

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM & INSTRUCTION



French – Italian – Spanish
Level 1-1

Length of Course:	Term
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 9-12
Credit Value:	5 Credits
Date Approved:	August 17, 2021

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World Languages in the Edison Township Public Schools

Department Vision

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

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

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

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

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

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

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

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,

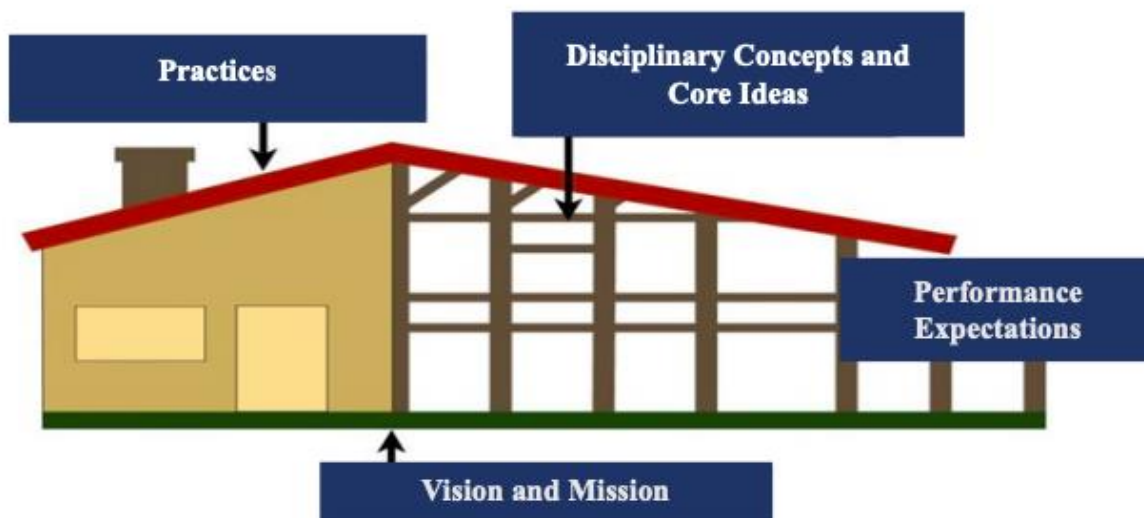
spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages 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

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 an 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"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low 	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"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid 	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

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

Presentational 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"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low 	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"> • Intermediate Mid • Intermediate High • Advanced Low 	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

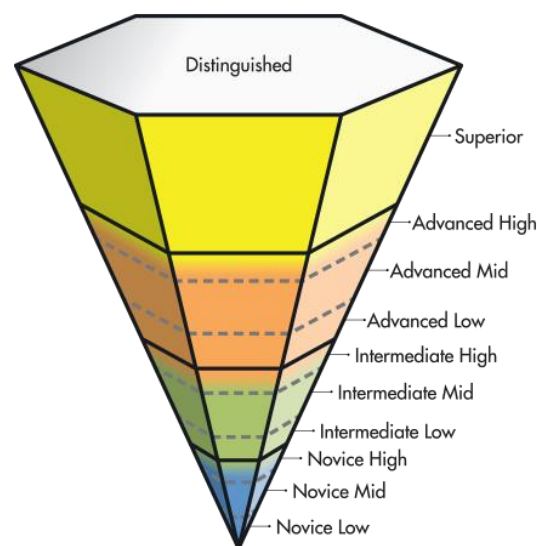
	cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language 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 NJSLS – 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
Based on instruction: Describes what the language learner can demonstrate based on what was learned	Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: 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	Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: 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.	Sustained performance across all the tasks and contexts for the level: 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.

Novice Low	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.
Novice Mid	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
Novice High	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.
Intermediate Low	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to

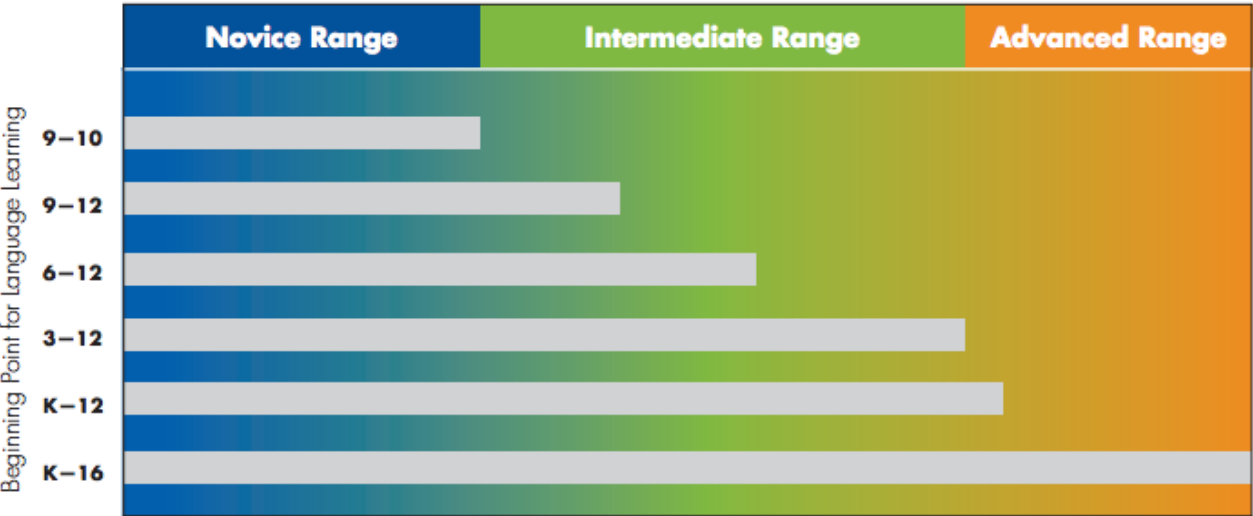
	everyday life, and to talk about subject matter studied in other classes.
Intermediate Mid	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
Intermediate High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

