

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Middle School World Language - French & Spanish

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle School
Eligibility:	Grade 6 - 8
Credit Value:	N/A
Date Approved:	August 24, 2020

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# World Languages in the Edison Township Public Schools

## Department Vision

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The World Languages Department of Edison Township Public Schools envisions:

- Students who become culturally aware global citizens empowered with the skills necessary to **communicate** in more than one language, **appreciate** diversity, and **participate** in society.

## Mission Statement

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The mission of the World Languages Department of the Edison Township Public Schools is to prepare students to contribute to our interconnected world by:

- Designing meaningful and engaging language learning environments in which students are immersed in speaking, hearing, reading, writing, viewing, and collaborating in the target language
- Providing opportunities to access and interact with authentic cultural materials and resources
- Emphasizing student proficiency in using the target language to communicate for real world purposes and in real life situations
- Encouraging students to develop their own interests, define their own futures, and achieve their goals
- Fostering the critical thinking skills necessary to examine, compare, and connect societies and communities that are multifaceted, multilingual, and multicultural

## Department Philosophy

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1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational, and interpersonal modes.
2. The study of another language leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

## Statement of Purpose

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The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

## New Jersey Student Learning Standards

*World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

### World Languages

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The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

### Mission

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World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

### Vision

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An education in world languages fosters a population that

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

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The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.

To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

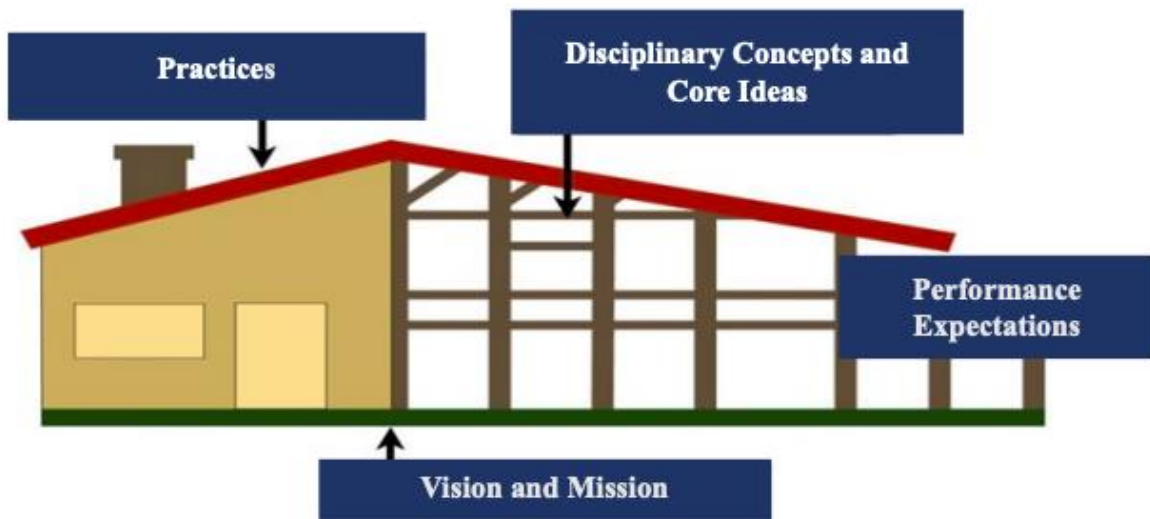
## **Framework for NJ Designed Standards**

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The design of this version of the NJ World Language Standard is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and
- reflect the habits of mind central to world language studies that lead to post-secondary success.





In this diagram:

- The *Vision and Mission* serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that most important for students to know to be prepared for post-secondary success.
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students' learning of the disciplines.

### *Disciplinary Concepts*

The New Jersey Student Learning standard for world languages includes three *disciplinary concepts*, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:



### *Interpretive Mode of Communication*

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>• Novice Low</li> <li>• Novice Mid</li> <li>• Novice High</li> <li>• Intermediate Low</li> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

### *Interpersonal Mode of Communication*

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>• Novice Low</li> <li>• Novice Mid</li> <li>• Novice High</li> <li>• Intermediate Low</li> <li>• Intermediate Mid</li> <li>• Intermediate High</li> </ul>	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

<ul style="list-style-type: none"> <li>• Advanced Low</li> </ul>	
<ul style="list-style-type: none"> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

### *Presentation Mode of Communication*

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>• Novice Low</li> <li>• Novice Mid</li> <li>• Novice High</li> <li>• Intermediate Low</li> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<ul style="list-style-type: none"> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

### *World Languages Practices*

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate,

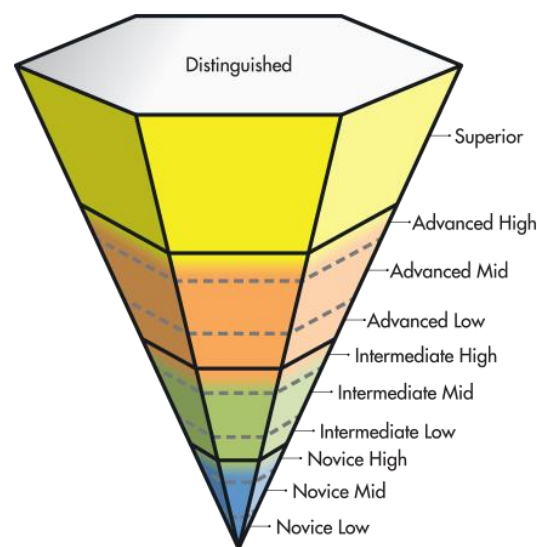
	explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## Language Proficiency Levels

Unlike other content areas, the NJSL – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
  - interacting with native speakers of the language, or
  - immersed in a target language environment.



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

**Assessing Performance**

**Assessing Proficiency**

<b>Based on instruction:</b> Describes what the language learner can demonstrate based on what was learned	<b>Independent of specific instruction or curriculum:</b> Describes what the language user can do regardless of where, when or how the language was acquired
<b>Practice:</b> Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	<b>Spontaneous:</b> Tasks are non-rehearsed situations
<b>Familiar content and context:</b> Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	<b>Broad content and context:</b> Context and content are those that are appropriate for the given level
<b>Demonstrated performance:</b> To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	<b>Sustained performance across all the tasks and contexts for the level:</b> To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

<b>Novice Low</b>	Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
<b>Novice Mid</b>	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
<b>Novice High</b>	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
<b>Intermediate Low</b>	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

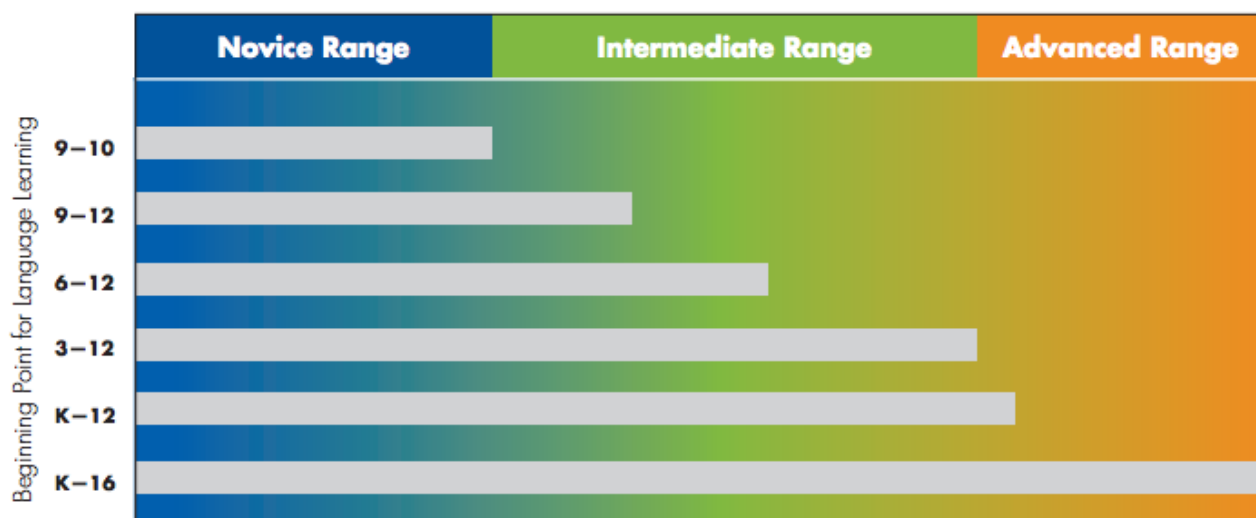
<b>Intermediate Mid</b>	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
<b>Intermediate High</b>	Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
<b>Advanced Low</b>	Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

## Realistic Grade-Level Targets for Benchmarked Performance Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the ACTFL Performance Descriptors for Language Learners 2012 and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.

**Time as a critical component for developing language performance**



## NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

### How to Use the Can-Do Statements

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- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

### How Not to Use the Can-Do Statements

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- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

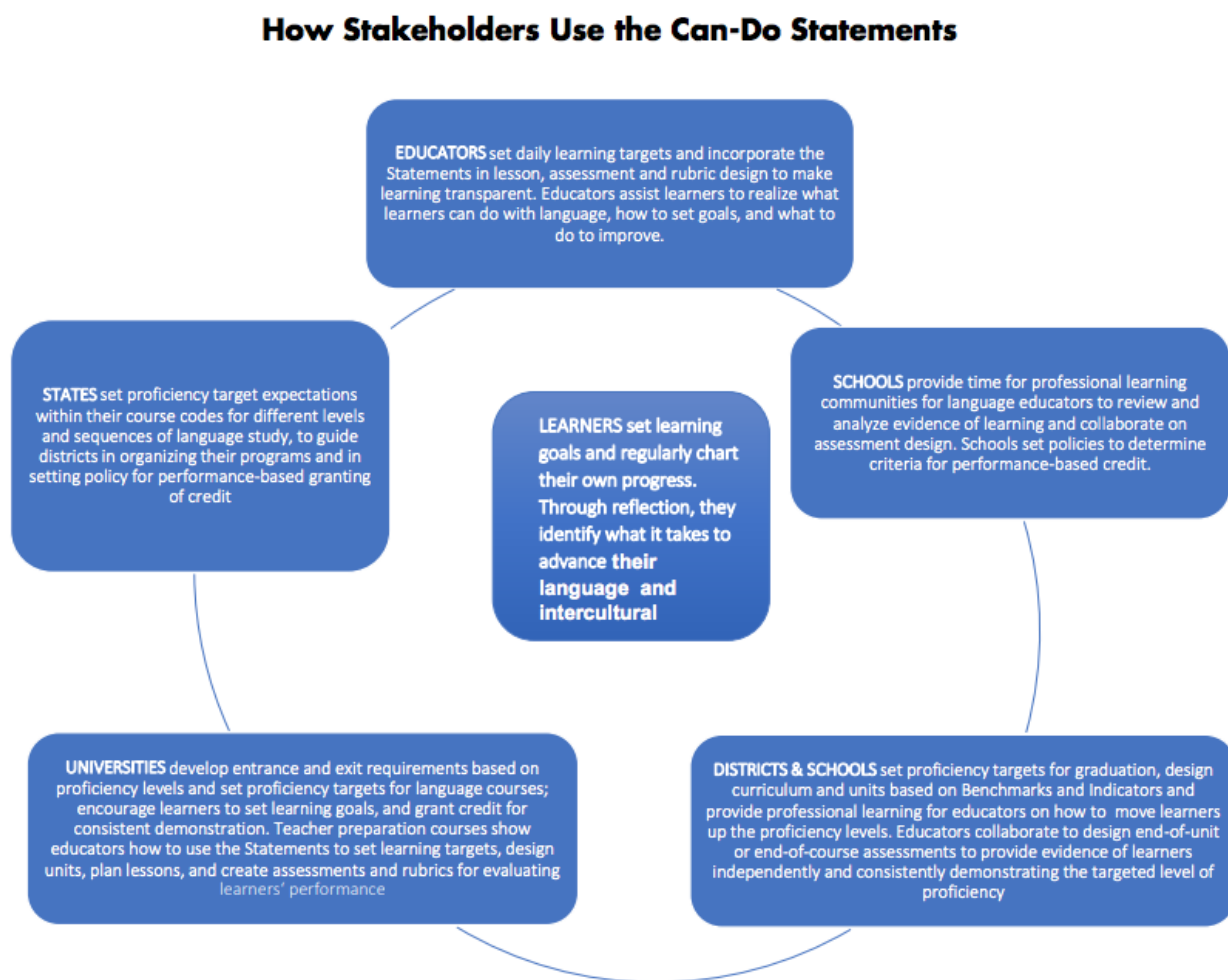
The Can-Do Statements are aligned with the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#) and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they “can do” with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.



## How Stakeholders Use the Can-Do Statements

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See [NCSSFL-ACTFL Can-Do Statements](#) for more information.



## Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

### Formative Assessment

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Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

#### Suggested Checks for Understanding

- Exit tickets
- Think, Pair, Share (Write)
- Speaking practice
- Inside/Outside Circle
- Information Gap activities
- Class surveys
- Rough drafts
- Hand signals
- White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

#### Sample Formative Assessments

- Ticket to leave
- Quick oral checks
- Information gap pair activity
- Maintain the conversation (keep the conversation going)
- Write captions
- Finish a story
- Rough draft

## Summative Assessment

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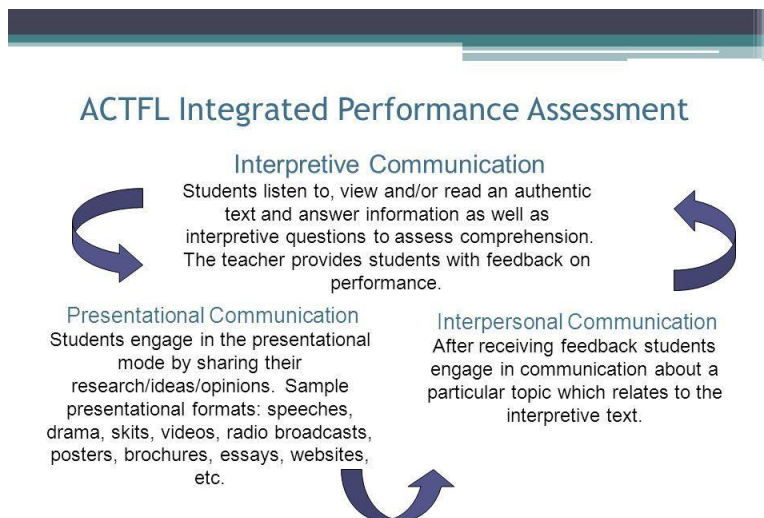
In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

## Integrated Performance Assessments (IPAs)

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Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
  - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
  - Reflect how students USE the language and cultural knowledge in communicative tasks
  - Requires critical thinking skills:
    - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
  - Interpretive, Interpersonal, Presentational
- Integrated
  - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at “any point where that goal has been reached in the unit.” (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

## Grading Policy

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Recognizing the importance of directly linking students’ grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLs for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the majority of students’ grades in the course.

