.</p> <p>-Ask and answer level appropriate questions based on different forms of entertainment.</p> <p>-Identify and use</p>	<p>Formative:</p> <p>-Teacher observation -electronic games -conversation on related topic -skits on related topic -video/audio/reading</p>	<p>21st Century Life and Career:</p> <p>9.1.12.A.8 9.1.12.B.4 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.HT-REC.8 9.3.12.AR-AV.4</p> <p>Math:</p>	

Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

			<p>What makes a work of art "good"?</p>	<p>7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6</p> <p>Presentational: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5</p>	<p>interrogative words to exchange information</p> <p>-Create written statements based on different forms of entertainment using correct vocabulary and syntax.</p> <p>-Formulate written questions about summer experiences, sports and/or leisure activities using new and previously learned vocabulary and sentence structure.</p> <p>-Listen to a short passage pertaining to different forms of entertainment and answer questions based on the passage.</p> <p>-Use deductive reasoning to decipher the general meaning of the passage and of unfamiliar words</p> <p>-Read and understand information from simple text pertaining to different forms of entertainment.</p> <p>-derive the meaning from connected texts of any length.</p>	<p>comprehension activities -vocabulary games</p> <p>Summative: -IPA -Quizzes/tests -Written assessment -common assessment</p> <p>Alternative: -projects (individual/group)</p> <p>Benchmark: Common Assessment</p>	<p>-Know number names and count sequence -Count to tell the number of something -Compare Numbers -Currency conversion -Basic operations</p> <p>Literacy: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4</p> <p>Technology: 8.1.12.B.1- Students will individually and collaboratively use online platforms to reinforce current content knowledge.</p> <p>Science: 1.MS-14.8.2.DCI-2 1.HS-15.12.2.CC-5 1.HS-15.12.3.CC-4 1.HS-15.12.3.CC-2</p>
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Hillsborough Township Public Schools
World Languages Department
Grades 9-12 / Level 2 CP Curriculum Map

							<p>Art:</p> <p>1.2.12.A.1 1.2.12.A.2 1.4.12.A.4</p> <p>Social Studies:</p> <p>6.2.12.B.1.B 6.2.12.B.5.C 6.2.12.B.6.A 6.2.12.C.6.D</p>
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Accommodations: See chart- <https://docs.google.com/spreadsheets/d/11EWciVZDXQUxmXCLD0hiwm7fuLgybTewdAMH3SB4g7s/edit#gid=1426178898>

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My Summer	Novice High	Level 2

Topics :	Summer activities, places and travel locations, sports and leisure
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Unit Description

Using a variety of authentic materials and recycling previously taught concepts, students will communicate effectively about past, present and future summer activities.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
Activities associated with summertime Places and vacation spots associated with the summer Sports and leisure activities	Students can. . . Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Ask and answer questions regarding everyday situations. Present basic information on familiar topics using language I have practiced using phrases and simple sentences.

	<p>Write short messages and notes on familiar topics related to everyday life.</p> <p>Understand words, phrases, and simple sentences related to everyday life.</p> <p>Recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>Sometimes understand the main idea of what is read.</p>
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Compare and contrast how summer is spent in the US and in the target culture.	7.1.NH.IPRET.1 7.1.NH.IPRET.8 7.1.NH.PRSNT.1
2	Demonstrate comprehension of dialogues and readings in the target language associated with sports, leisure and summer activities.	7.1.NH.IPRET.7
3	Identify vocabulary associated with sports, leisure and summer.	7.1.NH.IPRET.1
4	Express preferences as to how summer is spent.	7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4
5	Describe in writing a past summer.	7.1.NH.IPERS.1 7.1.NH.PRSNT.1 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6
6	Tell or write about past, present and future summer experiences in the target culture.	7.1.NH.IPERS.1 7.1.NH.PRSNT.5

VOCABULARY: hobbies, sports and leisure activities associated with the summer, adverbs of frequency, past tense indicators (last summer, 4 months ago, etc.), places for vacation, transportation, directional prepositions

CULTURE:

Compare and contrast how summer is spent in the U.S and in the target culture

Make a connection with weather and how it affects how people experience summer.