- 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

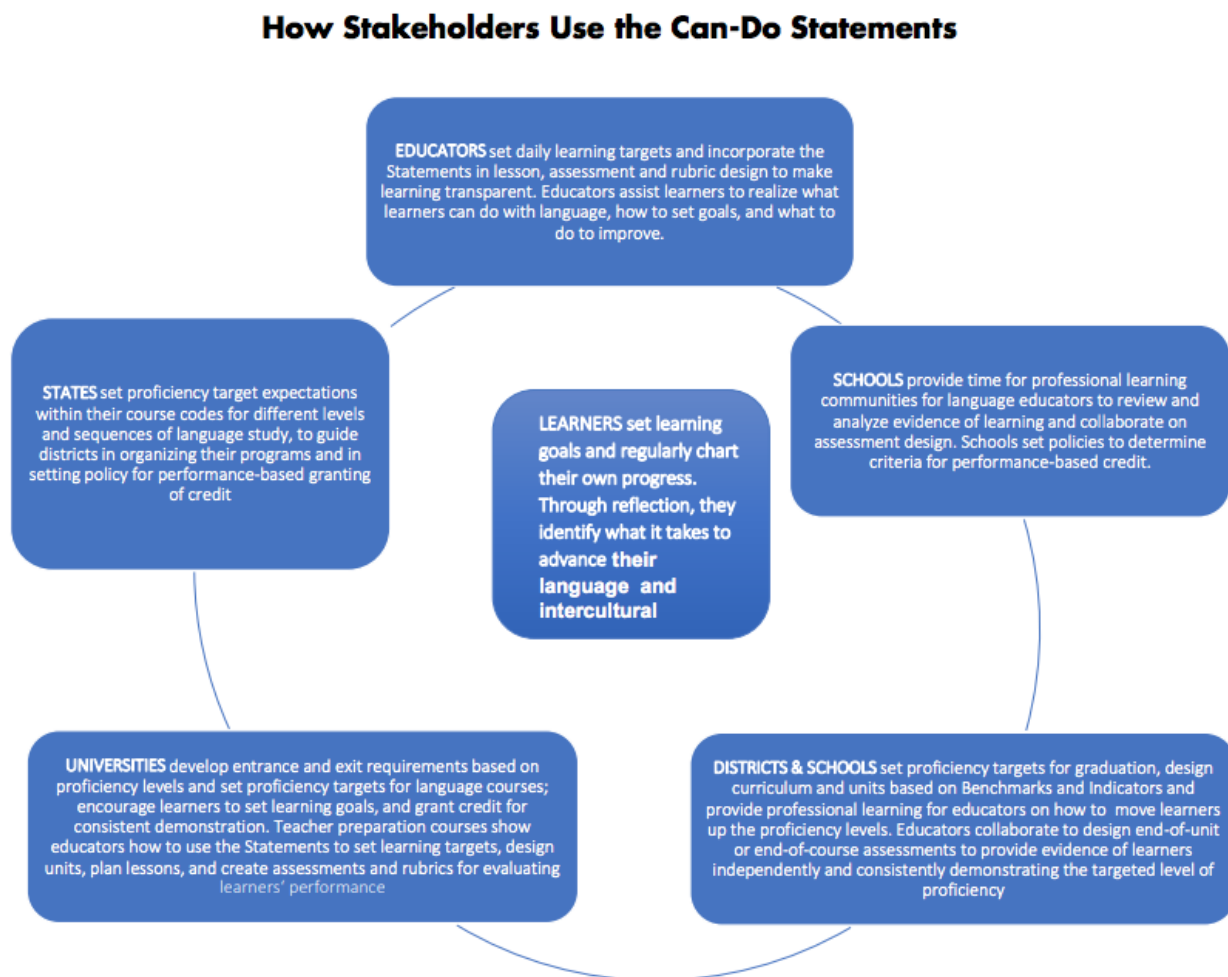
How Not to Use the Can-Do Statements

- 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



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

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

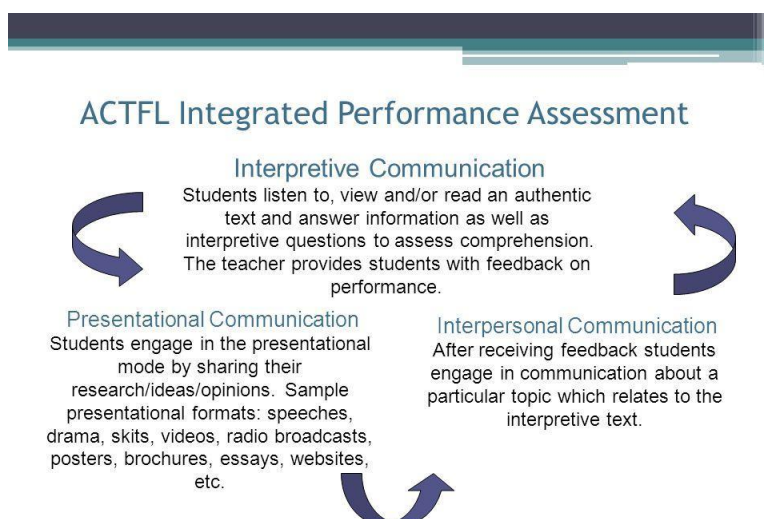
Summative Assessment

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)

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

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

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Unit Sequence & Standards

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	Environ- mental, Political, and Societal Challenges
1	Let's Talk About Me	✓	✓				
2	Let's Go to School		✓			✓	✓
3	Let's Explore	✓		✓		✓	
4	Let's Be Entertained		✓	✓	✓	✓	
	✓ = Unit of study addresses curricular theme(s) indicated.						

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

- 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.
- 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.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.