Student performance in class (class participation), at home (homework), and also on minor classroom assessments (quizzes) will also be criteria in determining students’ grades in the course.

## Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "[Instructional Adaptations for Students with Diverse Needs](#)" (chapter 12) and "[Appendix D: Instructional Strategies](#)" of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Repeating/simplifying of directions</li> <li>• Ample use of visuals</li> <li>• Use of manipulatives</li> <li>• Strategic/flexible grouping and pairing</li> <li>• Clear visual, verbal and demonstrative modeling</li> <li>• Kinesthetic activities</li> <li>• Use of graphic organizers</li> <li>• Ample wait time</li> <li>• Frequent repetition</li> <li>• Student setting of personal growth goals</li> <li>• Breaking down assignments</li> <li>• Learning centers</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence starters</li> <li>• Additional processing time</li> <li>• Cues and prompts</li> <li>• Embedded choices</li> <li>• Practice time</li> <li>• Shorten task</li> <li>• Require lists instead of sentences</li> <li>• Provide graphic organizers</li> <li>• Provide choices</li> <li>• Provide visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Use compacting</li> <li>• Allowance for individual student interests</li> <li>• Allowance for students to make independent plans for independent learning</li> <li>• Variety in types of authentic resources</li> <li>• Use tiered assignments that are more complex or abstract</li> <li>• Allow time with like-intellectual peers</li> <li>• Use open-ended questioning strategies</li> </ul>

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## Unit Sequence

### Grade 6ab Unit Sequence

Course Summary							
Unit #	AP Unit ⇄ Unit Title ⇄	Families in Different Societies	Influence of Language and Culture on Identity	Influences of Beauty and Art	How Science and Technology Affect Our Lives	Factors that Impact the Quality of Life	Environmental, Political, and Societal Challenges
1	Let's Talk about Me!	✓	✓		✓		
2	Let's Go to School!		✓			✓	

### Grade 7ab Unit Sequence

Course Summary							
Unit #	AP Unit ⇄ Unit Title ⇄	Families in Different Societies	Influence of Language and Culture on Identity	Influences of Beauty and Art	How Science and Technology Affect Our Lives	Factors that Impact the Quality of Life	Environmental, Political, and Societal Challenges
1	Let's Go Home!	✓		✓	✓	✓	
2	Let's Go to the City!		✓	✓			✓

### Grade 8ab Unit Sequence

Course Summary							
Unit #	AP Unit ⇄ Unit Title ⇄	Families in Different Societies	Influence of Language and Culture on Identity	Influences of Beauty and Art	How Science and Technology Affect Our Lives	Factors that Impact the Quality of Life	Environmental, Political, and Societal Challenges
1	Let's Travel!			✓		✓	

2	Let's Eat!		✓			✓	✓
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Grade 8 Everyday Unit Sequence

Course Summary							
Unit #	Unit Title ⇅ AP Unit ⇅	Families in Different Societies	Influence of Language and Culture on Identity	Influences of Beauty and Art	How Science and Technology Affect Our Lives	Factors that Impact the Quality of Life	Environ- mental, Political, and Societal Challenges
1	Let's Travel!			✓		✓	
2	Let's Be Entertained!			✓		✓	
3	Let's Eat!		✓			✓	✓
4	Let's Explore the Planet!	✓			✓	✓	✓

## Grade 6ab / Unit 1

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 semester
Level/Grade	MS	Performance Range	Novice Mid
Grade(s)	6	Unit #	1

Course Focus	
Unit Title	Let's Talk about Me!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>• What am I like? What are others like?</li> <li>• What do I like to do? What interests me? What does not?</li> <li>• How do I present myself to the world?</li> </ul>

NJ Student Learning Standards	
<b>Interpretive Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.G</li> </ul>
<b>Interpersonal Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.



<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Reading and/or listening authentic material about people in target language
<b>Interpersonal</b>	Oral speaking exchange to become more acquainted with a friend.
<b>Presentational</b>	Oral or written introduction of self, accompanied by description of self in terms of personality and aspirations.

### Can Do Statements

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.</li> <li>• I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation.</li> <li>• I can respond to questions from a reading/audio about salutations from the target culture.</li> </ul>
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	<ul style="list-style-type: none"> <li>• I can identify someone's family members: their name, age, physical characteristics &amp; personality traits</li> <li>• I can understand when someone is stating their name, their age and telling where they are from.</li> <li>• I can understand some basic personal information as found in personal profiles, bulleted biographies, and emails.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• I can maintain a communication to:               <ul style="list-style-type: none"> <li>◦ Introduce myself and others.</li> <li>◦ Ask for some personal information such as name, age, and where someone is from.</li> <li>◦ Provide personal information such as name, age, and where I am from.</li> </ul> </li> <li>• I can ask and answer questions about family members in a photo</li> <li>• I can greet and take leave in a culturally acceptable manner.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• I can describe myself: physical characteristics &amp; personality traits</li> <li>• I can describe my family members: name, age, physical characteristics &amp; personality traits.</li> <li>• I can express what I like and do not like.</li> </ul>

## French

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>• Greetings and goodbyes</li> <li>• Introductions</li> <li>• Questions on well-being</li> <li>• Questions to get to know one another</li> <li>• Calendar vocabulary</li> <li>• Numbers 0-60</li> <li>• Family Members including few pets</li> <li>• Physical Descriptors</li> <li>• Personality Descriptors</li> <li>• Preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Formal vs informal address</li> <li>• Definite/Indefinite articles/singular and plural</li> <li>• Adjectives of description</li> <li>• Possessive Adjectives: mon ma mes, ton ta tes</li> <li>• Use of singular forms of verb "etre"</li> <li>• Use of singular forms of verb "avoir"</li> <li>• Use of singular forms of verb "aimer" et "détester" to express preference</li> <li>• Definite/Indefinite articles/singular and plural</li> <li>• C'est vs. Il/Elle est</li> <li>• (level up/ juicy words) And, also, but</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>• Greetings, leave-taking</li> <li>• Calendar vocab (for birthday)</li> <li>• Numbers (for age and date of birth)</li> <li>• Feelings (for basic conversation)</li> <li>• adjectives (for description)</li> </ul>	<ul style="list-style-type: none"> <li>• Countries (for countries of origin, based on students in your classroom, and interpretive material)</li> </ul>

Instructional Activities	
Mode	Key Learning Activities and Formative Assessment & Checkpoints
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Build listening skills through the use of authentic resources including videos, audio clips, Edpuzzle videos.</li> </ul>

	<ul style="list-style-type: none"> <li>• Watch authentic videos and complete comprehensive questions.</li> <li>• Read informational text and answer comprehension questions.</li> <li>• Interpret infographic</li> <li>• Allow students to work on sections of an IPA</li> <li>• Silly sentences (students draw what they understand)</li> <li>• Draw a monster (students draw what they understand)</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Speaking practice</li> <li>• Inside/Outside Circle</li> <li>• Think, Pair, Share</li> <li>• Information Gap activities</li> <li>• Maintain the conversation (keep the conversation going)</li> <li>• Texting style prompt; ladder responses</li> <li>• Responses to flipgrid/ video prompts</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Create an instagram/snapchat page in TL using a template</li> <li>• Create a screencastify 'Je me presente'</li> <li>• Speaking/Writing Activity: describing someone ( a star, cartoon character etc)</li> <li>• Speaking/Writing Activity: Comparing two famous people or cartoon characters.</li> <li>• Create an imaginary family tree</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<ul style="list-style-type: none"> <li>• Online resources</li> <li>• <a href="#">Languages online</a></li> <li>• <a href="#">Le point du FLE Enseigner le français - FLE Fiches pédagogiques</a></li> <li>• <a href="#">TV5 enseigner FLE</a></li> <li>• <a href="#">Tex's French</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <a href="http://www.flipgrid.com">www.flipgrid.com</a></li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• Authentic Resources (advertisements, flyers, books, magazines)</li> <li>• Infographics</li> <li>• Teacher-created graphics and materials, PowerPoint or other interactive presentations</li> </ul>
<b>Technology Integration</b>	<ul style="list-style-type: none"> <li>• Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps</li> </ul>

## Spanish

Core Content	
<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>• Greetings and goodbyes</li> <li>• Introductions</li> <li>• Questions on well-being</li> <li>• Questions to get to know one another</li> <li>• Calendar vocabulary</li> <li>• Numbers 0-60</li> </ul>	<ul style="list-style-type: none"> <li>• Formal vs, Informal Address</li> <li>• Adjective Agreement (-o/-a/-os/-as)</li> <li>• Use of definite and indefinite articles (él/la/los/las) (un/una/unos/unas)</li> <li>• Possessive Adjectives (mi/mis/tu/tus)</li> <li>• Use of singular pronouns (yo/ tú/ él-ella-ud.)</li> <li>• Use of singular forms of verb "to be"</li> </ul>

<ul style="list-style-type: none"> <li>• Family Members</li> <li>• Physical Descriptors</li> <li>• Personality Descriptors</li> <li>• Preferences</li> </ul>	<p>(soy/eres/es)</p> <ul style="list-style-type: none"> <li>• Use of singular forms of tener (<i>tengo/ tienes/ tiene</i>)</li> <li>• Use of singular forms of verb to express preference (<i>me gusta/ me gustan</i>)</li> <li>• (level up/ juicy words) And, also, but (<i>y, también, pero</i>)</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>• Greetings, leave-taking</li> <li>• Calendar vocab (for birthday)</li> <li>• Numbers (for age and date of birth)</li> <li>• Feelings (for basic conversation)</li> <li>• adjectives ( for description/ getting to know one another)</li> </ul>	<ul style="list-style-type: none"> <li>• Countries (for countries of origin, based on students in your classroom, and interpretive material)</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Watch authentic videos and unit appropriate TL language commercials</li> <li>• view authentic internet posts</li> <li>• view authentic programming (<i>Buena Gente</i>),</li> <li>• authentic bio info and i.d. cards</li> <li>• quizlet activities</li> <li>• Edpuzzle activities</li> <li>• Silly sentences (students draw what they understand)</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Speaking practice</li> <li>• Inner/Outer Circle</li> <li>• Pair Share</li> <li>• Information Gap activities</li> <li>• Google Meet</li> <li>• “Texting” prompts</li> <li>• Jamboard Conversations</li> <li>• Flipgrid videos and responses</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Oral speaking</li> <li>• Short writing</li> <li>• Wordless video prompts (writing or speaking)</li> </ul>
Mode	Formative Assessment & Checkpoints
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Watch authentic videos and programming and answer comprehension questions</li> <li>• Read authentic posts, bio info and i.d. Info and respond to questions</li> <li>• Allow students to work on sections of an IPA</li> <li>• Silly sentences (students draw what they understand)</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Frequent pair/share and conversation opportunities</li> <li>• Texting style prompt; ladder responses</li> <li>• Responses to flipgrid/ video prompts</li> <li>• Info gap activities</li> <li>• Asynchronous flipgrid interviews</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Use of voiceless video to construct a storyline</li> <li>• Charades/ TPRS</li> </ul>

	<ul style="list-style-type: none"><li>• Show and Tell</li></ul>
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Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	Online resources: You Tube <a href="#">Buena Gente</a> <a href="#">My Spanish Games</a> Flyswatters (matamoscas- vocabulary) <a href="#">Quizlet.com</a> <a href="#">Wordless Videos</a>
<b>Technology Integration</b>	Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps

## Grade 6ab / Unit 2

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 semester
Level/Grade	MS	Performance Range	Novice Mid
Grade(s)	6	Unit #	2

Course Focus	
Unit Title	Let's Go to School!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>• How is a regular day at school for me?</li> <li>• What places, people and activities define student life?</li> <li>• How is student life at my school similar to and/or different from student life in a French/Spanish speaking country?</li> </ul>

NJ Student Learning Standards	
<b>Interpretive Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Reading and/or listening authentic material about a school in target language
<b>Interpersonal</b>	Schedules and trying to make plans around times and common activities.
<b>Presentational</b>	Presentational Choice 1: "Let's Get Our School Supplies" Choice 2: "Let's explore my school" Create a how to brochure for incoming international students about your middle school

### Can Do Statements

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• I can identify the general topic and some basic information about places, people and activities in school by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.</li> <li>• I can identify some basic facts about student life from memorized words and phrases when they are supported gestures or visuals in conversation</li> </ul>
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	<ul style="list-style-type: none"> <li>I can respond to questions from a reading/audio about other students, schools, supplies, classes, and activities from the target culture</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>I can request and provide information by asking and answering a few simple questions about getting to know someone.</li> <li>I can express my own preferences or feelings and react to those of others, using a mixed of practiced or memorized words, phrases, and questions.</li> <li>I can express my own preferences or feelings and react to those of others based on school subjects</li> <li>I can have a simple conversation with a classmate based on getting to know questions</li> <li>I can ask about another person's schedule.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>I can explain my class schedule.</li> <li>I can express my subject preferences.</li> <li>I can ask for and tell time.</li> <li>I can label major places in the school.</li> <li>I can talk about school supplies used in school.</li> </ul>

## French

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Describe school related activities</li> <li>Follow classroom and tech commands</li> <li>Ask and answer questions about time and scheduling</li> <li>Ask/Answer questions about what they/other people are doing</li> <li>Describe the classes they take</li> <li>Identify and describe people in the school</li> <li>Describe extracurricular activities</li> <li>Identify the places in the school</li> <li>Identify classroom objects</li> <li>Identify classroom subjects</li> <li>Identify school supplies</li> </ul>	<ul style="list-style-type: none"> <li>Il y a</li> <li>Singular form of the verb faire and faire expressions (faire les devoirs, faire du, de la, des ..... school subject or sport)</li> <li>Interrogative expressions</li> <li>Usage of -er verbs:étudier, travailler, dessiner etc</li> <li>Est-ce que...</li> <li>Subject pronouns</li> <li>Affirmative/Negative construction</li> <li>Verb + infinitive</li> <li>Adjectives to describe classes</li> <li>C'est vs. Il/Elle est</li> <li>Level up juicy words: because, mais, ou</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Descriptive Adjectives</li> <li>School Subjects</li> <li>Adjectives to describe classes</li> <li>Classroom learning verbs</li> <li>Time expressions</li> <li>Ordinal numbers</li> <li>Preferences, likes/dislikes</li> </ul>	School system in Target Culture