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in the target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games
Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Pictionary	Students will act out or draw words or actions from vocabulary related to the unit
Biography	Students can create a digital presentation (Google Presentation, Prezi, or VoiceThread) of a famous figure from the target culture.
Postcard	Write to a friend describing what you did over summer break
Venn Diagram	Students will compare and contrast it with how that food is presented in the summer activities with a partner
Preference Survey	Using Google Forms, students create a survey to identify what their classmates do thin the summer. Results can be presented to the class as charts or graphs.

EXTENSION ACTIVITIES:

Summarize a newspaper or magazine article in the target language about a summer experience or vacation

Make a travel brochure for a summer vacation location

INTERDISCIPLINARY CONNECTIONS:

- Math
- Literacy
- Technology
- Science
- Art
- Social Studies

21st Century Careers Standards:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
<u>9.3.12.AR-JB.3</u>	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
<u>9.3.12.AR-AV.4</u>	Design an audio, video and/or film production.
<u>9.3.HT-REC.8</u>	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

Formative:

- Teacher observation
- electronic games
- conversation on related topic
- skits on related topic
- video/audio/reading comprehension activities
- vocabulary games

Summative:

- IPA
- Quizzes/tests
- Written assessment
- common assessment

Alternative:

- projects (individual/group)

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Celebrations and Holidays	Novice High	Level 2

Topics :	Family celebrations with regard to traditions and holidays
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Unit Description

Using a variety of authentic materials and recycling previously taught concepts, students will communicate effectively about family traditions, holidays and celebrations.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
Holidays Time expressions Family members Calendar	<p>Students can. . .</p> <p>Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>Ask and answer questions regarding everyday situations.</p> <p>Present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p> <p>Write short messages and notes on familiar topics related to everyday life.</p>

	<p>Understand words, phrases, and simple sentences related to everyday life.</p> <p>Recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>Sometimes understand the main idea of what is read.</p>
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and

	requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Compare and contrast certain typical holidays in the US and in the target culture.	7.1.NH.IPRET.4 7.1.NH.IPRET.8 7.1.NH.IPERS.6 7.1.NH.PRSNT.1
2	Demonstrate comprehension of dialogues and readings in the target language associated with holidays and celebrations.	7.1.NH.IPRET.7
3	Identify vocabulary associated with holidays and traditions	7.1.NH.IPRET.2 7.1.NH.IPRET.8 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.3
4	Express preferences with regard to celebrations and holidays	7.1.NH.IPERS.3 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
5	Describe in writing a custom or holiday	7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
6	Tell or write about a holiday or tradition in the target culture.	7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5

VOCABULARY: nouns and verbs associated with U.S holidays and traditions, vocabulary and nouns associated with holidays and traditions in countries related to the target language, numbers, days of the week, months of the year

CULTURE:

Compare and contrast U.S celebrations with the target culture

Identify cultural traditions and holidays celebrated in the target culture

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in the target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games
Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Pictionary	Students will act out or draw words or actions from vocabulary related to the unit
Biography	Students can create a digital presentation (Google Presentation, Prezi, or VoiceThread) of a famous figure from the target culture.
Venn Diagram	Students will compare and contrast holidays they celebrate with other classmates.
Preference Survey	Using Google Forms, students create a survey to identify what holidays their classmates celebrate. Results can be presented to the class as charts or graphs.

EXTENSION ACTIVITIES:

Read and summarize a newspaper or magazine article in the target language about a holiday celebration

Create a new holiday and explain how and why it is celebrated

INTERDISCIPLINARY CONNECTIONS:

- Literacy
- Social Studies
- Art
- Technology
- Math

21st Century Careers Standards:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
<u>9.3.12.AR-JB.3</u>	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
<u>9.3.12.AR-AV.4</u>	Design an audio, video and/or film production.
<u>9.3.HT-REC.8</u>	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

Assessments:

Formative:

- Teacher observation
- electronic games
- conversation on related topic
- skits on related topic
- video/audio/reading comprehension activities
- vocabulary games

Summative:

- IPA
- Quizzes/tests
- Written assessment
- common assessment

Alternative:

- projects (individual/group)

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Restaurant	Novice High	Level 2

Topics :	Food, menus, cultural conventions associated with eating both at home and out, ordering food, tipping, expressing likes and dislikes.
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Unit Description

Students will discover the cultural conventions associated with eating and going to a restaurant in the target culture. Students will describe food and express preferences. Using a variety of authentic materials, students will communicate effectively about food and customs related to eating.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
Menus Food Meals of the day Nutrition Preferences Cultural practices associated with eating	Students can . . . Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Ask and answer questions regarding everyday situations. Present basic information on familiar topics using language I have practiced using phrases and simple sentences. Write short messages and notes on familiar topics related to everyday life.

	<p>Understand words, phrases, and simple sentences related to everyday life.</p> <p>Recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>Sometimes understand the main idea of what is read.</p>
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and

	requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Compare and contrast meals and places to eat in the US and in the target culture.	7.1.NH.IPRET.4 7.1.NH.IPRET.8 7.1.NH.IPERS.6 7.1.NH.PRSNT.1
2	Identify meals and practices associated with eating at home and out.	7.1.NH.IPRET.1 7.1.NH.IPRET.3
3	Demonstrate comprehension of dialogues and readings in the target language associated with places to eat and meals.	7.1.NH.IPRET.7
4	Identify vocabulary and idiomatic expressions related to food and eating.	7.1.NH.IPRET.1
5	Request a reservation.	7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.5 7.1.NH.PRSNT.1
6	Express preferences as to when, where, and what to eat.	7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.PRSNT.1
7	Role play an experience at a restaurant.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5

8	Describe in writing an experience a restaurant.	7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
9	Tell or write about eating in the target culture..	7.1.NH.IPERS.5 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3

VOCABULARY: Words associated with eating out, i.e., waiter, restaurant, tip, etc. Vocabulary associated with tableware , food associated with typical dishes, idiomatic expressions associated with ordering food and eating.

CULTURE:

Compare and contrast where people in the target culture go to eat outside of the home.

Compare and contrast meals (time of day, portions, typical meals, etc.) in the target culture to those in the US.

Compare and contrast tipping practices in the target culture and the US.

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in the target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games
Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Pictionary	Students will act out or draw words or actions from vocabulary related to the unit
Preference Survey	Using Google Forms, students create a survey to identify their classmates' food and/or restaurant preferences Results can be presented to the class as charts or graphs.
Sequencing	Students organize statements in the target language that express the steps needed to follow for ordering in a restaurant or making a reservation.
Skit	Students will present a short skit about an experience in a restaurant.
Venn Diagram	Students will research a typical food from the target culture--i.e. Croissants, tacos, etc. and compare and contrast it with how that food is presented in the US.
Categories	Students will compete in teams to place vocabulary words in the correct category--i.e., tableware, breakfast foods, etc.

EXTENSION ACTIVITIES:

Menu--Students create a menu for an imaginary restaurant that serves authentic foods. Include ingredients and a description of the foods.

Restaurant Review--Students will write a review of a restaurant that serves authentic foods.

INTERDISCIPLINARY CONNECTIONS:

Math
Social Studies
Consumer Science
Science
Technology
Art

21st Century Careers Standards:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
<u>9.3.12.AR-JB.3</u>	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

ASSESSMENTS:**Formative:**

- Teacher observation
- electronic games
- conversation on related topic
- skits on related topic
- video/audio/reading comprehension activities
- vocabulary games

Summative:

- IPA
- Quizzes/tests
- Written assessment
- common assessment

Alternative:

- projects (individual/group)

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My Daily Routine/ Health/ Body	Novice High	Level 2

Topics :	<i>Daily routines including personal hygiene/grooming, daily routine vocabulary, drs. visits and body parts</i>
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Unit Description

Using a variety of authentic materials and recycling previously taught concepts, students will communicate effectively about past, present and future summer activities.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
Reflexive verbs associated with daily routine Activities/Verbs Sequencing terms	Students can. . . Communicate and exchange information about familiar topics using phrases and simple