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.
Core Idea	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Presentational Mode of Communication

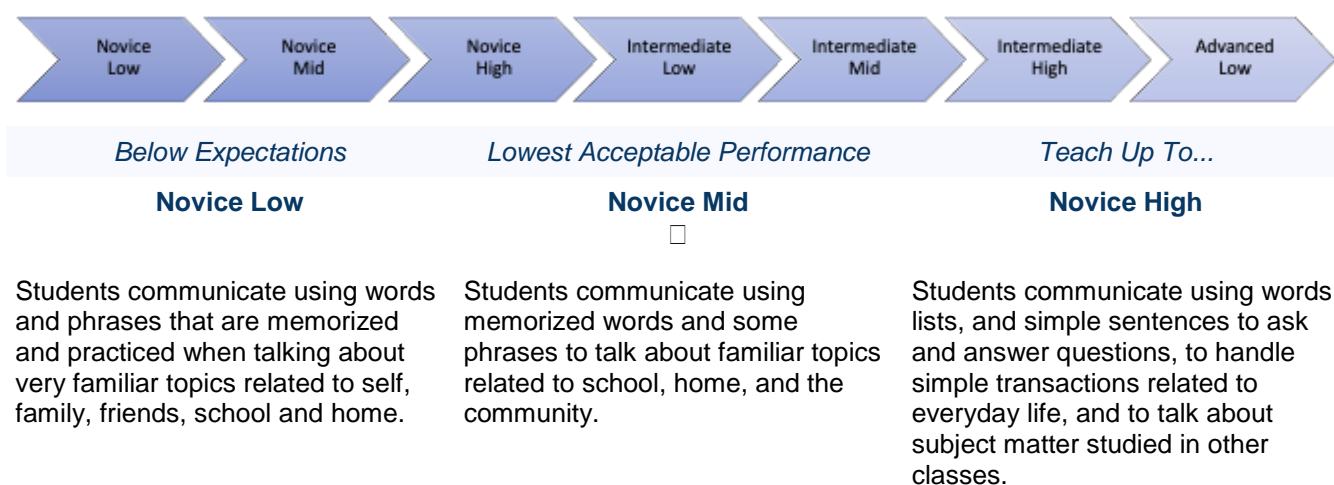
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
Core Idea	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Unit 1

Course Information

Level(s)	1-1	Performance Target	Novice Mid
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum



Unit Information

Unit Title	Let's Talk About Me
Essential Questions	What am I like? What are others like? How do I present myself to the world? How do I describe my home and other people's homes? What is an American home like? What would it be like to live in a house in a foreign country?
AP Aligned Themes	Families in Different Societies, Influence of Language and Culture on Identity

Evidence of Learning: Summative Assessments	
Assessment Summary	Students will describe themselves, their families and their homes
Interpretive	Reading and/or listening to authentic material about people in the target language
Interpersonal	Oral speaking exchange with a friend about themselves and their home descriptions
Presentation	Students will create a dream house presentation that includes information on family in the house. (Students may use online tools such as: Google Slides, Flipgrid, voicethread etc)

Performance Target & Objective 1.1

Performance Information

Unit Performance Target	I can talk about myself, my family and my house using descriptive words
Performance Objective 1.1	I can greet and introduce myself to others in a formal and informal manner I can ask questions about well-being

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Introduce yourself to someone formally and informally Ask someone how they are Take leave from a conversation	Hello. My name is.... I am I have... It is a pleasure to meet you. It is nice to meet you. Goodbye.	Students can string together multiple phrases in the same sentence	Exit tickets Quick oral checks Think, Pair, Share (Write) Speaking practice Inside/Outside Circle Information Gap activities Class surveys Rough drafts Jam board prompts

Formative Performance Assessments

Interpretive	Read a dialogue between two individuals who just met and answer comprehension questions in the TL
Interpersonal	Ask a classmate to introduce him/herself
Presentational	Mock interview

Instructional Activities	
Interpretive	Watch authentic videos and complete comprehensive question View authentic internet posts Authentic bio info and i.d. cards Quizlet activities Edpuzzle activities Silly sentences (students draw what they understand) Games - Bingo, Pictonary Vocabulary - Quizlet/Peardeck Flashcards
Interpersonal	Speaking practice Information Gaps Interview classmates
Presentation	Oral speaking Brief writing Compare and contrast Venn Diagrams

Performance Target & Objective 1.2

Performance Information

Unit Performance Target	I can talk about myself, my family and my house using descriptive words
Performance Objective 1.2	<p>I can name members of my family and their name, age, physical characteristics and personality traits.</p> <p>I can describe myself and my family using adjectives</p> <p>I can ask and answer questions about other people and families</p>

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can describe myself in writing using adjectives	Adjectives for descriptions of individuals	Describe individuals using the 3rd person plural	Exit tickets
I can describe others using adjectives	Family members		Quick oral checks
I can ask for a description of others	To have		Think, Pair, Share (Write)
	To be		Speaking practice
			Inside/Outside Circle
			Information Gap activities
			Class surveys
			Rough drafts
			Jam board prompts

Formative Performance Assessments

Interpretive	<p>Read a bio about a famous individual from the TL and answer comprehension questions</p> <p>Interpret a family tree</p>
Interpersonal	Ask a classmate about what their family members look like
Presentational	<p>Describe in writing a famous individual from the TL</p> <p>Write a short biography about someone</p>

Instructional Activities	
Interpretive	Watch authentic videos and complete comprehensive question View authentic internet posts Authentic bio info and i.d. cards Quizlet activities Edpuzzle activities Silly sentences (students draw what they understand) Games - Bingo, Pictonary Vocabulary - Quizlet/Peardeck Flashcards
Interpersonal	Speaking practice Information Gaps Interview classmates
Presentation	Oral speaking Brief writing Compare and contrast Venn Diagrams

Performance Target & Objective 1.3

Performance Information

Unit Performance Target	I can talk about myself, my family and my house using descriptive words
Performance Objective 1.3	I can describe my house I can name the rooms and furniture in my house

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Describe my house orally and in writing	Home vocabulary	Describe homes stating what they do not have	Exit tickets
Identify the rooms of a house	Furniture and Items in the home	Describe multiple homes using the third person plural	Quick oral checks
Identify furniture in a room	Descriptive Adjectives for a house		Think, Pair, Share (Write)
I can ask for information about the description of a house	Prepositions of locations		Speaking practice
			Inside/Outside Circle
			Information Gap activities
			Class surveys
			Rough drafts
			Jam board prompts

Formative Performance Assessments

Interpretive	Read local real estate ads and answer comprehension questions
Interpersonal	Ask a classmate about what their home is like Ask a friend about what their dream home looks like
Presentational	Read a description of a house and draw it