Instructional Activities	
Mode	Key Learning Activities



<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Infographics</li> <li>• EdPuzzles - watch videos and answer comprehension questions</li> <li>• Listening/Viewing activities with comprehension questions</li> <li>• Reading activities with comprehension questions</li> <li>• Songs video with comprehension questions</li> <li>• Exit tickets</li> <li>• Class surveys</li> <li>• Rough drafts</li> <li>• Hand signals</li> <li>• White board communicators</li> <li>• Teacher created assessment</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Scaffolded and memorized conversations</li> <li>• dialogues</li> <li>• Q &amp; A</li> <li>• Small group conversations about preferences</li> <li>• Think-Write-Pair-Share during class discussions</li> <li>• Speaking practice</li> <li>• Inside/Outside Circle</li> <li>• Think, Pair, Share</li> <li>• Information Gap activities</li> <li>• Maintain the conversation (keep the conversation going)</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Present the list of school supplies</li> <li>• Create a "how to brochure" for incoming international students about your middle school</li> <li>• Using a prompt, create a Flipgrid presentation.</li> <li>• Create slide/drawing/jamboard page about your school and clauses expressing likes and dislikes</li> </ul>

<b>Resources</b>	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<ul style="list-style-type: none"> <li>• Online resources</li> <li>• <a href="#">Languages online</a></li> <li>• <a href="#">Le point du FLE Enseigner le français - FLE Fiches pédagogiques</a></li> <li>• <a href="#">TV5 enseigner FLE</a></li> <li>• <a href="#">Tex's French</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <a href="http://www.flipgrid.com">www.flipgrid.com</a></li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• Authentic Resources (advertisements, flyers, books, magazines)</li> <li>• Infographics</li> <li>• Teacher-created graphics and materials, PowerPoint or other interactive presentations</li> </ul>
<b>Technology Integration</b>	<ul style="list-style-type: none"> <li>• Edpuzzle</li> <li>• Flipgrid</li> <li>• Jamboard</li> <li>• Screencastify</li> <li>• Google Slides</li> </ul>

## Spanish

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Describe school related activities</li> <li>Follow classroom and tech commands</li> <li>Ask and answer questions questions about time and scheduling</li> <li>Ask/Answer questions about what they/other people are doing</li> <li>Describe the classes they take</li> <li>Express preference about classes</li> <li>Identify and describe people in the school</li> <li>Describe extracurricular activities</li> <li>Identify the places in the school</li> <li>Identify classroom objects</li> <li>Identify classroom subjects</li> <li>Identify school supplies</li> </ul>	<ul style="list-style-type: none"> <li>Informal command forms (<i>tú</i> forms)</li> <li>Gender of nouns (-o, -a, -os, -as)</li> <li>Definite &amp; indefinite articles (<i>el/la/los/las</i>)</li> <li>Possessive adjectives (<i>mi/mis/tu/tus</i>)</li> <li>Noun - Adjective agreement (-o, -a, -os, -as)</li> <li>Singular forms of tener (<i>tengo/ tienes/ tiene</i>)</li> <li>Prepositions (<i>de, para</i>)</li> <li>Interrogative use ¿Cuándo? ¿Qué hora es? ¿A qué hora?</li> <li>Ser for use in description or identification</li> <li>Preferences: I like, I don't like, my favorite (<i>Me gusta/ me gustan/ mi favorito/a</i>)</li> <li>(Level up/ juicy) because, but, also (<i>porque, pero, también</i>)</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Descriptive Adjectives</li> <li>School Subjects</li> <li>Classroom and tech commands</li> <li>Time expressions</li> <li>Ordinal numbers (scheduling expressions)</li> <li>Preferences, likes/dislikes</li> </ul>	School system in Target Culture

Instructional Activities	
Mode	Key Learning Activities
Interpretive	Students will watch a short authentic video of a boy from México talk about a typical school day. Students will answer interpretive questions.
Interpersonal	Students will engage in an interpersonal gap activity in which they need talk to another student and find out when they can meet up so one can lend a calculator to another. They will ask about when they have certain classes and where they will be in the building so that they can find a mutual time and place to meet up.
Presentation	Students will do an oral presentation of what is in their backpack and what they need i
Mode	Formative Assessment & Checkpoints
Interpretive	<ul style="list-style-type: none"> <li>Watch authentic videos and programming and answer comprehension questions</li> <li>Read authentic posts, office supply websites and schedules and respond to questions</li> <li>Allow students to work on sections of an IPA</li> <li>Silly sentences (students draw what they understand)</li> <li>Edpuzzle activities</li> <li>Teacher created assessment</li> </ul>

<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Frequent pair/share and conversation opportunities</li> <li>• Texting style prompt; ladder responses</li> <li>• Responses to flipgrid/ video prompts</li> <li>• Info gap activities</li> <li>• Teacher created assessment</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Use of voiceless video to construct a storyline</li> <li>• Charades/ TPRS</li> <li>• Show and Tell</li> <li>• Video sharing of school supplies, schedules and after school activities</li> <li>• Teacher created assessment</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<a href="#">Description of School Day Video</a>
<b>Technology Integration</b>	Edpuzzle Flipgrid Jamboard Screencastify Google Slides

## Grade 7ab / Unit 1

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 semester
Level/Grade	MS	Performance Range	Novice Mid
Grade(s)	7	Unit #	1

Course Focus	
Unit Title	Let's Go Home
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>• What is an American home like?</li> <li>• What must be done to help maintain a house?</li> <li>• What living space can you design that better suits your family?</li> <li>• What does your dream home look like?</li> <li>• What would be like to live in a house in another country?</li> </ul>

NJ Student Learning Standards	
<b>Interpretive Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Students will be able to answer comprehension questions about a written text or video on where furniture/rooms are located in a house.
<b>Interpersonal</b>	Students will be able to have a Student -Teacher conversation about describing their homes, location of the house, rooms in the house, chores etc or have a conversation with a classmate about rearranging their rooms.
<b>Presentational</b>	Students will create a dream house presentation that includes the following: location, rooms, furniture and chores students will need to do in the house. (Students may use online tools such as: Google Slides, Flipgrid, voicethread etc)

### Can Do Statements

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• I can understand vocabulary related to the types of house and its rooms.</li> <li>• I can understand what a traditional american home looks like in the TL.</li> <li>• I can understand vocabulary related to where things are located in the house.</li> </ul>
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	<ul style="list-style-type: none"> <li>I can understand vocabulary related to the chores in the house.</li> <li>I can understand if people are talking about their homes in the TL.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>I can ask and respond to questions related to homes (rooms, descriptions of homes and items/furniture)</li> <li>I can express my own preferences or feelings and react to those of others based on household chores.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>I can identify and describe the rooms in a house.</li> <li>I can list and categorize the contents of a house.</li> <li>I can describe and explain daily activities done in the home with family members.</li> <li>I can compare/contrast authentic homes in the US and target country.</li> </ul>

## French

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify and describe rooms in the house</li> <li>Express existence of items in the house</li> <li>State where things are located in a house</li> <li>Use adjectives of description</li> <li>Asking for/Giving Information related to the house</li> <li>Comparing/Contrasting their homes with others</li> <li>Describe furniture/appliances of the house</li> <li>Express likes/dislikes/preferences, opinions</li> <li>Express frequency of activities/chores</li> </ul>	<ul style="list-style-type: none"> <li>Expressions with “faire” : la vaisselle, la cuisine, le lit etc</li> <li>Il y a, voici</li> <li>-er verbs, être, avoir, faire ( singular form review and introduce the plural form)</li> <li>Adjectives to describe places, people, positions of adj., noun - adj. agreement</li> <li>Locations (près, loin, à côté de)</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Types of dwellings: la villa, la maison, l'appartement</li> <li>Exterior/Interior of the house</li> <li>Parts of a building ie. ground floor, first floor, etc.</li> <li>Furniture and Items in a home</li> <li>Household Chores</li> <li>Descriptive adjectives for a house</li> <li>Prepositions of location</li> </ul>	<ul style="list-style-type: none"> <li>Regional type of houses in France and building material</li> </ul>

Instructional Activities	
Mode	Key Learning Activities and Formative Assessment & Checkpoints
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>Informational text</li> <li>Auditory dialogs</li> <li>Games -Bingo, Pictionary, Jeopardy, board races, flyswatter, etc.</li> <li>Vocabulary- Quizlet /Peardeck Flashcards</li> <li>Watch authentic videos and complete comprehensive questions.</li> <li>Read informational text in TL.</li> </ul>

	<ul style="list-style-type: none"> <li>• Real estate ads - read and indicate what rooms/extras are included for several homes matching home to ad</li> <li>• Read and interpret graph about who does chores</li> <li>• Songs video with comprehension question</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Speaking practice</li> <li>• Dialog with a student about their dream house.</li> <li>• Interview classmates about their favorite rooms in the house and why?</li> <li>• Info gap activities</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Quick oral checks</li> <li>• Compare/Contrast dwellings from target cultures with dwellings in the TL</li> <li>• Write notes asking for help with chores</li> <li>• Write a paragraph describing a room</li> <li>• Speaking/Writing Activity: Describing different types of dwellings</li> <li>• Speaking/Writing Activity: Comparing dwellings and types of household chores</li> <li>• Draw and label a floor plan then describe it to another student to draw it.</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<ul style="list-style-type: none"> <li>• Online resources</li> <li>• <a href="#">Languages online</a></li> <li>• <a href="#">Le point du FLE Enseigner le français - FLE Fiches pédagogiques</a></li> <li>• <a href="#">TV5 enseigner FLE</a></li> <li>• <a href="#">Tex's French</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <a href="http://www.flipgrid.com">www.flipgrid.com</a></li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• Authentic Resources (advertisements, flyers, books, magazines)</li> <li>• Infographics</li> <li>• Teacher-created graphics and materials, PowerPoint or other interactive presentations</li> </ul>
	<p>Google Classroom Stream as <a href="#">Social Space</a> (or other online tool)</p> <p><a href="#">Flipgrid</a>, videos, Youtube</p> <p>Google docs, slides, drawings</p>

## Spanish

Core Content	
<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>• Identify and describe rooms in the house</li> <li>• Express existence of items in the house</li> <li>• State where things are located in a house</li> <li>• Use adjectives of description</li> <li>• Asking for/Giving Information related to the house</li> <li>• Comparing/Contrasting their homes with others</li> </ul>	<ul style="list-style-type: none"> <li>• Review present tense: to be and pronouns</li> <li>• Gender of nouns</li> <li>• Definite/Indefinite articles/singular and plural</li> <li>• Verb hay (to express existence)</li> <li>• Regular ar verb conjugations using house chores vocabulary: to wash, to clean, to cook, etc.</li> <li>• Stem-changing verbs (tener)</li> </ul>

<ul style="list-style-type: none"> <li>Describe furniture/appliances of the house</li> <li>Express likes/dislikes/preferences, opinions</li> <li>Express frequency of activities/chores</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives and superlatives: mas, menos</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>Types of dwellings (casa, apartamento, condo, piso-</li> <li>Exterior/Interior of the house</li> <li>Parts of a building ie. ground floor, first floor, etc.</li> <li>Furniture and Items in a home</li> <li>Household Chores</li> <li>Descriptive adjectives for a house</li> <li>Prepositions of location</li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Colors</li> <li>Material the houses are made of (ladrillo, madera, cemento etc.)</li> </ul>

Instructional Activities	
Mode	Key Learning Activities/Formative Assessment & Checkpoints
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>Games -Bingo, Pictionary, Jeopardy, board races, flyswatter, etc.</li> <li>Vocabulary- Quizlet /Peardeck Flashcards</li> <li>Watch authentic videos and complete comprehensive questions.</li> <li>Read informational text in TL.</li> <li>Real estate ads - read and indicate what rooms/extras are included for several homes matching home to ad</li> <li>Read and interpret graph about who does chores</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>Daily routine</li> <li>Dialog with classmates about their dream house, chores that must be done at home.</li> <li>Interview classmates about their favorite rooms in the house and why?</li> <li>Survey students about how often they do house chores.</li> <li>Picture prompts</li> <li>Info gap activities</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>Quick oral checks</li> <li>Compare/Contrast dwellings from target cultures with dwellings in the TL</li> <li>Write notes asking for help with chores</li> <li>Write a paragraph describing a room</li> <li>Speaking/Writing Activity: Describing different types of dwellings</li> <li>Speaking/Writing Activity: Comparing dwellings and types of household chores</li> <li>Draw and label a floor plan then describe it to another student to draw it.</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	List of useful websites for world language teachers <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.flipgrid.com">www.flipgrid.com</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.edpuzzle.com">www.edpuzzle.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.rae.es">www.rae.es</a> <a href="https://studyspanish.com/">https://studyspanish.com/</a> <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a>



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<b>Technology Integration</b>	SmartBoard activities / Internet activities YouTube videos and <a href="#">authentic commercials</a> Google applications Vimeo

## Grade 7ab / Unit 2

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 semester
Level/Grade	MS	Performance Range	Novice Mid
Grade(s)	7	Unit #	2

Course Focus	
Unit Title	Let's Go to the City!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>• What does a city look like? What places make a city?</li> <li>• What activities take place in a city?</li> <li>• Where can I buy specific needs in a city?</li> <li>• How is your city different from a French/Spanish speaking city?</li> </ul>

NJ Student Learning Standards	
<b>Interpretive Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Students will respond to comprehension questions based on a video about My Favorite City.
<b>Interpersonal</b>	Interview a friend about the different places they go in town and what they do at those places.
<b>Presentational</b>	Create a presentation telling the classmates how to get from point A to point B using a city map.( Students may use online tools such: Google map, Google Drawing or Google Slides )