Grooming/personal hygiene vocabulary	sentences, sometimes supported by memorized language.
Body parts	Ask and answer questions regarding everyday situations.
Visit to the dr.	Present basic information on familiar topics using language I have practiced using phrases and simple sentences.
Time	Write short messages and notes on familiar topics related to everyday life.
	Understand words, phrases, and simple sentences related to everyday life.
	Recognize pieces of information and sometimes understand the main topic of what is being said.
	Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
	Sometimes understand the main idea of what I have read.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Compare and contrast a daily routine in the US with the target culture.	7.1.NH.IPRET.4 7.1.NH.IPRET.8 7.1.NH.IPERS.6 7.1.NH.PRSNT.1
2	Demonstrate comprehension of dialogues and readings in the target language associated with daily routines.	7.1.NH.IPRET.7
3	Identify vocabulary associated with daily routines.	7.1.NH.IPRET.1 7.1.NH.IPRET.2

4	Express preferences about daily routines	7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
5	Describe in writing a typical day that has already occurred	7.1.NH.PRSNT.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
6	Tell or write about a typical day in the target culture.	7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5

VOCABULARY: reflexive verbs, basic verbs associated with a typical day, grooming/personal hygiene vocabulary words, sequencing terms, body parts, drs. visit, past tense indicators

CULTURE:

Compare and contrast a typical day in the U.S with the target culture.
Compare and contrast different products in the U.S. and the target culture

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games
Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Pictionary	Students will act out or draw words or actions from vocabulary related to the unit
Biography	Students can create a digital presentation (Google Presentation, Prezi, or VoiceThread) of a famous figure from the target culture and what he/she does on a daily basis
Venn Diagram	Students will compare and contrast their daily routines with other classmates..
Preference Survey	Using Google Forms, students create a survey to identify what their classmates do on a daily basis. Results can be presented to the class as charts or graphs.

EXTENSION ACTIVITIES:

Make a daily camp itinerary for each camper at a sleep-away camp

Make posters depicting good hygiene habits

INTERDISCIPLINARY CONNECTIONS:

Literacy
Math

Comprehensive Physical Education
Technology
Science
Art

21st Century Careers Standards:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
<u>9.3.12.AR-JB.3</u>	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

ASSESSMENTS:

Formative:

- Teacher observation
- electronic games
- conversation on related topic
- skits on related topic
- video/audio/reading comprehension activities
- vocabulary games

Summative:

- IPA
- Quizzes/tests
- Written assessment
- common assessment

Alternative:

- projects (individual/group)

Benchmark:

- Common Assessment

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My Childhood	Novice High	level 2

Topics :	Childhood experiences including sports, games, leisure activities, hobbies, pastimes, celebrations
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Unit Description

Using a variety of authentic materials and recycling previously taught concepts, students will communicate effectively about past activities.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
Childhood activities Games and sports Physical and Personality descriptors Age Hobbies	Students can. . . Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Ask and answer questions regarding everyday situations. Present basic information on familiar topics using language I have practiced using phrases and simple sentences. Write short messages and notes on familiar topics related to everyday life. Understand words, phrases, and simple sentences related to everyday life.

	<p>Recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>Sometimes understand the main idea of what I have read.</p> <p>Compare and contrast the past with the present</p>
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Compare and contrast what children do in the US and in the target culture.	7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.8 7.1.NH.IPERS.5
2	Demonstrate comprehension of dialogues and readings in the target language associated with childhood.	7.1.NH.IPRET.7 7.1.NH.IPRET.8
3	Identify vocabulary associated with childhood.	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.7 7.1.NH.IPRET.8
4	Express preferences as to how a childhood is spent.	7.1.NH.IPERS.3
5	Describe in writing one's childhood	7.1.NH.PRSNT.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
6	Tell or write about a typical childhood activity in the target culture.	7.1.NH.PRSNT.3 7.1.NH.PRSNT.6

VOCABULARY: activities/celebrations associated with childhood, physical and personality adjectives, games and toys associated with childhood, past tense vs. present tense indicators, time expressions

CULTURE:

Compare and contrast a typical childhood spent in the U.S and in the target culture

Make a connection with the past and how it affects the future

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games
Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Pictionary	Students will act out or draw words or actions from vocabulary related to the unit
Venn Diagram	Students will compare and contrast how they spent their childhoods with other classmates.
Biography	Students can create a digital presentation (Google Presentation, Prezi, or VoiceThread) of a famous figure from the target culture and what his/her childhood was like
Preference Survey	Using Google Forms, students create a survey to identify how their classmates spent their childhood. Results can be presented to the class as charts or graphs.