Instructional Activities	
Interpretive	Watch authentic videos and complete comprehensive question View authentic internet posts Authentic bio info and i.d. cards Quizlet activities Edpuzzle activities Silly sentences (students draw what they understand) Games - Bingo, Pictonary Vocabulary - Quizlet/Peardeck Flashcards Real estate ads
Interpersonal	Speaking practice Information Gaps Interview classmates
Presentational	Oral speaking Brief writing Compare and contrast Venn Diagrams Draw and label a floor plan then describe it to another student to draw it

French – Unit 1

Core Content

Priority Vocabulary & Language Structures

Adjectifs - joli, beau, intelligent, doux, aimable, drôle, ennuyeux, fou, grand, petit, gros, mince/maigre, laide, vieux, jeune, timide, heureux/content

La Famille - la mère, le père, la soeur, le frère, la grand-mère, le grand-père, la tante, l'oncle, la cousine, le cousin, l'animal domestique/l'animal de compagnie, la belle-mère, le beau-père, la demi-soeur, le demi-frère

La maison - la chambre, la cuisine, le salon/le séjour, le sous-sol, le grenier, le bureau, la salle à manger, la copropriété, l'appartement, la ferme/grange, le logement, le mobile home

Supporting Vocabulary & Enrichment

Les tâches ménagères

balayer, passer l'aspirateur, nettoyer, faire la cuisine / cuisiner, faire la poussière / épousseter / passer le chiffon, faire le lit, repasser, sortir la poubelle

Les meubles

le lit, la table, la chaise, la toilette, le canapé, le four, le micro-onde, le frigo / réfrigérateur, la porte
j'ai / je n'ai pas de

Language Resources

Essential & Supplementary Materials, Links, etc

Online resources
Languages online
Le point du FLE Enseigner le français - FLE Fiches pédagogiques
TV5 enseigner FLE
Tex's French
www.quizlet.com
www.flipgrid.com
www.youtube.com
www.edpuzzle.com
www.wordreference.com
Authentic Resources (advertisements, flyers, books, magazines)
Infographics
Teacher-created graphics and materials, PowerPoint or other interactive presentations

Technology Integration

Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps

Italian – Unit 1

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<u>AGGETTIVI</u> : Timida/o, Pazzo/a, Allegra/o, Amichevole Intelligente, Dolce, Simpatica/o, Comico/a, Noioso/a, Divertente.	<u>Lavori domestici</u> : spazzare, aspirare, pulire, cucinare, spolverare, rifare il letto, lavare, stirare, portare fuori la spazzatura
<u>FAMIGLIA</u> : madre, padre, sorella, fratello, nonna, nonno, zia/o, cugino/a, stepfamily, pets.	<u>Mobili per la casa</u> - letto, tavolo, sedia, bagno, divano, piano cottura, forno a microonde, frigorifero, porta,
<u>CASA</u> : camera, cucina, salotto, soggiorno, sala da pranzo, cantina, soffitta, condominio, appartamento, uni-famigliare, bi-famigliare, casa mobile, agriturismo.	<u>Avere/non avere</u>

Language Resources	
Essential & Supplementary Materials, Links, etc	<p>Online resources</p> <p>Languages online</p> <p>www.quizlet.com</p> <p>www.flipgrid.com</p> <p>www.youtube.com</p> <p>www.edpuzzle.com</p> <p>www.wordreference.com</p> <p>Authentic Resources (advertisements, flyers, books, magazines)</p> <p>Teacher-created graphics and materials, PowerPoint or other interactive presentations</p>
Technology Integration	Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps

Spanish – Unit 1

Core Content

Priority Vocabulary & Language Structures

Adjetivos - bonito, lindo, inteligente, dulce, amable, cómico, aburrido, loco, alto, bajo, gordo, delgado/flaco, feo, viejo, joven, tímido, feliz,

Familia - madre, padre, hermana, hermano, abuela, abuelo, tía, tío, primo, mascota, madrastra, padrastro, hermanastro/a

La casa - el dormitorio, la cocina, la sala, el sótano, el ático, la oficina, la sala de estar, comedor, condominio, apartamento, rancho, vivienda independiente, casa móvil

Supporting Vocabulary & Enrichment

Quehaceres - barrer el piso, pasar la aspiradora, limpiar, cocinar, sacudir, hacer la cama lavar, planchar, sacar la basura

Muebles - cama, mesa, silla, inodoro, sofá, estufa, microondas, nevera, puerta

Tener/No tener

Language Resources

Essential & Supplementary Materials, Links, etc

List of useful websites for world language teachers
www.quizlet.com
www.flipgrid.com
www.youtube.com
www.edpuzzle.com
www.wordreference.com
www.rae.es
<https://studyspanish.com/>
<https://conjuguemos.com/>
<https://www.bbc.com/mundo>
<https://www.practicaespanol.com/>
<https://www.rtve.es/>
<https://www.univision.com/>
<https://peopleenespanol.com/>
 Google Noticias
<https://www.thepaperboy.com/>
www.kahoot.com
www.quizizz.com
http://www.ver-taal.com/voc_casa.htm
<https://www.profedeele.es/actividad/vocabulario/muebles-de-la-casa/>

Technology Integration

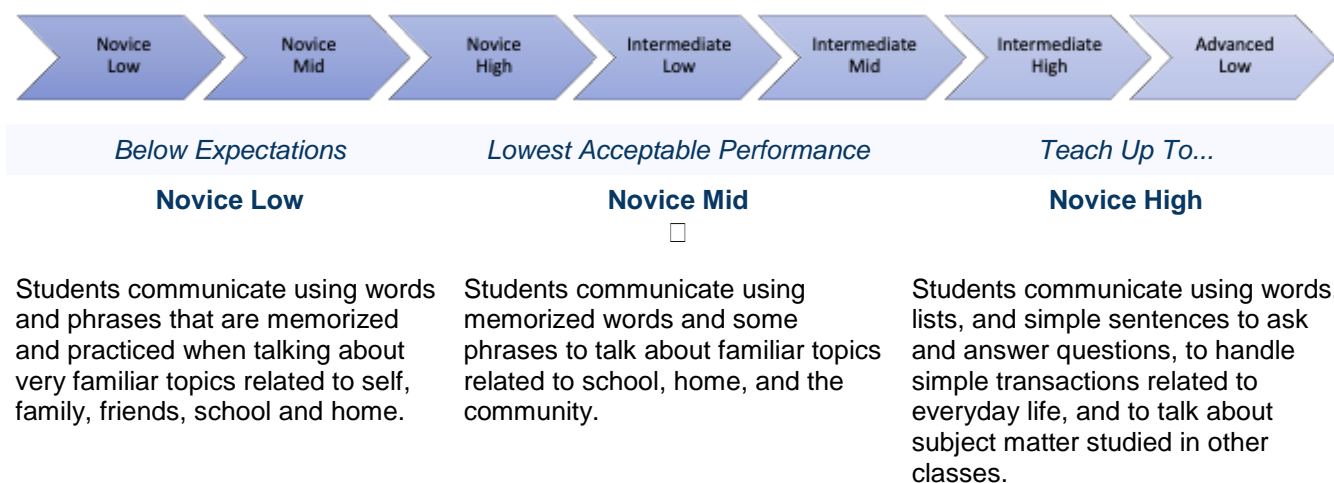
Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps

Unit 2

Course Information

Level(s)	1-1	Performance Target	Novice Mid
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum



Unit Information

Unit Title	Let's Go to School
Essential Questions	What is a regular day at school for me? What places, people and activities define student life? How is student life at my school similar to and/or different from student life in a French/Spanish/Italian speaking country?
AP Aligned Themes	Influences of Language and Culture on Identity, Factors that Impact the Quality of Life, Environmental, Political, and Societal Challenges

Evidence of Learning: Summative Assessments	
Assessment Summary	Students will be able to talk about their school day, supplies, and schedules
Interpretive	Reading and/or listening authentic material about a school in target language
Interpersonal	Schedules and trying to make plans around times and common activities
Presentation	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

Performance Target & Objective 2.1

Performance Information	
Unit Performance Target	I can talk about my school, school supplies, my schedule, and my classes
Performance Objective 2.1	I can talk about my school day

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Ask and answer questions about time and scheduling	Descriptive Adjectives	School system in Target Culture	Quick oral checks
Ask/Answer questions about what they/other people are doing	School Subjects	(Level up/ juicy) because, but, also	Think, Pair, Share
Describe the classes they take	Adjectives to describe classes		Speaking practice
Identify and describe people in the school	Classroom learning verbs		Recordings
Identify the places in the school	Time expressions		Jam board prompts
Identify classroom objects	Ordinal numbers		
Identify classroom subjects	To go		
Identify school supplies			
Talk about where they go			

Formative Performance Assessments

Interpretive	<p>Read about the schooling system in the country of TL and answer comprehension questions</p> <p>Read articles about events taking place in the TL country schools and answer comprehension questions</p> <p>Find online school policies for country of TL schools and answer comprehension questions</p>
Interpersonal	<p>Ask a classmate what his/her school schedule is like</p> <p>Ask a classmate to describe his/her classroom</p>
Presentational	<p>Describe your backpack and what's in it</p> <p>Describe your ideal schedule</p>

Instructional Activities

Interpretive	<p>Infographics</p> <p>EdPuzzles - watch videos and answer comprehension questions</p> <p>Listening/Viewing activities with comprehension questions</p> <p>Reading activities with comprehension questions</p> <p>Songs video with comprehension questions</p> <p>Exit tickets</p> <p>Class surveys</p> <p>Rough drafts</p> <p>Hand signals</p> <p>White board communicators</p> <p>Teacher created assessment</p>
Interpersonal	<p>Scaffolded and memorized conversations</p> <p>Dialogues</p> <p>Q & A</p> <p>Small group conversations about preferences</p> <p>Think-Write-Pair-Share during class discussions</p> <p>Speaking practice</p> <p>Inside/Outside Circle</p> <p>Think, Pair, Share</p> <p>Information Gap activities</p> <p>Maintain the conversation (keep the conversation going)</p>
Presentational	<p>Present the list of school supplies</p> <p>Create a "how to brochure" for incoming international students about your school</p> <p>Using a prompt, create a Flipgrid presentation</p> <p>Create slide/drawing/jamboard page about your school and clauses expressing likes and dislikes</p>

Performance Target & Objective 2.2

Performance Information

Unit Performance Target	I can talk about my school, school supplies, my schedule, and my classes.
Performance Objective 2.2	I can express my opinions about school

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Express preferences about classes	To like To prefer My favorite	Verbs like “to like”	Quick oral checks Think, Pair, Share Speaking practice Recordings Jam board prompts
Discuss likes and dislikes of classes	My least favorite		
Discuss likes and dislikes of teachers			
Explain why I like or dislike			
Ask others for information about their likes and dislikes			

Formative Performance Assessments

Interpretive	Read about the preferences of other students and answer comprehension questions
Interpersonal	Ask a classmate what his/her school preferences/likes/dislikes are
Presentation	Describe what your ideal class schedule is like and explain why

Instructional Activities

Interpretive

Infographics
 EdPuzzles - watch videos and answer comprehension questions
 Listening/Viewing activities with comprehension questions
 Reading activities with comprehension questions
 Songs video with comprehension questions
 Exit tickets
 Class surveys
 Rough drafts
 Hand signals
 White board communicators
 Teacher created assessment

Interpersonal

Scaffolded and memorized conversations
 Dialogues
 Q & A
 Small group conversations about preferences
 Think-Write-Pair-Share during class discussions
 Speaking practice
 Inside/Outside Circle
 Think, Pair, Share
 Information Gap activities
 Maintain the conversation (keep the conversation going)

Presentational

Present the list of school supplies
 Create a “how to brochure” for incoming international students about your school
 Using a prompt, create a Flipgrid presentation
 Create slide/drawing/jamboard page about your school and clauses expressing likes and dislikes

Performance Target & Objective 2.3

Performance Information	
Unit Performance Target	I can talk about my school, school supplies, my schedule, and my classes.
Performance Objective 2.3	I can talk about what I do during and after school

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Describe school related activities Follow classroom and tech commands Describe extracurricular activities	To play To do To need To practice	Use words like: but, and also	Quick oral checks Think, Pair, Share Speaking practice Recordings Jam board prompts