### Can Do Statements

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• I can identify/describe places and people in the city in the TL.</li> <li>• I can identify places that I see on a map.</li> <li>• I can describe what is close to, far from, near, etc. different places on a map.</li> <li>• I can name landmarks and other significant direction items on a map.</li> <li>• I can tell where people work in the city.</li> </ul>
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<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• I can give basic directions, such as to the left, right, straight, or coordinates to tell someone where a place is located.</li> <li>• I can ask for directions.</li> <li>• I can tell where I want to go and what you can do at various places in a city.</li> <li>• I can ask others what they are doing and where they are going.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• I can describe activities one can do at different places around my town.</li> <li>• I can describe activities one can do at different places around</li> <li>• I can compare my city to a TL city.</li> <li>•</li> </ul>

## French

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>• Identify places in the city.</li> <li>• Describe places in the city.</li> <li>• Tell what people do in different city locations.</li> <li>• Justify/ explain the purpose of the activities in different city locations.</li> <li>• Tell where people in the city go and why.</li> <li>• Give basic directions to/from one location to another.</li> <li>• Tell where city locations are in reference to other locations.</li> <li>• Express what a student wants to or would like to do in a city.</li> <li>• Comprehend the complex visual of a city map and the position of a place in reference to another.</li> <li>• Comprehend verbal/written directions to get to a place</li> <li>• Give directions to or from a place.</li> <li>• Comprehend verbal/written position of a place in reference to another.</li> <li>• Express preferences about going to places.</li> </ul>	<ul style="list-style-type: none"> <li>• -er verbs, être, avoir, faire (review)</li> <li>• acheter</li> <li>• vendre (-RE?)</li> <li>• Adjectives to describe places, people, positions of adj., noun - adj. agreement</li> <li>• aller à, au, à la, aux</li> <li>• aller + infinitive</li> <li>• Preposition chez + stress pronouns</li> <li>• Possession with de</li> <li>• Possessive adjectives</li> <li>• Give directions (1st time using imperatives)</li> <li>• Count to 1000</li> <li>• Ordinal numbers</li> <li>• Prendre + transportation</li> <li>• Aller à, en + transportation</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>• Places in the city</li> <li>• landmarks</li> <li>• Stores in the city</li> <li>• Activities in the city</li> <li>• Useful city expressions</li> <li>• directions</li> </ul>	<ul style="list-style-type: none"> <li>• transportation methods</li> </ul>

Instructional Activities	
Mode	Key Learning Activities and Formative Assessment & Checkpoints

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Build listening skills through the use of authentic resources including videos, audio clips, Edpuzzle videos.</li> <li>• Quick oral checks</li> <li>• Look at the map and follow directions in the TL on how to get to a specific place.</li> </ul> <p>Informational reading of authentic materials such as authentic store front signs, city maps, advertisements, tourism pamphlets and websites.</p>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Dialog with a student about their favorite city, where do they go on the weekend?</li> <li>• Interview classmates about what activities they like to do in the city.</li> <li>• Pair share/gap activities</li> <li>• Giving and following directions using a map to go to a specific place</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Role play: Using google maps: explain to someone new in the town how to get from their school to a meeting place (panera bread, Starbucks etc)</li> <li>• Role play: students are assigned the role of a touristic guide. They have to speak about two attractions or events, research them, and share it with the class.</li> <li>• Make a presentation about their dream city/neighbourhood.</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<ul style="list-style-type: none"> <li>• Online resources</li> <li>• <a href="#">Languages online</a></li> <li>• <a href="#">Le point du FLE Enseigner le français - FLE Fiches pédagogiques</a></li> <li>• <a href="#">TV5 enseigner FLE</a></li> <li>• <a href="#">Tex's French</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <a href="http://www.flipgrid.com">www.flipgrid.com</a></li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• Authentic Resources (advertisements, flyers, books, magazines)</li> <li>• Infographics</li> <li>• Teacher-created graphics and materials, PowerPoint or other interactive presentations</li> </ul>
<b>Technology Integration</b>	<p>Google Classroom Stream as <a href="#">Social Space</a> (or other online tool)</p> <p><a href="#">Flipgrid</a>, videos, Youtube</p> <p>Google docs, slides, drawings</p>

## Spanish

Core Content	
<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>• Identify places in the city and the people who work there.</li> <li>• Describe places in the city.</li> <li>• Tell what people do in different city locations.</li> <li>• Justify/ explain the purpose of the activities in different city locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives to describe places, people, positions of adj., noun - adj. agreement</li> <li>• Review AR verbs</li> <li>• Regular ER, IR verbs</li> <li>• Verb to go (Ir) ¿A dónde vas?</li> <li>• Verb estar + preposition</li> </ul>

<ul style="list-style-type: none"> <li>• Tell where people in the city go and why.</li> <li>• Give basic directions to/from one location to another.</li> <li>• Tell where city locations are in reference to other locations.</li> <li>• Express what a student wants to or would like to do in a city.</li> <li>• Comprehend the complex visual of a city map and the position of a place in reference to another.</li> <li>• Comprehend verbal/written directions to get to a place</li> <li>• Give directions to or from a place.</li> <li>• Comprehend verbal/written position of a place in reference to another.</li> <li>• Express preferences about going to places.</li> </ul>	<ul style="list-style-type: none"> <li>• Contraction a + el = Al</li> <li>•</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>• Places in the city</li> <li>• People in the city</li> <li>• Stores in the city</li> <li>• Activities in the city</li> <li>• Useful city expressions</li> </ul>	<ul style="list-style-type: none"> <li>• transportation methods</li> </ul>

Instructional Activities	
Mode	Key Learning Activities/ Formative Assessment & Checkpoints
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Watch authentic videos describing Spanish speaking cities in TL and answer comprehension questions.</li> <li>• EdPuzzles</li> <li>• Look at the map and follow directions in the TL on how to get to a specific place.</li> <li>• Informational reading of authentic materials such as authentic store front signs, city maps, advertisements, tourism pamphlets and websites.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Dialog with a student about their favorite city, where do they go on the weekend?</li> <li>• Interview classmates about what activities they like to do in the city.</li> <li>• Pair share/gap activities</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Write a description of a community worker, a place in the city or how to get somewhere in the city.</li> <li>• Dress- up- students are assigned the role of a community worker and must state who they are, describe themselves, what they do, where they work and what they like/ don't like to do their job.</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	List of useful websites for world language teachers <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.flipgrid.com">www.flipgrid.com</a> <a href="http://www.youtube.com">www.youtube.com</a>

	<a href="http://www.edpuzzle.com">www.edpuzzle.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.rae.es">www.rae.es</a> <a href="https://studyspanish.com/">https://studyspanish.com/</a> <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a> <a href="https://www.practicaespanol.com/">https://www.practicaespanol.com/</a> <a href="https://www.rtve.es/">https://www.rtve.es/</a> <a href="https://www.univision.com/">https://www.univision.com/</a> <a href="https://peopleenespanol.com/">https://peopleenespanol.com/</a> <a href="#">Googlenoticias</a> <a href="https://www.thepaperboy.com/">https://www.thepaperboy.com/</a> <a href="http://www.kahoot.com">www.kahoot.com</a> <a href="http://www.quizizz.com">www.quizizz.com</a> <a href="https://www.softschools.com/quizzes/spanish/">https://www.softschools.com/quizzes/spanish/</a> <a href="https://www.spanishdict.com/quizzes/36/spanish-present-tense-forms">https://www.spanishdict.com/quizzes/36/spanish-present-tense-forms</a>
<b>Technology Integration</b>	<ul style="list-style-type: none"><li>● SmartBoard activities / Internet activities</li><li>● YouTube videos and authentic commercials</li><li>● Google applications</li><li>● Vimeo</li></ul>

## Grade 8ab / Unit 1

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 semester
Level/Grade	MS	Performance Range	Novice Mid
Grade(s)	8	Unit #	1

Course Focus	
Unit Title	Let's Travel!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>• What is a francophone country?/What is a hispanohablante country?</li> <li>• Where are francophone/hispanohablante countries in the world?</li> <li>• How would you articulate the location of countries and geographical features?</li> <li>• How would you describe the weather in various countries?</li> <li>• What do you want to do on your vacation?</li> <li>• What clothes do you need?</li> <li>• What souvenirs can you buy?</li> </ul>

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>
Interpersonal Mode of Communication	
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and,



	therefore, cannot participate in true exchanges of information.
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Ss will respond to comprehension questions based on an article about where the TL is spoken.
<b>Presentational</b>	Ss will develop a virtual tour of a TL country to share with others, including location of cities/areas to visit, activities to do, and souvenirs to buy. Presentational products can be Google slides or Google Draw, with in class presentations or video options. This may be a PBL.
<b>Interpersonal</b>	Ss will respond to an email inquiry about the virtual tour from presentational assessment.

### Evidence of Learning: Optional Summative Assessments

<b>Presentational</b>	Ss will write a post card or do a FlipGrid video about what activities they are enjoying on vacation or what they are packing in their suitcase.
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Can Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• I can identify countries where the TL is spoken.</li> <li>• I can identify TL countries on a map.</li> <li>• I can understand vocabulary related to geographical features in TL countries.</li> <li>• I can recognize some common expressions when people are discussing the weather, especially when symbols are included.</li> <li>• I can understand what people want to do on vacation.</li> <li>• I can understand vocabulary related to clothing and souvenirs.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• I can ask who, what, where, when, and why questions about vacations to TL countries.</li> <li>• I can contribute to a conversation about vacation activities, clothing options, and the weather.</li> <li>• I can share the location of TL countries and their geographical features.</li> <li>• I can respond to an email showing interest in cities, activities, and the weather in a TL country I have researched.</li> <li>• I can ask and understand how much something costs.</li> <li>• I can exchange preferences with my classmates about what our likes and dislikes.</li> <li>• I can react to my classmates' posts on Google Classroom or other online tool.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• I can tell someone my vacation activities for a long weekend.</li> <li>• I can identify clothing I want to wear for specific vacation activities or weather conditions.</li> <li>• I can caption a photo about what I consider good vacation cities and activities in a TL country.</li> <li>• I can write a ranked ordered list of my favorite and least favorite weather conditions.</li> <li>• I can state vacation activities I like and don't like to do.</li> <li>• I can tell the location of a city relative to another city or geographical feature on a map.</li> <li>• I can caption photos of typical souvenirs in a TL country.</li> </ul>

## French

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>• Identify francophone countries</li> <li>• Locate francophone countries on a map</li> <li>• Articulate location of francophone countries on a map</li> <li>• Identify and describe geographical features</li> <li>• Describe weather</li> <li>• Begin to make comparisons</li> <li>• Identify vacation areas and activities</li> <li>• Identify common souvenirs</li> <li>• Express preferences</li> <li>• Articulate vacation plans</li> <li>• Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions</li> <li>• Identify and describe clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Où est/Où sont...?</li> <li>• Où se trouve/trouvent...?</li> <li>• Être</li> <li>• Il fait (in weather expressions)</li> <li>• Beaucoup vs plus</li> <li>• Comment sont-ils/elles les mêmes? Ils/Elles sont les mêmes parce que...</li> <li>• Comment sont-ils/elles différent(e)s? Ils/Elles sont différent(e)s parce que...</li> <li>• Present tense of AIMER</li> <li>• Review of regular present tense - all forms</li> <li>• Review of ALLER, FAIRE</li> <li>• Infinitives after conjugated verbs - PENSER, VOULOIR, Préférer, POUVOIR</li> <li>• Introduction of stem changing verbs ( préférer, acheter)</li> <li>• Infinitives after impersonal expressions</li> <li>• Noun/adjective agreement</li> </ul>

Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>• Cardinal directions</li> <li>• Geography vocabulary</li> <li>• Quel temps fait-il?/ weather expressions</li> <li>• Vacation activities</li> <li>• Impersonal expressions - Il est amusant, Il est important, Il est facile, Il est bon, Il est intéressant</li> <li>• Clothing related to weather and activities</li> <li>• Colors</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Command forms for giving directions - specific verbs -</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Infographics, text - Close Read (use all or some) <ul style="list-style-type: none"> <li>○ Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>○ Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; ☉ <u>CIRCLE</u> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> <li>○ Answer comprehension questions</li> <li>○ Write a GIST (20-25 word summary sentence in English)</li> </ul> </li> <li>• EdPuzzles - watch videos and answer comprehension questions</li> <li>• Listening/Viewing activities with comprehension questions <ul style="list-style-type: none"> <li>○ Listen to country song and list TL countries</li> <li>○ Listen to a weather forecast and draw pictures on map</li> </ul> </li> <li>• Reading activities with comprehension questions <ul style="list-style-type: none"> <li>○ Identify TL country (on map) given sentence about location, geographical features, etc.</li> <li>○ Look at weather forecast map and explain weather in TL</li> </ul> </li> <li>• Song video with comprehension questions <ul style="list-style-type: none"> <li>○ Listen/View <a href="#">song video</a> and list clothing, then describe color.</li> </ul> </li> <li>• Research TL country for basic information - geographical features, languages, tourist spots, currency, popular products</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Jigsaw groups to share information from different texts <ul style="list-style-type: none"> <li>○ Comparison matrix - complete one column, then share information through Q/A</li> <li>○ Small groups to research one TL country, then share with others</li> </ul> </li> <li>• Small group conversations about vacation plans and clothing options</li> <li>• Small group conversations about preferences</li> <li>• Think-Write-Pair-Share during class discussions</li> <li>• GCR Do Now &amp; Closure questions - include a question</li> <li>• Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Label map with countries, capitals, cities, geographical features, etc.</li> <li>• Using forecast prompt, create Flipgrid weather report</li> <li>• Complete graphic organizers for natural wonders, weather, comparison of countries, etc.</li> <li>• Share favorite school-appropriate video and describe clothing</li> <li>• Share clothing choices and descriptions in Flipgrid</li> <li>• Create slide/drawing/jamboard page to share vacation plans and preferences</li> </ul>

Mode	Formative Assessment & Checkpoints
Interpretive	<ul style="list-style-type: none"> <li>EdPuzzles</li> <li>Infographics - Write a GIST</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>Picture prompt - conversation or GCR question</li> <li>GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>Turn &amp; Talk - share what you learned</li> </ul>
Presentational	<ul style="list-style-type: none"> <li>Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>Create/Find an image and label, i.e. map</li> <li>Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

Resources	
Essential & Supplementary Materials, Links, etc	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos. Please be mindful to use materials made for the MS levels.</p> <p> <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.quizizz.com">www.quizizz.com</a>  <a href="http://www.flipgrid.com">www.flipgrid.com</a>  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.wordreference.com">www.wordreference.com</a>  <a href="https://conjuguemos.com/">https://conjuguemos.com/</a>  <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a>  <a href="https://www.newseum.org/todaysfrontpages/">https://www.newseum.org/todaysfrontpages/</a> </p>
Technology Integration	<p>Google Classroom Stream as <a href="#">Social Space</a> (or other online tool)</p> <p><a href="#">Flipgrid</a>, videos, Youtube</p> <p>Google docs, slides, drawings</p>