EXTENSION ACTIVITIES:

Apply a newspaper or magazine article in the target language from the past into a present tense publication

Digital scrapbook of childhood memories.

INTERDISCIPLINARY CONNECTIONS:

Math
Literacy
Technology
Science
Art
Social Studies

21st Century Careers Standards:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

FORMATIVE ASSESSMENTS:

Formative:

- Teacher observation
- electronic games
- conversation on related topic
- skits on related topic
- video/audio/reading comprehension activities
- vocabulary games

Summative:

- IPA
- Quizzes/tests
- Written assessment
- common assessment

Alternative:

- projects (individual/group)

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Travel and Vacations	Novice High	Level 2

Topics :	Travel experiences including preparing for travel, making hotel reservations and purchasing plane tickets, reading a schedule, and getting around a city or country. Discussion of past and future travel.
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Unit Description

Students will explore the similarities and differences between traveling in the target culture and in the United States. Using a variety of authentic materials, students will communicate effectively about traveling by using culturally appropriate vocabulary and idiomatic expressions.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
Schedules Maps Expressing location Places of interest Methods of transportation	Students can. . . Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Ask and answer questions regarding everyday situations.

<p>Planning a trip</p> <p>Clothing</p> <p>Weather</p> <p>Making a reservation</p> <p>Air travel</p>	<p>Present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p> <p>Write short messages and notes on familiar topics related to everyday life.</p> <p>Understand words, phrases, and simple sentences related to everyday life.</p> <p>Recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>Sometimes understand the main idea of what is read.</p>
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Compare and contrast vacations in the US and in the target culture.	7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.8 7.1.NH.IPERS.5
2	Identify locations of interest, places and practices associated with travel and vacations.	7.1.NH.IPRET.4
3	Demonstrate comprehension of dialogues and readings in the target language associated with travel and vacations.	7.1.NH.IPRET.7 7.1.NH.IPRET.8
4	Identify vocabulary and idiomatic expressions related to vacations and travel.	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPERS.5
5	Request a hotel reservation.	7.1.NH.IPERS.3 7.1.NH.IPERS.4

6	Express preferences as to how vacations are spent.	7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
7	Role play an experience at the airport or hotel.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2
8	Describe in writing a vacation or travel experience.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
9	Tell or write about vacations and travel in the target culture.	7.1.NH.IPERS.5 7.1.NH.PRSNT.3 7.1.NH.PRSNT.6

VOCABULARY: Modes of transportation, direction words, vocabulary relating to hotel, airport, and travel, idiomatic expressions related to traveling--i.e., to pack a suitcase, to take a trip.

CULTURE:

Compare and contrast where people in the target culture go on vacation and what they like to do with how people in the US vacation.

Compare and contrast amount of vacation time people receive in the target culture and the US.

Identify places of interest in a country or city where the target language is spoken.

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games
Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Pictionary	Students will act out or draw words or actions from vocabulary related to the unit
Preference Survey	Using Google Forms, students create a survey to identify how their classmates spend their vacations, what they like to do on vacation, or where they would like to go. Results can be presented to the class as charts or graphs.
Sequencing	Students organize statements in the target language that express the steps needed to follow for taking a vacation.
Map Quest	Students listen to directions in the target language and follow along on a map. Students identify destination based on their understanding of the directions.
Buy a Ticket, Make	Students simulate a phone call to buy a ticket for travel, a cultural event, or to make a hotel reservation.

a Reservation	
Peer Interview	Students will create interview questions and then interview a classmate about a vacation.
Skit	Students will present a short skit about a problem encountered while traveling.