Formative Performance Assessments	
Interpretive	Watch a video about what students in the TL do after school and answer comprehension questions
Interpersonal	Ask a classmate to talk about the activities he/she does in school
Presentational	Explain to the class using Google Slides what you do after school including activities

Instructional Activities	
Interpretive	<p>Infographics</p> <p>EdPuzzles - watch videos and answer comprehension questions</p> <p>Listening/Viewing activities with comprehension questions</p> <p>Reading activities with comprehension questions</p> <p>Songs video with comprehension questions</p> <p>Exit tickets</p> <p>Class surveys</p> <p>Rough drafts</p> <p>Hand signals</p> <p>White board communicators</p> <p>Teacher created assessment</p>
Interpersonal	<p>Scaffolded and memorized conversations</p> <p>Dialogues</p> <p>Q & A</p> <p>Small group conversations about preferences</p> <p>Think-Write-Pair-Share during class discussions</p> <p>Speaking practice</p> <p>Inside/Outside Circle</p> <p>Think, Pair, Share</p> <p>Information Gap activities</p> <p>Maintain the conversation (keep the conversation going)</p>
Presentational	<p>Present the list of school supplies</p> <p>Create a “how to brochure” for incoming international students about your school</p> <p>Using a prompt, create a Flipgrid presentation</p> <p>Create slide/drawing/jamboard page about your school and clauses expressing likes and dislikes</p>

French – Unit 2

Core Content

Priority Vocabulary & Language Structures

- Gender of nouns
- Preferences [les préférences]: j'aime, je n'aime pas, mon ... préféré, ma...préférée
- Possessive adjectives: mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs)
- Noun - Adjective agreement
- Prepositions [les prépositions]: à/au/à la/aux, dans, sur, sous, derrière
- Time expression
- School Subjects [les matières scolaires]: les maths, les sciences, l'anglais, EPS [l'éducation physique et sportive], les langues étrangères [le français, l'anglais, l'espagnol, l'italien, l'allemand, etc], le dessin, les arts plastiques, la permanence, l'orchestre, le déjeuner, la cantine, en option
- School Supplies [les fournitures scolaires]: le papier, une feuille de papier, un stylo, un crayon, un sac à dos, les crayons gras, les feutres, les crayons de couleur, le classeur, le cahier, le livre, les ciseaux, la gomme, l'agrafeuse
- School furniture [le mobilier scolaire]: le pupitre, le bureau, la salle de classe, la chaise, le tableau blanc
- School individuals: le directeur/la directrice, le professeur/le prof, la maîtresse, le maître, le surveillant, le/la camarade de classe
- School activities: le football américain, le football/le foot, le baseball, le basket, la danse, le golf, la lutte

Supporting Vocabulary & Enrichment

- Informal command forms (tu forms)
- Definite & indefinite articles (le/la/les, un/une/des)
- Singular forms of Avoir (j'ai/tu as/il/elle a)
- Interrogative use quand/à quelle heure
- Être for use in description or identification

Language Resources**Essential &
Supplementary
Materials, Links, etc**

Online resources
Languages online
Le point du FLE Enseigner le français - FLE Fiches pédagogiques
TV5 enseigner FLE
Tex's French
www.quizlet.com
www.flipgrid.com
www.youtube.com
www.edpuzzle.com
www.wordreference.com
Authentic Resources (advertisements, flyers, books, magazines)
Infographics
Teacher-created graphics and materials, PowerPoint or other interactive presentations

**Technology
Integration**

Edpuzzle
Flipgrid
Jamboard
Screencastify
Google Slides

Italian – Unit 2

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> • Gender of nouns (-o, -a, -i, -e) • Preferences: I like, I don't like, my favorite (mi piace/ non mi piace/ il mio preferito/a) • Possessive adjectives (mio/tuo/suo/nostro/vostro/loro) • Noun - Adjective agreement (-o, -a, -i, -e) • Prepositions (da/a) • School Subjects -Math, Science, English, Physical Education, World Language, Art, Band, Lunch, Study Hall, Electives • School Supplies -paper, pen, pencil, backpack, crayons, markers, colored pencils, folder, notebook, book, scissors, eraser, stapler • School furniture -desk, classroom, chair, board • School individuals -principal, teacher, supervisor, classmate • School activities -football, soccer, baseball, basketball, dance, golf, wrestling • Time expression 	<ul style="list-style-type: none"> • Informal command forms (lei forms) • Definite & indefinite articles (il/la/lo/i/le/gli) • Singular forms of Avere (ho/hai/ha) • Interrogative use quando/che ora e'/ a che ora • Essere for use in description or identification

Language Resources

Technology Integration

Edpuzzle
Flipgrid
Jamboard
Screencastify
Google Slides

Spanish – Unit 2

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<ul style="list-style-type: none"> • Gender of nouns (-o, -a, -os, as) • Preferences: I like, I don't like, my favorite • Possessive adjectives (mío, tuyo, suyo, etc.) • Noun - Adjective agreement • Prepositions • Time expression • School Subjects <ul style="list-style-type: none"> -Math, Science, English, Physical Education, World Language, Art, Band, Lunch, Study Hall, Electives • School Supplies <ul style="list-style-type: none"> -paper, pen, pencil, backpack, crayons, markers, colored pencils, folder, notebook, book, scissors, eraser, stapler • School furniture <ul style="list-style-type: none"> -desk, classroom, chair, board • School individuals <ul style="list-style-type: none"> -principal, teacher, supervisor, classmate • School activities <ul style="list-style-type: none"> -football, soccer, baseball, basketball, dance, golf, wrestling 	<ul style="list-style-type: none"> • Informal command forms (usted forms) • Definite & indefinite articles (el/la/los/las) • Singular forms of Tener • Interrogative use Cuando/Qué hora/A qué hora • Ser/Estar for use in description or identification