## Spanish

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify hispanohablante countries</li> <li>Locate hispanohablante countries on a map</li> <li>Articulate location of hispanohablante countries on a map</li> <li>Identify and describe geographical features</li> <li>Describe weather</li> <li>Begin to make comparisons</li> <li>Identify vacation areas and activities</li> </ul>	<ul style="list-style-type: none"> <li>¿Dónde está ____? / ¿Dónde queda ____?</li> <li>Está/están (for location) vs. es/son (for identification, i.e. ¿Cuál es la capital de ____?) &amp; description, i.e. Las montañas son altas.)</li> <li>Hace (noun) vs. está (adj) in weather expressions</li> <li>Mucho vs. muy</li> <li>¿Cómo son iguales? Son iguales porque ____.</li> </ul>

<ul style="list-style-type: none"> <li>Identify common souvenirs</li> <li>Express preferences</li> <li>Articulate vacation plans</li> <li>Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions</li> <li>Identify and describe clothing</li> </ul>	<ul style="list-style-type: none"> <li>¿Cómo son diferentes? Son diferentes porque _____.</li> <li>Indirect object pronouns (me, te, le, nos, les) with gusta(n)</li> <li>Review of regular present tense - all forms</li> <li>Review of IR, HACER</li> <li>Infinitives after conjugated verbs - PENSAR, QUERER, PREFERIR, PODER</li> <li>Introduction of stem changing verbs (e-ie, o-ue)</li> <li>Infinitives after impersonal expressions</li> <li>Noun/adjective agreement</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>Cardinal directions</li> <li>Geography vocabulary</li> <li>¿Qué tiempo hace? / weather expressions</li> <li>Vacation activities</li> <li>Impersonal expressions - Es divertido, es importante, es fácil, es bueno, es interesante</li> <li>Clothing related to weather and activities</li> <li>Colors</li> </ul>	<ul style="list-style-type: none"> <li>Numbers</li> <li>Command forms for giving directions - specific verbs -</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>Infographics, text - Close Read (use all or some) <ul style="list-style-type: none"> <li>Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; ☉ <i>CIRCLE</i> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> <li>Answer comprehension questions</li> <li>Write a GIST (20-25 word summary sentence in English)</li> </ul> </li> <li>EdPuzzles - watch videos and answer comprehension questions</li> <li>Listening/Viewing activities with comprehension questions <ul style="list-style-type: none"> <li>Listen to country/capitals songs and list TL countries</li> <li>Listen to a weather forecast and draw pictures on map</li> </ul> </li> <li>Reading activities with comprehension questions <ul style="list-style-type: none"> <li>Identify TL country (on map) given sentence about location, geographical features, etc.</li> <li>Look at weather forecast map and explain weather in TL</li> </ul> </li> <li>Song video with comprehension questions <ul style="list-style-type: none"> <li>Listen/View <a href="#">song video</a> and list clothing, then describe color.</li> </ul> </li> <li>Research TL country for basic information - geographical features, languages, tourist spots, currency, popular products</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>Jigsaw groups to share information from different texts <ul style="list-style-type: none"> <li>Comparison matrix - complete one column, then share information through Q/A</li> <li>Small groups to research one TL country, then share with others</li> </ul> </li> <li>Small group conversations about vacation plans and clothing options</li> <li>Small group conversations about preferences</li> <li>Think-Write-Pair-Share during class discussions</li> <li>GCR Do Now &amp; Closure questions - include a question</li> </ul>

	<ul style="list-style-type: none"> <li>Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>Label map with countries, capitals, cities, geographical features, etc.</li> <li>Using forecast prompt, create Flipgrid weather report</li> <li>Complete graphic organizers for natural wonders, weather, comparison of countries, etc.</li> <li>Share favorite school-appropriate video and describe clothing</li> <li>Share clothing choices and descriptions in Flipgrid</li> <li>Create slide/drawing/jamboard page to share vacation plans and preferences</li> </ul>
<b>Mode</b>	<b>Formative Assessment &amp; Checkpoints</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>EdPuzzles</li> <li>Infographics - Write a GIST</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>Picture prompt - conversation or GCR question</li> <li>GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>Create/Find an image and label, i.e. map</li> <li>Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

<b>Resources</b>	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos. Please be mindful to use materials made for the MS levels.</p> <p> <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.quizizz.com">www.quizizz.com</a>  <a href="http://www.flipgrid.com">www.flipgrid.com</a>  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.wordreference.com">www.wordreference.com</a>  <a href="http://www.rae.es">www.rae.es</a>  <a href="https://studyspanish.com/">https://studyspanish.com/</a>  <a href="https://conjuguemos.com/">https://conjuguemos.com/</a>  <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a>  <a href="https://www.practicaespanol.com/">https://www.practicaespanol.com/</a>  <a href="https://www.rtve.es/">https://www.rtve.es/</a>  <a href="https://www.univision.com/">https://www.univision.com/</a>  <a href="https://peopleenespanol.com/">https://peopleenespanol.com/</a>  <a href="#">Googlenoticias</a>  <a href="https://www.newseum.org/todaysfrontpages/">https://www.newseum.org/todaysfrontpages/</a> </p>
<b>Technology Integration</b>	<p>Google Classroom Stream as <a href="#">Social Space</a> (or other online tool)</p> <p><a href="#">Flipgrid</a>, videos, Youtube</p> <p>Google docs, slides, drawings</p>

## Grade 8ab / Unit 2

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 semester
Level/Grade	MS	Performance Range	Novice Mid
Grade(s)	8	Unit #	2

Course Focus	
Unit Title	Let's Eat!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>● What are typical foods eaten for breakfast, lunch, and dinner in various TL countries?</li> <li>● What are specialty foods eaten during holidays and celebrations?</li> <li>● Where do TL speakers go shopping for groceries? How do they transport the items home?</li> <li>● What are the similarities and differences between dining in the US vs. TL countries?</li> <li>● What are your favorite/least favorite foods/dishes at home and when traveling?</li> <li>● How can you explain dietary restrictions, i.e. vegan, allergies, etc?</li> <li>● What categories of foods are on a menu in a TL country?</li> <li>● How do you order food in a restaurant?</li> </ul>

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>



<b>Interpersonal Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Ss will respond to comprehension questions based on a menu from a TL country.
<b>Interpersonal</b>	Ss will "role play" as the waiter and the diner and will order a meal and then switch roles.
<b>Presentational</b>	In the TL, Ss will develop a plan based on the following scenario: Imagine that you are studying abroad for a year in _____. You have become friends with the owners of a café, who want to do an "American" menu to celebrate a holiday you are missing in the U.S. What dishes must be on the menu? Why? What ingredients do they need?

### Evidence of Learning: Optional Summative Assessments



<b>Interpretive</b>	Ss will listen to a conversation in a restaurant and then draw the food that was ordered.
<b>Presentational</b>	Ss will create a menu or create a grocery list for a party. Then Ss will share what they bought in a slide show or FLIP GRID with the class.

Can Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• I can identify a few typical dishes from some TL countries .</li> <li>• I can identify categories on a menu.</li> <li>• I can understand vocabulary related to food and meals.</li> <li>• I can identify a few specialty foods eaten during holidays and celebrations in some TL countries.</li> <li>• I can recognize some common expressions I hear in a restaurant.</li> <li>• I can understand descriptions of typical foods and meals.</li> <li>• I can recognize ingredients I cannot eat due to dietary restrictions.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• I can ask who, what, where, when, and why questions about restaurant outings.</li> <li>• I can contribute to a conversation about typical foods/dishes from a TL country and food in general.</li> <li>• I can share a few of the ingredients of some of my favorite foods/meals.</li> <li>• I can text questions and answers about the type of restaurant we plan to go to tonight.</li> <li>• I can order a meal and ask for the bill.</li> <li>• I can exchange preferences with my classmates about what foods/dishes we like and dislike.</li> <li>• I can react to my classmates' posts on Google Classroom.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• I can tell someone about my favorite foods and dishes.</li> <li>• I can identify foods/dishes I want to eat in a restaurant.</li> <li>• I can caption a photo about what I consider a delicious meal from the US or a TL country.</li> <li>• I can write a ranked ordered list of needed ingredients for my favorite foods.</li> <li>• I can state foods/meals I like and don't like to eat.</li> <li>• I can explain similarities and differences between meals and dining in the US vs. a TL country in a graphic organizer.</li> </ul>

## French

Core Content	
<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>• Identify TL typical dishes and some ingredients</li> <li>• Identify TL holiday/celebration specialties and some ingredients</li> <li>• Identify and describe breakfast, lunch, dinner, and holiday foods, including appearance and taste</li> <li>• Describe your favorite foods/meal</li> <li>• Make comparisons</li> <li>• Express preferences and opinions</li> <li>• Ask questions about preferences</li> <li>• Order a meal and pay the bill</li> </ul>	<ul style="list-style-type: none"> <li>• Partitive</li> <li>• Use of definite article to make generalizations</li> <li>• Present tense - ADORER</li> <li>• I would like</li> <li>• Noun/Adjective agreement</li> <li>• More...than, less...than, as...as</li> <li>• Stem-changing verbs</li> <li>• Present tense</li> </ul>

<ul style="list-style-type: none"> <li>• Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions about foods/meal to try/avoid</li> <li>• Identify a meal you want to eat</li> </ul>	
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>• Breakfast foods</li> <li>• Lunch foods</li> <li>• Dinner foods</li> <li>• Holiday/celebration foods</li> <li>• Restaurant vocabulary (menu, appetizer, main course, dessert, tip, bill, waiter/waitress)</li> <li>• Grocery store vocabulary</li> <li>• Order</li> <li>• Take (prendre)</li> <li>• Adjectives to describe food</li> <li>• To be hungry, thirsty</li> <li>• AVOIR envie de</li> </ul>	<ul style="list-style-type: none"> <li>• Interrogatives (What, how many, how does/did it taste?)</li> <li>• Prefer</li> <li>• To think</li> <li>• Want</li> <li>• Other AVOIR expressions</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• Infographics, text - Close Read (use all or some) <ul style="list-style-type: none"> <li>◦ Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>◦ Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; ☉ <u>CIRCLE</u> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> <li>◦ Answer comprehension questions</li> <li>◦ Write a GIST (20-25 word summary sentence in English)</li> </ul> </li> <li>• EdPuzzles - watch videos and answer comprehension questions</li> <li>• Listening/Viewing activities with comprehension questions <ul style="list-style-type: none"> <li>◦ Listen to <i>How to prepare</i> videos and list ingredients</li> <li>◦ Listen to a meal description and draw pictures on a plate</li> </ul> </li> <li>• Reading activities with comprehension questions <ul style="list-style-type: none"> <li>◦ Identify food/dish given sentence about color, taste, food category, etc.</li> <li>◦ Look at menu and identify meals given criteria, i.e. If I like eggs, I would order ...</li> </ul> </li> <li>• Song video with comprehension questions <ul style="list-style-type: none"> <li>◦ Listen/View <a href="#">song video</a> and list foods mentioned</li> </ul> </li> <li>• Research TL country for typical foods/dishes and holiday/celebration meals</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Jigsaw groups to share information from different texts or sections of one text <ul style="list-style-type: none"> <li>◦ Comparison matrix - complete one column, then share information through Q/A</li> <li>◦ Small groups to research foods in one TL country, then share with others</li> </ul> </li> <li>• Small group conversations about breakfast, lunch, dinner, and holiday/celebration meals options and preferences</li> <li>• Role play restaurant scenario with menus</li> <li>• Think-Write-Pair-Share during class discussions</li> <li>• GCR Do Now &amp; Closure questions - include a question</li> <li>• Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>

<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Label meal with foods</li> <li>• Using picture prompts, create Flipgrid identifying &amp; describing the foods/meals</li> <li>• Complete graphic organizers for food groups, meal ingredients, comparison of meals, etc.</li> <li>• Share favorite food ad video and describe food</li> <li>• Share breakfast, lunch, dinner choices and descriptions in Flipgrid</li> <li>• Create slide/drawing/jamboard page to share typical breakfast, lunch, and dinner preferences</li> </ul>
<b>Mode</b>	<b>Formative Assessment &amp; Checkpoints</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• EdPuzzles</li> <li>• Infographics - Write a GIST</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Picture prompt - conversation or GCR question</li> <li>• GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>• Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>• Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>• 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>• Create/Find an image and label, i.e. map</li> <li>• Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

<b>Resources</b>	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos. Please be mindful to use materials made for the MS levels.</p> <p> <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.quizizz.com">www.quizizz.com</a>  <a href="http://www.flipgrid.com">www.flipgrid.com</a>  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.wordreference.com">www.wordreference.com</a>  <a href="http://www.rae.es">www.rae.es</a>  <a href="https://studyspanish.com/">https://studyspanish.com/</a>  <a href="https://conjuguemos.com/">https://conjuguemos.com/</a>  <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a>  <a href="https://www.practicaespanol.com/">https://www.practicaespanol.com/</a>  <a href="https://www.rtve.es/">https://www.rtve.es/</a>  <a href="https://www.univision.com/">https://www.univision.com/</a>  <a href="https://peopleenespanol.com/">https://peopleenespanol.com/</a>  <a href="https://www.newseum.org/todaysfrontpages/">Googlenoticias</a>  <a href="https://www.newseum.org/todaysfrontpages/">https://www.newseum.org/todaysfrontpages/</a> </p>
<b>Technology Integration</b>	<p>Google Classroom Stream as <a href="#">Social Space</a> (or other online tool)</p> <p><a href="#">Flipgrid</a>, videos, Youtube</p> <p>Google docs, slides, drawings</p>