EXTENSION ACTIVITIES:

Travel Itinerary-- Students create a budget and itinerary for a five day trip to a country in which the target language is spoken.

Travel Scrapbook--Students create a digital scrapbook of an imaginary trip which includes descriptions of cultural landmarks, places of interests, and experiences.

INTERDISCIPLINARY CONNECTIONS:

Math
Literacy
Technology
Science
Art
Social Studies

21st Century Careers Standards:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

FORMATIVE ASSESSMENTS:

Formative:

- Teacher observation
- electronic games
- conversation on related topic
- skits on related topic

- video/audio/reading comprehension activities
- vocabulary games

Summative:

- IPA
- Quizzes/tests
- Written assessment
- common assessment

Alternative:

- projects (individual/group)

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Shopping	Novice High	Level 2

Topics :	Stores, shopping habits and practices, money, currency exchange, budget, cultural products.
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Unit Description

Students will explore the similarities and differences between shopping in the target culture and the United States. Students will investigate products traditionally produced and sold in the target culture. Using a variety of authentic materials, students will communicate effectively about shopping experiences.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>

Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>
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CONCEPTS	SKILLS
Stores Products Places to shop Creating a budget Numbers Currency conversion Expressing location Bargaining	Students can. . . Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Ask and answer questions regarding everyday situations. Present basic information on familiar topics using language I have practiced using phrases and simple sentences. Write short messages and notes on familiar topics related to everyday life. Understand words, phrases, and simple sentences related to everyday life. Recognize pieces of information and sometimes understand the main topic of what is being said. Understand familiar words, phrases, and sentences within short and simple texts related to everyday life. Sometimes understand the main idea of what is read.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify products that are specifically related to the target culture.	7.1.NH.IPRET.1 7.1.NH.IPRET.4
2	Compare and contrast shopping practices in the target culture and the US.	7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.8 7.1.NH.IPERS.5
3	Identify and describe a product specific to the target culture.	7.1.NH.IPRET.1 7.1.NH.IPRET.4
4	Demonstrate comprehension of dialogues and readings in the target language associated with shopping.	7.1.NH.IPRET.7 7.1.NH.IPRET.8
5	Identify vocabulary and idiomatic expressions related to shopping.	7.1.NH.IPRET.1 7.1.NH.IPRET.4
6	Make a request or a purchase in a store or marketplace.	7.1.NH.IPERS.3 7.1.NH.IPERS.4
7	Express preferences about items in a store.	7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
8	Role-play an experience at a store or marketplace.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2
9	Describe in writing an experience a store.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
10	Tell or write about shopping or specific cultural products that can be purchased in the target culture.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5

VOCABULARY: Names of different stores, specific products, currency, words related to currency exchange, preference words and idioms, interrogatives, expressions of courtesy.

CULTURE:

Compare and contrast where people in the target culture and the US go to shop.

US. Compare and contrast attitudes regarding shopping in the target culture to those in the

Identify products specifically associated with the target culture.

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games

Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Pictionary	Students will act out or draw words or actions from vocabulary related to the unit
Simulation	Students will present a short skit about a shopping experience.
Captions	Students will create captions for a picture or comic strip relating to shopping.
How to List	Students will create a list of steps required for bargaining in a marketplace.

EXTENSION ACTIVITIES:

Advertisement--Students create an advertisement for a store which includes pictures and descriptions of products.

Virtual Trip to a mall or department store--Students will be given a budget and will be able to "spend" their money in a mall or famous department store (i.e. Galleries Lafayette, La Rinscente, Quartier 206, and El Corte Inglés). Students will create a virtual poster of their purchases.

Research a famous marketplace--Students will research a famous market in the target culture and describe products that can be purchased.