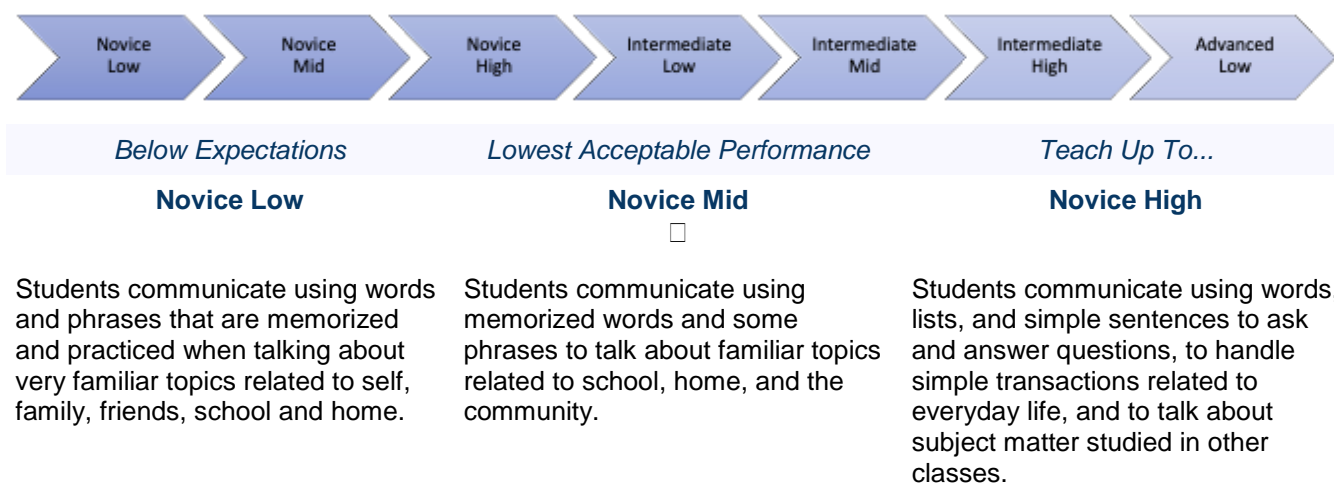
Language Resources	
Essential & Supplementary Materials, Links, etc	A Typical School Day Video
Technology Integration	Edpuzzle Flipgrid Jamboard Screencastify Google Slides

Unit 3

Course Information

Level(s)	1-1	Performance Target	Novice Mid
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum



Unit Information

Unit Title	Let's Explore Food and Places
Essential Questions	What clothes do you need? What are typical foods eaten for breakfast, lunch, and dinner in various TL countries? What is the weather like in the country you're planning to visit?
AP Aligned Themes	Families in Different Societies, Influences of Art and Beauty, How Science and Technology Affect our Lives, Factors that Impact the Quality of Life

Evidence of Learning: Summative Assessments	
Assessment Summary	Students will discuss transportation/places in a city, clothes they need to pack and food they will eat while traveling
Interpretive	Reading and/or listening authentic material about places to visit and food in target language
Interpersonal	Oral speaking exchange with a friend about liked/disliked foods, clothes and traveling plans
Presentational	Vacation proposal including places to visit, foods to eat, what to pack, projected weather

Performance Target & Objective 3.1

Performance Information	
Unit Performance Target	I can talk about my city, seasons/weather, clothing and food.
Performance Objective 1.1	I can describe the city I can give directions and ask and answer questions about forms of transportations I can express preference of where I and others can go in the city

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Identify and describe places in the city	Comprehend verbal/written directions to get to a place	Create paragraph level discourse	Exit tickets
Tell where people in the city hang out and how they get there	Comprehend verbal/written directions to get to a place in reference to another		Quick oral checks
Give basic directions to/from one location to another	To go, to take, to arrive, to buy, to do		Think, Pair, Share (Write)
Tell where city locations are in reference to other locations	Possessive adjectives		Speaking practice
Express what a student wants to or would like to do in the city	Preposition at		Inside/Outside Circle
	Use of definite article to make generalizations		Information Gap activities
Express preference about places			Class surveys
			Rough drafts
			Jam board prompts

Formative Performance Assessments

Interpretive	Read a map from a TL country and provide instructions on how to travel throughout the city
Interpersonal	Ask a friend for directions to place in the city/Provide directions to a place in the city
Presentational	Create a daily timeline on places a tourist can visit in the city, provide directions on getting from one place to the next

Instructional Activities

Interpretive	Watch edpuzzles, commercials, documentaries about places to visit in TL cities
Interpersonal	Ask which places friends like to visit, that are popular in their own city
Presentational	Create/label a map of TL city Create commercials for a TL city

Performance Target & Objective 3.2

Performance Information

Unit Performance Target	I can talk about my city, seasons/weather, clothing and food.
Performance Objective 1.2	I can name clothing items and express preference. I can talk about weather and appropriate clothing. I can ask and answer questions about weather and seasons.

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Identify and describe clothing	To need To pack To bring	Create paragraph level discourse	Exit tickets Quick oral checks Think, Pair, Share (Write)
Describe weather	Patterns, colors, materials		Speaking practice Inside/Outside Circle
Weather expressions: What's the weather?	Activities		Information Gap activities Class surveys Rough drafts Jam board prompts
Clothing related to weather and activities	Weather expressions Seasons Clothing items Indirect object pronouns with to like. All present tense forms review		

Formative Performance Assessments

Interpretive	Read a weather report for a TL city and answer questions on what you read
Interpersonal	Plan what to pack for a vacation with a friend to a TL city
Presentational	Creating a packing list for a vacation based on weather Creating weather forecast for a country speaking TL

Instructional Activities

Interpretive	Research TL countries weather information and answer comprehension questions.
Interpersonal	Phone a friend and ask what the weather is like so you know what to wear when you go hang out
Presentational	Draw a person dressed for a specific vacation/weather, label the clothing items they are wearing

Performance Target & Objective 3.3

Performance Information	
Unit Performance Target	I can talk about my city, seasons/weather, clothing and food
Performance Objective 3.3	I can name different types of foods and meals. I can order at a restaurant. I can compare and contrast different types of foods/dishes.

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Identify TL typical dishes and some ingredients	Present tense - To love I would like	Create paragraph level discourse	Exit tickets Quick oral checks Think, Pair, Share (Write)
Identify and describe breakfast, lunch, dinner, and holiday foods	To order - to take Noun/Adjective agreement		Speaking practice Inside/Outside Circle Information Gap activities
Describe your favorite foods/meal	More...than, less...than, as...as		Class surveys Rough drafts Jam board prompts
Restaurant vocabulary (menu, appetizers, courses, bill, waiter/waitress)	Present tense To be hungry - to be thirsty To have - to want		
Adjectives to describe food.			