## Spanish

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify TL typical dishes and some ingredients</li> <li>Identify TL holiday/celebration specialties and some ingredients</li> <li>Identify and describe breakfast, lunch, dinner, and holiday foods, including appearance and taste</li> <li>Describe your favorite foods/meal</li> <li>Make comparisons</li> <li>Express preferences and opinions</li> <li>Ask questions about preferences</li> <li>Order a meal and pay the bill</li> <li>Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions about foods/meal to try/avoid</li> <li>Identify a meal you want to eat</li> </ul>	<ul style="list-style-type: none"> <li>Use of definite article to make generalizations</li> <li>Ser vs estar</li> <li>Noun/Adjective agreement</li> <li>More...than, less...than, as...as</li> <li>Re-enter Indirect object pronouns (me, te, le, nos, les) with gusta(n) - Intro IOP + encanta(n)</li> <li>I would like</li> <li>Stem-changing verbs</li> <li>Present tense</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Breakfast foods</li> <li>Lunch foods</li> <li>Dinner foods</li> <li>Holiday/celebration foods</li> <li>Restaurant vocabulary (menu, appetizer, main course, dessert, tip, bill, waiter/waitress)</li> <li>Grocery store vocabulary</li> <li>Order</li> <li>Take - TOMAR</li> <li>Adjectives to describe food</li> <li>To be hungry, thirsty</li> <li>TENER expr</li> </ul>	<ul style="list-style-type: none"> <li>Interrogatives (What, how many, how does/did it taste?)</li> <li>Prefer</li> <li>Plan to - PENSAR (infinitive)</li> <li>Want</li> <li>Other TENER expressions</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
Interpretive	<ul style="list-style-type: none"> <li>Infographics, text - Close Read (use all or some) <ul style="list-style-type: none"> <li>Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; ☉ <u>CIRCLE</u> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> <li>Answer comprehension questions</li> <li>Write a GIST (20-25 word summary sentence in English)</li> </ul> </li> <li>EdPuzzles - watch videos and answer comprehension questions</li> <li>Listening/Viewing activities with comprehension questions <ul style="list-style-type: none"> <li>Listen to <i>How to prepare</i> videos and list ingredients</li> <li>Listen to a meal description and draw pictures on a plate</li> </ul> </li> <li>Reading activities with comprehension questions</li> </ul>

	<ul style="list-style-type: none"> <li>○ Identify food/dish given sentence about color, taste, food category, etc.</li> <li>○ Look at menu and identify meals given criteria, i.e. If I like eggs, I would order ...</li> <li>● Song video with comprehension questions               <ul style="list-style-type: none"> <li>○ Listen/View <a href="#">song video</a> and list foods mentioned</li> </ul> </li> <li>● Research TL country for typical foods/dishes and holiday/celebration meals</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● Jigsaw groups to share information from different texts or sections of one text               <ul style="list-style-type: none"> <li>○ Comparison matrix - complete one column, then share information through Q/A</li> <li>○ Small groups to research foods in one TL country, then share with others</li> </ul> </li> <li>● Small group conversations about breakfast, lunch, dinner, and holiday/celebration meals options and preferences</li> <li>● Role play restaurant scenario with menus</li> <li>● Think-Write-Pair-Share during class discussions</li> <li>● GCR Do Now &amp; Closure questions - include a question</li> <li>● Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● Label meal with foods</li> <li>● Using picture prompts, create Flipgrid identifying &amp; describing the foods/meals</li> <li>● Complete graphic organizers for food groups, meal ingredients, comparison of meals, etc.</li> <li>● Share favorite food ad video and describe food</li> <li>● Share breakfast, lunch, dinner choices and descriptions in Flipgrid</li> <li>● Create slide/drawing/jamboard page to share typical breakfast, lunch, and dinner preferences</li> </ul>
<b>Mode</b>	<b>Formative Assessment &amp; Checkpoints</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● EdPuzzles</li> <li>● Infographics - Write a GIST</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● Picture prompt - conversation or GCR question</li> <li>● GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>● Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>● Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>● 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>● Create/Find an image and label, i.e. map</li> <li>● Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

<b>Resources</b>	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos. Please be mindful to use materials made for the MS levels.</p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="http://www.kahoot.com">www.kahoot.com</a></p> <p><a href="http://www.quizizz.com">www.quizizz.com</a></p> <p><a href="http://www.flipgrid.com">www.flipgrid.com</a></p>

	<a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.rae.es">www.rae.es</a> <a href="https://studyspanish.com/">https://studyspanish.com/</a> <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a> <a href="https://www.practicaespanol.com/">https://www.practicaespanol.com/</a> <a href="https://www.rtve.es/">https://www.rtve.es/</a> <a href="https://www.univision.com/">https://www.univision.com/</a> <a href="https://peopleenespanol.com/">https://peopleenespanol.com/</a> <a href="#">Googlenoticias</a> <a href="https://www.newseum.org/todaysfrontpages/">https://www.newseum.org/todaysfrontpages/</a>
<b>Technology Integration</b>	Google Classroom Stream as <a href="#">Social Space</a> (or other online tool) <a href="#">Flipgrid</a> , videos, Youtube Google docs, slides, drawings

## Grade 8 Everyday / Unit 1

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 quarter
Level/Grade	MS	Performance Range	Novice Mid - Novice High
Grade(s)	8	Unit #	1

Course Focus	
Unit Title	Let's Travel!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>• What is a francophone country?/What is a hispanohablante country?</li> <li>• Where are francophone/hispanohablante countries in the world?</li> <li>• How would you articulate the location of countries and geographical features?</li> <li>• How would you describe the weather in various countries?</li> <li>• What do you want to do on your vacation?</li> <li>• What clothes do you need?</li> <li>• What souvenirs can you buy?</li> </ul>

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	<p>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> </ul>



	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 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.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> <li>• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</li> </ul>

<b>Interpretive</b>	Ss will respond to comprehension questions based on an article about where the TL is spoken.
<b>Presentational</b>	Ss will develop a virtual tour of a TL country to share with others, including location of cities/areas to visit, typical weather, activities to do, and souvenirs to buy. Presentational products can be Google slides or Google Draw, with in class presentations or video options. This may be a PBL.
<b>Interpersonal</b>	Ss will respond to an email inquiry about the virtual tour from presentational assessment.
<b>Evidence of Learning: Optional Summative Assessments</b>	
<b>Presentational</b>	Ss will write a post card or do a FlipGrid video about what activities they are enjoying on vacation or what they are packing in their suitcase.

<b>Can Do Statements</b>	
<b>Interpretive</b>	<p>I can identify countries where the TL is spoken.</p> <p>I can identify TL countries on a map.</p> <p>I can understand vocabulary related to geographical features in TL countries.</p> <p>I can recognize some weather expressions in a spoken forecast.</p> <p>I can understand what people want to do on vacation.</p> <p>I can understand vocabulary related to clothing and souvenirs.</p> <p>I can understand vocabulary related to the weather, especially when symbols are included.</p>
<b>Interpersonal</b>	<p>I can ask who, what, where, when, and why questions about vacations to TL countries.</p> <p>I can contribute to a conversation about vacation activities, clothing options, and the weather.</p> <p>I can share the location of TL countries and their geographical features.</p> <p>I can respond to an email showing interest in cities, activities, and the weather in a TL country I have researched.</p> <p>I can ask and understand how much something costs.</p> <p>I can exchange preferences with my classmates about what our likes and dislikes.</p> <p>I can react to my classmates' posts on Google Classroom.</p> <p>I can add my comments to those of others about an article or video on a TL country.</p>
<b>Presentational</b>	<p>I can tell someone my vacation activities for a long weekend.</p> <p>I can identify clothing I want to wear for specific vacation activities or weather conditions.</p> <p>I can caption a photo about what I consider good vacation cities and activities in a TL country.</p> <p>I can write a ranked ordered list of my favorite and least favorite weather conditions.</p> <p>I can state vacation activities I like and don't like to do.</p> <p>I can tell the location of a city relative to another city or geographical feature on a map.</p> <p>I can caption photos of typical souvenirs in a TL country.</p> <p>I can tell about others' likes and dislikes.</p>

## French

### Core Content

<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify francophone countries</li> <li>Locate francophone countries on a map</li> <li>Articulate location of francophone countries on a map</li> <li>Identify and describe geographical features</li> <li>Describe weather</li> <li>Begin to make comparisons</li> <li>Identify vacation areas and activities</li> <li>Articulate vacation plans</li> <li>Express preferences</li> <li>Identify common souvenirs</li> <li>Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions</li> <li>Identify and describe clothing</li> </ul>	<ul style="list-style-type: none"> <li>Où est/Où sont...?</li> <li>Où se trouve/trouvent...?</li> <li>Être</li> <li>Il fait (in weather expressions)</li> <li>Beaucoup vs plus</li> <li>Comment sont-ils/elles les mêmes? Ils/Elles sont les mêmes parce que...</li> <li>Comment sont-ils/elles différent(e)s? Ils/Elles sont différent(e)s parce que...</li> <li>Present tense of AIMER</li> <li>Review of regular present tense - all forms</li> <li>Review of ALLER, FAIRE</li> <li>Infinitives after conjugated verbs - PENSER, VOULOIR, Préférer, POUVOIR</li> <li>Introduction of stem changing verbs ( préférer, acheter)</li> <li>Infinitives after impersonal expressions</li> <li>Noun/adjective agreement</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>Cardinal directions</li> <li>Geography vocabulary</li> <li>Quel temps fait-il?/ weather expressions</li> <li>Vacation activities</li> <li>Impersonal expressions - Il est amusant, Il est important, Il est facile, Il est bon, Il est intéressant</li> <li>Clothing related to weather and activities</li> <li>Colors</li> </ul>	<ul style="list-style-type: none"> <li>Numbers</li> <li>Command forms for giving directions - specific verbs -</li> </ul>

<b>Instructional Activities</b>	
<b>Mode</b>	<b>Key Learning Activities</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>Infographics, text - Close Read (use all or some)             <ul style="list-style-type: none"> <li>Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; ☉ <u>CIRCLE</u> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> <li>Answer comprehension questions</li> <li>Write a GIST (20-25 word summary sentence in English)</li> </ul> </li> <li>EdPuzzles - watch videos and answer comprehension questions</li> <li>Listening/Viewing activities with comprehension questions             <ul style="list-style-type: none"> <li>Listen to country song and list TL countries</li> <li>Listen to a weather forecast and draw pictures on map</li> </ul> </li> <li>Reading activities with comprehension questions             <ul style="list-style-type: none"> <li>Identify TL country (on map) given sentence about location, geographical features, etc.</li> <li>Look at weather forecast map and explain weather in TL</li> </ul> </li> <li>Song video with comprehension questions             <ul style="list-style-type: none"> <li>Listen/View <a href="#">song video</a> and list clothing, then describe color.</li> </ul> </li> <li>Research TL country for basic information - geographical features, languages,</li> </ul>

	tourist spots, currency, popular products
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Jigsaw groups to share information from different texts or sections of one text <ul style="list-style-type: none"> <li>◦ Comparison matrix - complete one column, then share information through Q/A</li> <li>◦ Small groups to research one TL country, then share with others</li> </ul> </li> <li>• Small group conversations about vacation plans and clothing options</li> <li>• Small group conversations about preferences</li> <li>• Think-Write-Pair-Share during class discussions</li> <li>• GCR Do Now &amp; Closure questions - include a question</li> <li>• Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Label map with countries, capitals, cities, geographical features, etc.</li> <li>• Using forecast prompt, create Flipgrid weather report</li> <li>• Complete graphic organizers for natural wonders, weather, comparison of countries, etc.</li> <li>• Share favorite school-appropriate video and describe clothing</li> <li>• Share clothing choices and descriptions in Flipgrid</li> <li>• Create slide/drawing/jamboard page to share vacation plans and preferences</li> </ul>
<b>Mode</b>	<b>Formative Assessment &amp; Checkpoints</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• EdPuzzles</li> <li>• Infographics - Write a GIST</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Picture prompt - conversation or GCR question</li> <li>• GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>• Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>• Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>• 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>• Create/Find an image and label, i.e. map</li> <li>• Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos. Please be mindful to use materials made for the MS levels.</p> <p> <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.quizizz.com">www.quizizz.com</a>  <a href="http://www.flipgrid.com">www.flipgrid.com</a>  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.wordreference.com">www.wordreference.com</a>  <a href="https://conjuguemos.com/">https://conjuguemos.com/</a>  <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a>  <a href="https://www.newseum.org/todaysfrontpages/">https://www.newseum.org/todaysfrontpages/</a> </p>

<b>Technology Integration</b>	Google Classroom Stream as <a href="#">Social Space</a> (or other online tool) <a href="#">Flipgrid</a> , videos, Youtube Google docs, slides, drawings
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## Spanish

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify hispanohablante countries</li> <li>Locate hispanohablante countries on a map</li> <li>Articulate location of hispanohablante countries on a map</li> <li>Identify and describe geographical features</li> <li>Describe weather</li> <li>Begin to make comparisons</li> <li>Identify vacation areas and activities</li> <li>Identify common souvenirs</li> <li>Express preferences</li> <li>Articulate vacation plans</li> <li>Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions</li> <li>Identify and describe clothing</li> </ul>	<ul style="list-style-type: none"> <li>¿Dónde está ____? / ¿Dónde queda ____?</li> <li>Está/están (for location) vs. es/son (for identification, i.e. ¿Cuál es la capital de ____? &amp; description, i.e. Las montañas son altas.)</li> <li>Hace (noun) vs. está (adj) in weather expressions</li> <li>Mucho vs. muy</li> <li>¿Cómo son iguales? Son iguales porque ____.</li> <li>¿Cómo son diferentes? Son diferentes porque ____.</li> <li>Indirect object pronouns (me, te, le, nos, les) with gusta(n)</li> <li>Review of regular present tense - all forms</li> <li>Review of IR, HACER</li> <li>Infinitives after conjugated verbs - PENSAR, QUERER, PREFERIR, PODER</li> <li>Introduction of stem changing verbs (e-ie, o-ue)</li> <li>Infinitives after impersonal expressions</li> <li>Noun/adjective agreement</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Cardinal directions</li> <li>Geography vocabulary</li> <li>¿Qué tiempo hace? / weather expressions</li> <li>Vacation activities</li> <li>Impersonal expressions - Es divertido, es importante, es fácil, es bueno, es interesante</li> <li>Clothing related to weather and activities</li> <li>Colors</li> </ul>	<ul style="list-style-type: none"> <li>Numbers</li> <li>Command forms for giving directions - specific verbs -</li> <li>Bargaining vocabulary</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
Interpretive	<ul style="list-style-type: none"> <li>Infographics, text - Close Read (use all or some)             <ul style="list-style-type: none"> <li>Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; © <u>CIRCLE</u> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Answer comprehension questions</li> <li>○ Write a GIST (20-25 word summary sentence in English)</li> <li>● EdPuzzles - watch videos and answer comprehension questions</li> <li>● Listening/Viewing activities with comprehension questions <ul style="list-style-type: none"> <li>○ Listen to country/capitals songs and list TL countries</li> <li>○ Listen to a weather forecast and draw pictures on map</li> </ul> </li> <li>● Reading activities with comprehension questions <ul style="list-style-type: none"> <li>○ Identify TL country (on map) given sentence about location, geographical features, etc.</li> <li>○ Look at weather forecast map and explain weather in TL</li> </ul> </li> <li>● Song video with comprehension questions <ul style="list-style-type: none"> <li>○ Listen/View <a href="#">song video</a> and list clothing, then describe color.</li> </ul> </li> <li>● Research TL country for basic information - geographical features, languages, tourist spots, currency, popular products</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● Jigsaw groups to share information from different texts or sections of one text <ul style="list-style-type: none"> <li>○ Comparison matrix - complete one column, then share information through Q/A</li> <li>○ Small groups to research one TL country, then share with others</li> </ul> </li> <li>● Small group conversations about vacation plans and clothing options</li> <li>● Small group conversations about preferences</li> <li>● Think-Write-Pair-Share during class discussions</li> <li>● GCR Do Now &amp; Closure questions - include a question</li> <li>● Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● Label map with countries, capitals, cities, geographical features, etc.</li> <li>● Using forecast prompt, create Flipgrid weather report</li> <li>● Complete graphic organizers for natural wonders, weather, comparison of countries, etc.</li> <li>● Share favorite school-appropriate video and describe clothing</li> <li>● Share clothing choices and descriptions in Flipgrid</li> <li>● Create slide/drawing/jamboard page to share vacation plans and preferences</li> </ul>
<b>Mode</b>	<b>Formative Assessment &amp; Checkpoints</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● EdPuzzles</li> <li>● Infographics - Write a GIST</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● Picture prompt - conversation or GCR question</li> <li>● GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>● Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>● Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>● 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>● Create/Find an image and label, i.e. map</li> <li>● Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