INTERDISCIPLINARY CONNECTIONS:

- Math
- Literacy
- Technology
- Science
- Art
- Social Studies

21st Century Careers Standards:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

FORMATIVE ASSESSMENTS:

Formative:

- Teacher observation
- electronic games
- conversation on related topic
- skits on related topic
- video/audio/reading comprehension activities
- vocabulary games

Summative:

- IPA
- Quizzes/tests
- Written assessment
- common assessment

Alternative:

- projects (individual/group)

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Entertainment	Novice High	Level 2

Topics :	Social Media, Art, Music, Theaters, Movies, Actors/Actresses, Fine Arts, Cultural Representations, Genres.
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Unit Description

Students will become familiar with the similarities and differences of popular forms of entertainment in the target culture and the United States. Using a variety of authentic materials, students will communicate effectively about television programs, movies, art, and cultural events.	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
Art Music Literature Television Movies Theater Social Media Cultural Representations	Students can. . . Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Ask and answer questions regarding everyday situations. Present basic information on familiar topics using language I have practiced using phrases and simple sentences. Write short messages and notes on familiar topics related to everyday life.

<p>Preferences</p> <p>Genres</p>	<p>Understand words, phrases, and simple sentences related to everyday life.</p> <p>Recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>Sometimes understand the main idea of what is read.</p>
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and

	requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify meanings of words in song lyrics.	7.1.NH.IPRET.1 7.1.NH.IPRET.4 7.1.NH.IPRET.8
2	Describe a piece of art from an artist in the target culture.	7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
3	Demonstrate comprehension of dialogues and readings in the target language associated with entertainment.	7.1.NH.IPRET.7 7.1.NH.IPRET.8
4	Identify vocabulary and idiomatic expressions related to entertainment or social media.	7.1.NH.IPRET.1 7.1.NH.IPRET.4 7.1.NH.IPRET.8
5	Purchase a ticket to a museum or show.	7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.PRSNT.1
6	Express preferences when making social plans.	7.1.NH.IPERS.1 7.1.NH.IPERS.3 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
7	Compare and contrast pieces of art or songs.	7.1.NH.IPERS.6 7.1.NH.PRSNT.3
8	Create a brief song or poem.	7.1.NH.IPERS.1

		7.1.NH.PRSNT.2
9	Tell or write about a trip to the museum, theater or movies in the target culture.	7.1.NH.IPERS.1 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5

VOCABULARY: Words associated with art, music, and theater. Genres--horror, comedy, etc. Words and expressions for expressing preference and comparisons. Idiomatic expressions for extending and rejecting invitations.

CULTURE:

Compare and contrast entertainment in the target culture and in the US.

Compare and contrast an American artist to one from the target culture.

Identify famous artists, actors, singer, etc.in the target culture.

Suggested Activities

NAME	DESCRIPTION
Vocabulary Bingo	Students identify vocabulary words in target language based on words or pictures.
Digital Vocab Games	Quizlet Live!, Kahoot, Quia games
Talk about a Picture	Students will take turns identifying what they see in a photo or picture using new vocabulary and/or grammatical concepts.
Cloze Reading	Provide text in target language relating to topic but missing key words. Students will complete the paragraph with vocabulary from a word bank.
Poem	Students will write a Haiku or Cinquain in the target language.
Gallery Walk	Provide works of art from famous artists, have students describe the art.
In the Style Of	After looking at works of art from several artists, students will create a self-portrait in the style of one of the artists.
TV Guide	Students will create descriptions of TV shows they regularly watch or those from the target culture.
Buy a Ticket	Students will simulate the purchase of a ticket for a cultural representation or entrance to a museum.
Virtual Tour of a famous museum	Students will explore a famous museum from the target culture using online resources or Google Explorations.

EXTENSION ACTIVITIES:

Movie Review--Students will write a review of a movie presented in the target language.

Biography--Students will research a famous artist, actor, or musician from the target culture and write a brief biography.

INTERDISCIPLINARY CONNECTIONS:

Math
 Literacy
 Technology
 Science
 Art
 Social Studies

21st Century Careers Standards:

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- IPA
- Quizzes/tests
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Alternative:

- projects (individual/group)

Benchmark:

- Common Assessment

Accomodations: See chart-

<https://docs.google.com/spreadsheets/d/1IEWciVZDXQUxmXCLD0hiwm7fuLgybTewdAMH3SB4g7s/edit#gid=14261788>

98