<b>Resources</b>	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos. Please be mindful to use materials made for the MS levels.</p>

	<a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.kahoot.com">www.kahoot.com</a> <a href="http://www.quizizz.com">www.quizizz.com</a> <a href="http://www.flipgrid.com">www.flipgrid.com</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.rae.es">www.rae.es</a> <a href="https://studyspanish.com/">https://studyspanish.com/</a> <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a> <a href="https://www.practicaespanol.com/">https://www.practicaespanol.com/</a> <a href="https://www.rtve.es/">https://www.rtve.es/</a> <a href="https://www.univision.com/">https://www.univision.com/</a> <a href="https://peopleenespanol.com/">https://peopleenespanol.com/</a> <a href="https://www.google.com/news/section/Googlenoticias">Googlenoticias</a> <a href="https://www.newseum.org/todaysfrontpages/">https://www.newseum.org/todaysfrontpages/</a>
<b>Technology Integration</b>	Google Classroom Stream as <a href="#">Social Space</a> (or other online tool) <a href="#">Flipgrid</a> , videos, Youtube Google docs, slides, drawings

## Grade 8 Everyday / Unit 2

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 quarter
Level/Grade	MS	Performance Range	Novice Mid - Novice High
Grade(s)	8	Unit #	2

Course Focus	
Unit Title	Let's Be Entertained!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>Who are famous artists/musicians/athletes from the Spanish/French-speaking worlds?</li> <li>How can you describe an art/music piece? What characteristics make it a Spanish/French piece? How are they similar? How are they different? What is your opinion of the piece?</li> <li>What sports best identify the Spanish/French speaking worlds? How do they compare to US sports? Which sport do you prefer?</li> </ul>

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	<p>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> </ul>



	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 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.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> <li>• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Students will outline the life of a famous artist/athlete/musician, etc. using a biography text.
<b>Interpersonal</b>	Students will interview their partners to learn their preferences in art/music/sports/physical activities
<b>Presentational</b>	In a FlipGrid or other video format or in a written text, students will present their favorite painting, song, sport, activity OR their favorite artist, musician or athlete of the Spanish/French-speaking world.

### Can Do Statements

<b>Interpretive</b>	Students can identify main ideas of a written or aural text about a famous artist/athlete/musician.
<b>Interpersonal</b>	Students can ask and answer questions about each other's preferences in art, music, and/or physical activities.
<b>Presentational</b>	Students can video themselves speaking about their favorite painting, song, sport, activity OR their favorite artist, musician or athlete of the Spanish/French-speaking world. Students can create a written text (essay, brochure, slide show) that identifies and describes their favorite painting, song, sport, activity OR their favorite artist, musician, or athlete of the Spanish/French-speaking world.

## French

### Core Content

<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify famous artists, musicians, and athletes from French-speaking countries</li> <li>Describe a piece of music or art from French-speaking countries and identify the characteristics that make the artwork French</li> <li>Identify the sports that best represent the French-speaking world</li> <li>Make comparisons</li> <li>Express preferences/personal opinions</li> <li>Narrate in the past tense</li> <li>Use sequencing words</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreement</li> <li>More than, less than, as...as</li> <li>Passé composé</li> <li>Adverbs of sequencing</li> <li>Stem-changing verbs (to prefer)</li> <li>French verbs: Faire; Jouer à, Jouer de; peindre, chanter, gagner, perdre, courir, regarder, répéter, rapper (faire du rap), marquer</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>Verbs related to playing music</li> <li>Verbs related to creating art</li> <li>Verbs related to playing sports or other activities</li> <li>Verbs that express opinions</li> <li>Art - type/genre/time period</li> <li>Music - genre/traditional vs. contemporary</li> </ul>	<ul style="list-style-type: none"> <li>Possible artists: Manet, Monet, Renoir, Morisot, Cézanne, Gauguin, Van Gogh</li> <li>Sports: Soccer, tennis, cycling</li> <li>Music...?</li> </ul>

<ul style="list-style-type: none"> <li>• Sports/physical activities - basic equipment</li> <li>• Adjectives</li> <li>• More than</li> <li>• Less than</li> <li>• As ... as</li> <li>• The same as</li> <li>• Both</li> <li>• Clothing</li> </ul>	
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Instructional Activities	
Mode	Key Learning Activities
Interpretive	Identify main ideas and details through reading or listening
Interpersonal	Ask and answer questions in writing or orally
Presentational	Present information in writing or orally
Mode	Formative Assessment & Checkpoints
Interpretive	<ul style="list-style-type: none"> <li>• EdPuzzles</li> <li>• Infographics - Write a GIST</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Picture prompt - conversation or GCR question</li> <li>• GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>• Turn &amp; Talk - share what you learned</li> </ul>
Presentational	<ul style="list-style-type: none"> <li>• Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>• Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>• 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>• Create/Find an image and label, i.e. map</li> <li>• Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

Resources	
Essential & Supplementary Materials, Links, etc	<a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students
Technology Integration	Google Classroom Stream as <a href="#">Social Space</a> (or other online tool) <a href="#">Flipgrid</a> , videos, Youtube Google docs, slides, drawings

## Spanish

### Core Content

<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify famous artists, musicians, and athletes from Spanish-speaking countries</li> <li>Describe a piece of music or art from Spanish-speaking countries and identify the characteristics that make the artwork Spanish</li> <li>Identify the sports that best represent the Spanish-speaking world</li> <li>Make comparisons</li> <li>Express preferences/personal opinions</li> <li>Narrate in the past tense</li> <li>Use sequencing words</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreement</li> <li>More than, less than, as...as</li> <li>pretérito</li> <li>Adverbs of sequencing</li> <li>Stem-changing verbs (to prefer)</li> <li>Spanish verbs: hacer, jugar, tocar, pintar, cantar, ganar, perder, correr, mirar, practicar, marcar</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>Verbs related to playing music</li> <li>Verbs related to creating art</li> <li>Verbs related to playing sports or other activities</li> <li>Verbs that express opinions</li> <li>Art - type/genre/time period</li> <li>Music - genre/traditional vs. contemporary</li> <li>Sports/physical activities - basic equipment</li> <li>Adjectives</li> <li>More than</li> <li>Less than</li> <li>As ... as</li> <li>The same as</li> <li>Both</li> <li>Clothing</li> </ul>	<ul style="list-style-type: none"> <li>Artists: Greco - Velázquez - Goya - Picasso - Dalí - Rivera - Kahlo</li> <li>Music: Flamenco, mariachi, salsa, tango, pop</li> <li>Sports: Soccer, tennis, baseball</li> </ul>

<b>Instructional Activities</b>	
<b>Mode</b>	<b>Key Learning Activities</b>
<b>Interpretive</b>	Identify main ideas and details through reading or listening
<b>Interpersonal</b>	Ask and answer questions in writing or orally
<b>Presentational</b>	Present information in writing or orally
<b>Mode</b>	<b>Formative Assessment &amp; Checkpoints</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>EdPuzzles</li> <li>Infographics - Write a GIST</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>Picture prompt - conversation or GCR question</li> <li>GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> </ul>

	<ul style="list-style-type: none"> <li>• 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>• Create/Find an image and label, i.e. map</li> <li>• Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>
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Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students
<b>Technology Integration</b>	Google Classroom Stream as <a href="#">Social Space</a> (or other online tool) <a href="#">Flipgrid</a> , videos, Youtube Google docs, slides, drawings

## Grade 8 Everyday / Unit 3

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 quarter
Level/Grade	MS	Performance Range	Novice Mid - Novice High
Grade(s)	8	Unit #	3

Course Focus	
Unit Title	Let's Eat!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>● What are typical foods eaten for breakfast, lunch, and dinner in various TL countries?</li> <li>● What are specialty foods eaten during holidays and celebrations?</li> <li>● Where do TL speakers go shopping for groceries? How do they transport the items home?</li> <li>● What are the similarities and differences between dining in the US vs. TL countries?</li> <li>● What are your favorite/least favorite foods/dishes at home and when traveling?</li> <li>● How can you explain dietary restrictions, i.e. vegan, allergies, etc?</li> <li>● What categories of foods are on a menu in a TL country?</li> <li>● How do you order food in a restaurant?</li> </ul>

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	<p>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and</li> </ul>



	<p>sentences on topics related to self and targeted themes to express original ideas and information.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 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.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Ss will respond to comprehension questions based on a menu from a TL country.
<b>Interpersonal</b>	Ss will “role play” as the waiter and the diner and will order a meal and then switch roles.
<b>Presentational</b>	Ss will develop a presentation for investors from the TL country based on the following scenario: Imagine that you just returned home from a year abroad in _____. You have decided to open an authentic _____ restaurant. What dishes must be on your menu? Why? What ingredients would you use? What would the name of your restaurant be? What would the ambience of your restaurant be like? (Music, art, decorations, etc.) This may be done in small groups or individually.

### Evidence of Learning: Optional Summative Assessments

<b>Interpretive</b>	Ss will listen to a conversation in a restaurant and then draw the food that was ordered.
<b>Presentational</b>	Ss will create a menu or create a grocery list for a party. Then Ss will share what they bought in a slide show or FLIP GRID with the class.

### Can Do Statements

<b>Interpretive</b>	<p>I can identify a few typical foods/dishes from some TL countries .</p> <p>I can identify categories on a menu.</p> <p>I can understand vocabulary related to food and meals.</p> <p>I can identify a few specialty foods eaten during holidays and celebrations in some TL countries.</p> <p>I can recognize some common expressions I hear in a restaurant.</p> <p>I can understand descriptions of typical foods and meals.</p> <p>I can recognize ingredients I cannot eat due to dietary restrictions.</p> <p>I can follow a video on how to make a typical dish from a TL country.</p> <p>I can understand simple compliments about how a meal tastes.</p>
<b>Interpersonal</b>	<p>I can ask who, what, where, when, and why questions about restaurant outings.</p> <p>I can contribute to a conversation about typical foods/dishes from a TL country and food in general.</p> <p>I can share a few of the ingredients of some of my favorite foods/meals.</p> <p>I can text questions and answers about the type of restaurant we plan to go to tonight.</p> <p>I can order a meal and ask for the bill.</p> <p>I can exchange preferences with my classmates about what foods/dishes we like and dislike.</p> <p>I can react to my classmates' posts on Google Classroom.</p> <p>I can add my comments to those of others about a restaurant or meal.</p> <p>I can respond to an inquiry about a meal I ate at a restaurant.</p> <p>I can interact with a partner to plan who will do what for an upcoming project.</p> <p>I can exchange opinions about my school's cafeteria food.</p>
<b>Presentational</b>	<p>I can tell someone about my favorite foods and dishes.</p> <p>I can identify foods/dishes I want to eat in a restaurant.</p> <p>I can caption a photo about what I consider a delicious meal from the US or a TL country.</p> <p>I can write a ranked ordered list of needed ingredients for my favorite foods.</p> <p>I can state foods/meals I like and don't like to eat.</p> <p>I can explain similarities and differences between meals and dining in the US vs. a TL country in a graphic organizer.</p>

	I can tell about foods/meals that others like and dislike. I can give a few details about my favorite restaurant, including food, music, art, decorations, etc.
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## French

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify TL typical dishes and some ingredients</li> <li>Identify TL holiday/celebration specialties and some ingredients</li> <li>Identify and describe breakfast, lunch, dinner, and holiday foods, including appearance and taste</li> <li>Describe your favorite foods/meal</li> <li>Make comparisons</li> <li>Express preferences and opinions</li> <li>Ask questions about preferences</li> <li>Order a meal and pay the bill</li> <li>Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions about foods/meal to try/avoid</li> <li>Identify a meal you ate</li> </ul>	<ul style="list-style-type: none"> <li>Partitive</li> <li>Use of definite article to make generalizations</li> <li>Present tense - ADORER</li> <li>Noun/Adjective agreement</li> <li>I would like</li> <li>Stem-changing verbs</li> <li>passé composé</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Breakfast foods</li> <li>Lunch foods</li> <li>Dinner foods</li> <li>Holiday/celebration foods</li> <li>Restaurant vocabulary (menu, appetizer, main course, dessert, tip, bill, waiter/waitress)</li> <li>Grocery store vocabulary</li> <li>Order</li> <li>Take (prendre)</li> <li>Adjectives to describe food</li> <li>To be hungry, thirsty</li> <li>AVOIR envie de</li> </ul>	<ul style="list-style-type: none"> <li>Interrogatives (What, how many, how does/did it taste?)</li> <li>Prefer</li> <li>To think</li> <li>Want</li> <li>Other AVOIR expressions</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
Interpretive	<ul style="list-style-type: none"> <li>Infographics, text - Close Read (use all or some)               <ul style="list-style-type: none"> <li>Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; ☉ <i>CIRCLE</i> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> <li>Answer comprehension questions</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Write a GIST (20-25 word summary sentence in English)</li> <li>● EdPuzzles - watch videos and answer comprehension questions</li> <li>● Listening/Viewing activities with comprehension questions <ul style="list-style-type: none"> <li>○ Listen to <i>How to prepare</i> videos and list ingredients</li> <li>○ Listen to a meal description and draw pictures on a plate</li> </ul> </li> <li>● Reading activities with comprehension questions <ul style="list-style-type: none"> <li>○ Identify food/dish given sentence about color, taste, food category, etc.</li> <li>○ Look at menu and identify meals given criteria, i.e. If I like eggs, I would order ...</li> </ul> </li> <li>● Song video with comprehension questions <ul style="list-style-type: none"> <li>○ Listen/View <a href="#">song video</a> and list foods mentioned</li> </ul> </li> <li>● Research TL country for typical foods/dishes and holiday/celebration meals</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● Jigsaw groups to share information from different texts or sections of one text <ul style="list-style-type: none"> <li>○ Comparison matrix - complete one column, then share information through Q/A</li> <li>○ Small groups to research foods in one TL country, then share with others</li> </ul> </li> <li>● Small group conversations about breakfast, lunch, dinner, and holiday/celebration meals options and preferences</li> <li>● Role play restaurant scenario with menus</li> <li>● Think-Write-Pair-Share during class discussions</li> <li>● GCR Do Now &amp; Closure questions - include a question</li> <li>● Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● Label meal with foods</li> <li>● Using picture prompts, create Flipgrid identifying &amp; describing the foods/meals</li> <li>● Complete graphic organizers for food groups, meal ingredients, comparison of meals, etc.</li> <li>● Share favorite food ad video and describe food</li> <li>● Share breakfast, lunch, dinner choices and descriptions in Flipgrid</li> <li>● Create slide/drawing/jamboard page to share typical breakfast, lunch, and dinner preferences or what you ate</li> </ul>
<b>Mode</b>	<b>Formative Assessment &amp; Checkpoints</b>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● EdPuzzles</li> <li>● Infographics - Write a GIST</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● Picture prompt - conversation or GCR question</li> <li>● GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>● Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>● Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>● 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>● Create/Find an image and label, i.e. map</li> <li>● Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

<b>Resources</b>	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos.</p>

## Spanish

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Identify TL typical dishes and some ingredients</li> <li>Identify TL holiday/celebration specialties and some ingredients</li> <li>Identify and describe breakfast, lunch, dinner, and holiday foods, including appearance and taste</li> <li>Describe your favorite foods/meal</li> <li>Make comparisons</li> <li>Express preferences and opinions</li> <li>Ask questions about preferences</li> <li>Order a meal and pay the bill</li> <li>Use impersonal expressions with an infinitive to express an opinion or make subtle suggestions about foods/meal to try/avoid</li> <li>Identify a meal you ate</li> </ul>	<ul style="list-style-type: none"> <li>Use of definite article to make generalizations</li> <li>Ser vs estar</li> <li>Noun/Adjective agreement</li> <li>More...than, less...than, as...as</li> <li>Re-enter Indirect object pronouns (me, te, le, nos, les) with gusta(n) - Intro IOP + encanta(n)</li> <li>I would like</li> <li>Stem-changing verbs</li> <li>preterite</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Breakfast foods</li> <li>Lunch foods</li> <li>Dinner foods</li> <li>Holiday/celebration foods</li> <li>Restaurant vocabulary (menu, appetizer, main course, dessert, tip, bill, waiter/waitress)</li> <li>Grocery store vocabulary</li> <li>Order</li> </ul>	<ul style="list-style-type: none"> <li>Interrogatives (What, how many, how does/did it taste?)</li> <li>Prefer</li> <li>Plan to - PENSAR (infinitive)</li> <li>Want</li> <li>Other TENER expressions</li> </ul>

- Take - TOMAR
- Adjectives to describe food
- To be hungry, thirsty
- TENER expr

Instructional Activities	
Mode	Key Learning Activities
Interpretive	<ul style="list-style-type: none"> <li>• Infographics, text - Close Read (use all or some)               <ul style="list-style-type: none"> <li>◦ Chunk and number sections (can assign specific section to different groups) and answer survey questions about organization of text</li> <li>◦ Annotate text - ☆ STAR important ideas; <u>UNDERLINE</u> 5 keywords you recognize from our vocabulary; ☉ <i>CIRCLE</i> unfamiliar words; IDENTIFY interesting details (= !) and questions you have (= ?)</li> <li>◦ Answer comprehension questions</li> <li>◦ Write a GIST (20-25 word summary sentence in English)</li> </ul> </li> <li>• EdPuzzles - watch videos and answer comprehension questions</li> <li>• Listening/Viewing activities with comprehension questions               <ul style="list-style-type: none"> <li>◦ Listen to <i>How to prepare</i> videos and list ingredients</li> <li>◦ Listen to a meal description and draw pictures on a plate</li> </ul> </li> <li>• Reading activities with comprehension questions               <ul style="list-style-type: none"> <li>◦ Identify food/dish given sentence about color, taste, food category, etc.</li> <li>◦ Look at menu and identify meals given criteria, i.e. If I like eggs, I would order ...</li> </ul> </li> <li>• Song video with comprehension questions               <ul style="list-style-type: none"> <li>◦ Listen/View <a href="#">song video</a> and list foods mentioned</li> </ul> </li> <li>• Research TL country for typical foods/dishes and holiday/celebration meals</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Jigsaw groups to share information from different texts or sections of one text               <ul style="list-style-type: none"> <li>◦ Comparison matrix - complete one column, then share information through Q/A</li> <li>◦ Small groups to research foods in one TL country, then share with others</li> </ul> </li> <li>• Small group conversations about breakfast, lunch, dinner, and holiday/celebration meals options and preferences</li> <li>• Role play restaurant scenario with menus</li> <li>• Think-Write-Pair-Share during class discussions</li> <li>• GCR Do Now &amp; Closure questions - include a question</li> <li>• Use GCR Stream as a <a href="#">Social Space</a> for small group exchanges on various topics</li> </ul>
Presentational	<ul style="list-style-type: none"> <li>• Label meal with foods</li> <li>• Using picture prompts, create Flipgrid identifying &amp; describing the foods/meals</li> <li>• Complete graphic organizers for food groups, meal ingredients, comparison of meals, etc.</li> <li>• Share favorite food ad video and describe food</li> <li>• Share breakfast, lunch, dinner choices and descriptions in Flipgrid</li> <li>• Create slide/drawing/jamboard page to share typical breakfast, lunch, and dinner preferences or what you ate</li> </ul>
Mode	Formative Assessment & Checkpoints
Interpretive	<ul style="list-style-type: none"> <li>• EdPuzzles</li> <li>• Infographics - Write a GIST</li> </ul>

<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Picture prompt - conversation or GCR question</li> <li>• GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>• Turn &amp; Talk - share what you learned</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>• Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>• 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>• Create/Find an image and label, i.e. map</li> <li>• Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

Resources	
<b>Essential &amp; Supplementary Materials, Links, etc</b>	<p><a href="#">8th Grade Resources - Spanish and French</a> - This is a link to our document that lists resources for 8th grade students</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a> - Log in and search Edison Public Schools for a variety of videos. Please be mindful to use materials made for the MS levels.</p> <p> <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.quizizz.com">www.quizizz.com</a>  <a href="http://www.flipgrid.com">www.flipgrid.com</a>  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.wordreference.com">www.wordreference.com</a>  <a href="http://www.rae.es">www.rae.es</a>  <a href="https://studyspanish.com/">https://studyspanish.com/</a>  <a href="https://conjuguemos.com/">https://conjuguemos.com/</a>  <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a>  <a href="https://www.practicaespanol.com/">https://www.practicaespanol.com/</a>  <a href="https://www.rtve.es/">https://www.rtve.es/</a>  <a href="https://www.univision.com/">https://www.univision.com/</a>  <a href="https://peopleenespanol.com/">https://peopleenespanol.com/</a>  <a href="#">Googlenoticias</a>  <a href="https://www.newseum.org/todaysfrontpages/">https://www.newseum.org/todaysfrontpages/</a> </p>
<b>Technology Integration</b>	<p>Google Classroom Stream as <a href="#">Social Space</a> (or other online tool)</p> <p><a href="#">Flipgrid</a>, videos, Youtube</p> <p>Google docs, slides, drawings</p>



## Grade 8 Everyday / Unit 4

Course Information			
Language(s)	French/Spanish	Approx Unit Length/Timeline	1 quarter
Level/Grade	MS	Performance Range	Novice Mid - Novice High
Grade(s)	8	Unit #	4

Course Focus	
Unit Title	Let's Explore the Planet!
Essential Question(s) & Enduring Understanding(s)	<ul style="list-style-type: none"> <li>● What is ecotourism? What does it mean to travel with a small carbon footprint?</li> <li>● What gear is required for ecotourism?</li> <li>● Compare and contrast various ecotours in the French-speaking world.</li> <li>● What connections can you make between the ecotours that you experienced and those available in the U.S? How are your vacations similar to or different from ecotours?</li> </ul>

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	<p>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>



	<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various</li> </ul>

	<p>social situations.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	<p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>
<b>Core Idea</b>	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</li> </ul>

### Evidence of Learning: Summative Assessment

<b>Interpretive</b>	Students will be able to answer questions about a written text or video on ecotourism and/or on
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	a specific ecosystem (ex: rainforest).
<b>Interpersonal</b>	Students will ask and answer questions relating to ecotourism in various French-speaking countries.
<b>Presentational</b>	Students will compare and contrast two examples of ecotourism in French-speaking countries and tell their preference. Students will identify required gear to go on an eco-friendly vacation. Students will compare and contrast ecotourism in the United States and in a French-speaking country.

Can Do Statements	
<b>Interpretive</b>	Students can identify main and supporting ideas from a written text or video on ecotourism and/or a visit to a specific ecosystem.
<b>Interpersonal</b>	Students can interview each other about various French-speaking countries and express what travelers can/must do to travel in an eco-friendly manner.
<b>Presentational</b>	Students can define ecotourism and give multiple examples in the French-speaking world. Students can compare and contrast ecotourism in the United States and the French-speaking world. Students can identify the required gear for ecotourism.

## French

Core Content	
<b>Skills (Supporting Functions)</b> <i>Students will be able to:</i>	<b>Concepts (Supporting Structures/Patterns)</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Define ecotourism</li> <li>Name various places in the French-speaking world where one can find ecotourism</li> <li>Give advice about traveling in an eco-friendly way</li> <li>Name and describe the necessary gear for eco-tourism</li> <li>Compare and contrast ecotourism in francophone countries and in the United States</li> <li>Express personal preferences</li> <li>Narrate in the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Passé-composé</li> <li>Impersonal expressions +infinitive (Il est nécessaire de, il est important de, Il est amusant de...)</li> <li>Expressions for giving advice (On doit, Il faut, On ne doit pas, Il ne faut pas)</li> <li>Comparisons (plus...que, moins...que, autant que)</li> <li>Expressions for sharing opinions</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary &amp; Enrichment</b>
<ul style="list-style-type: none"> <li>Animal vocabulary</li> <li>Ecosystem vocabulary</li> <li>Adventure tours vocabulary</li> <li>Travel gear/clothing</li> <li>Impersonal expression (review)</li> <li>Weather (review)</li> <li>Ecotourism-specific words (examples: waterproof, sustainable, diversity, etc.)</li> <li>Il y avait</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
Interpretive	Identify main ideas and details through reading or listening
Interpersonal	Ask and answer questions in writing or orally
Presentation	Present information in writing or orally
Mode	Formative Assessment & Checkpoints
Interpretive	<ul style="list-style-type: none"> <li>• EdPuzzles</li> <li>• Infographics - Write a GIST</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Picture prompt - conversation or GCR question</li> <li>• GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>• Turn &amp; Talk - share what you learned</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>• Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> <li>• 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have)</li> <li>• Create/Find an image and label, i.e. map</li> <li>• Graphic Organizers - <a href="#">Venn Diagram</a>, Frayer Model (<a href="#">Drawing</a> or <a href="#">Slides</a>)</li> </ul>

Resources	
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Technology Integration	<p>Google Classroom Stream as <a href="#">Social Space</a> (or other online tool)</p> <p><a href="#">Flipgrid</a>, videos, Youtube</p> <p>Google docs, slides, drawings</p>

## Spanish

Core Content	
Skills (Supporting Functions) <i>Students will be able to:</i>	Concepts (Supporting Structures/Patterns) <i>Students will know:</i>
<ul style="list-style-type: none"> <li>Define ecotourism</li> <li>Name various places in the Spanish-speaking world where one can find ecotourism</li> <li>Give advice about traveling in an eco-friendly way</li> <li>Name and describe the necessary gear for eco-tourism</li> <li>Compare and contrast ecotourism in hispanohablante countries and in the United States</li> <li>Express personal preferences</li> <li>Narrate in the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Preterite</li> <li>Impersonal expressions +infinitive (Es necesario, Es importante, Es divertido)</li> <li>Expressions for giving advice (deber, tener que, estar obligado a)</li> <li>Comparisons (más...que, menos...que, tan/tanto ...como)</li> <li>Expressions for sharing opinions</li> </ul>
Priority Vocabulary	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> <li>Animal vocabulary</li> <li>Ecosystem vocabulary</li> <li>Adventure tours vocabulary</li> <li>Travel gear/clothing</li> <li>Impersonal expression (review)</li> <li>Weather (review)</li> <li>Ecotourism-specific words (examples: waterproof, sustainable, diversity, etc.)</li> <li>Había</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>

Instructional Activities	
Mode	Key Learning Activities
Interpretive	Identify main ideas and details through reading or listening
Interpersonal	Ask and answer questions in writing or orally
Presentation	Present information in writing or orally
Mode	Formative Assessment & Checkpoints
Interpretive	<ul style="list-style-type: none"> <li>EdPuzzles</li> <li>Infographics - Write a GIST</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>Picture prompt - conversation or GCR question</li> <li>GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more)</li> <li>Turn &amp; Talk - share what you learned</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>Picture prompt - caption or short paragraph using new vocabulary/grammar</li> <li>Create flashcards - <a href="#">Google Slides</a> or slides with picture/caption</li> </ul>

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