Formative Performance Assessments	
Interpretive	Read a restaurant menu and answer comprehension question
Interpersonal	Model a restaurant scene, ordering a meal
Presentational	Creating a personalized menu/recipe

Instructional Activities	
Interpretive	Listen to a meal description and draw a picture of the meal.
Interpersonal	Role play restaurant scenario with menus
Presentational	Share a recipe for a holiday of choice

French – Unit 3

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<p><u>Lieux / Ville</u> - le restaurant, la gare, l'aéroport, la station de taxi, le centre commercial, le musée, le cinéma, le théâtre, le stade, la plage, le magasin, la boutique</p> <p><u>Les vêtements</u> - la chemise, le chemisier, le pantalon, les chaussures, le short, le pull, le blouson, le manteau, les tongs, le maillot de bains, le chapeau, la casquette, l'écharpe, le foulard, les bottes, la robe, la jupe, les chaussettes</p> <p><u>Météo / saisons</u> - le printemps, l'été, l'automne, l'hiver, il fait chaud, il fait froid, il fait du vent, il pleut, il neige, il y a des nuages, il y a du brouillard, il fait du soleil</p> <p><u>Nourriture / Restauration</u> - le petit déjeuner, le déjeuner, le dîner, l'entrée, le dessert, les boissons, la serveuse, le garçon, la table, l'addition, la pourboire, le cuisinier, la cuisinière, la carte/le menu, le barman/la barmaid</p>	<p>Measurements</p> <p>Adjectives to describe foods</p> <p>Instruction in recipes, command form</p>
Language Resources	
Technology Integration	<p>Edpuzzle</p> <p>Flipgrid</p> <p>Jamboard</p> <p>Screencastify</p> <p>Google Slides</p>

Italian – Unit 3

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<p><u>Posti/Citta'</u> - restaurant, train station, airport, taxi station, mall, museum, theater, stadium, beach, store</p> <p><u>L'abbigliamento</u> - shirt, pants, shorts, shoes, sweater, jacket, flip flops, bathing suit, hat, boots, scarf, dress, skirt, socks</p> <p><u>Stagioni/tempo</u> - spring, summer, winter, fall, hot, cold, windy, rainy, snowy, cloudy, foggy, sunny</p> <p><u>Cibo/ristoranti</u> - Breakfast, lunch, dinner, appetizer, dessert, drinks, waiter/waitress, table, check, tip, chef, menu, bartender</p>	<p>Measurements</p> <p>Adjectives to describe foods</p> <p>Instruction in recipes, command form</p>
Language Resources	
Technology Integration	<p>Edpuzzle</p> <p>Flipgrid</p> <p>Jamboard</p> <p>Screencastify</p> <p>Google Slides</p>

Spanish – Unit 3

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<p><u>Lugares/Ciudad</u>- Restaurante, estación de tren, aeropuerto, estación de taxi, centro comercial, museo, teatro, estadio, playa, tienda</p> <p><u>La ropa</u>- camisa, pantalones, pantalones cortos, zapatos, suéter, chaqueta, chanclas, traje de baño, gorro, botas, bufanda, vestido, falda, calcetines</p> <p><u>El tiempo/estaciones</u>- la primavera, el verano, el otoño, el invierno, hace calor, hace frío, hace viento, nieva, está nublado, hace sol</p> <p><u>Comida/Restaurante</u>- desayuno, almuerzo, cena, aperitivos, postres, bebidas, mesero/a, mesa, la cuenta, el chef, menú</p>	<p>Measurements</p> <p>Adjectives to describe foods</p> <p>Instruction in recipes, command form</p>

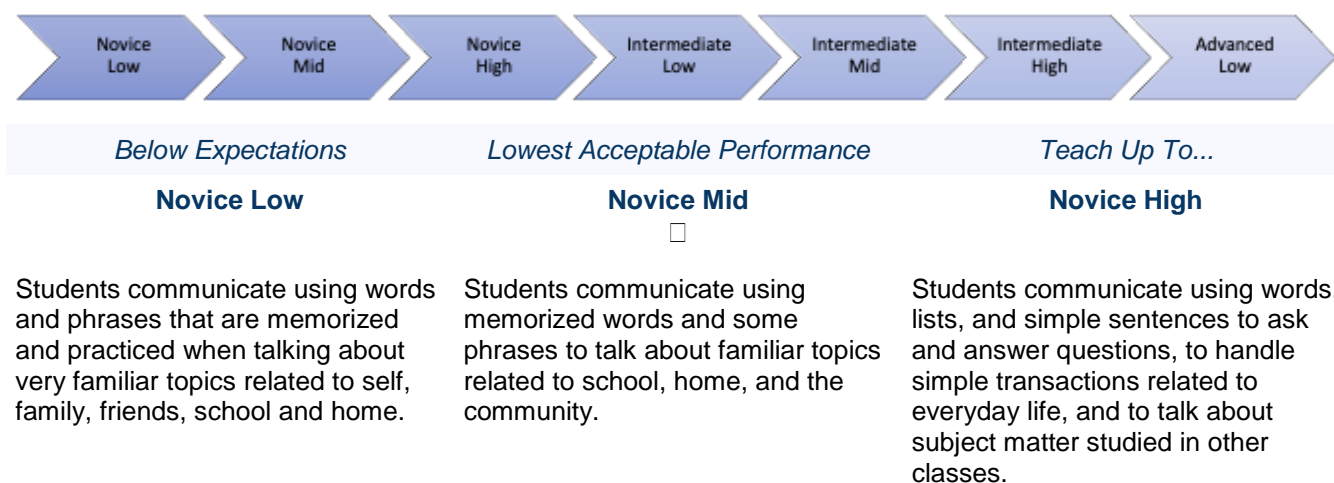
Language Resources	
Technology Integration	<p>Edpuzzle</p> <p>Flipgrid</p> <p>Jamboard</p> <p>Screencastify</p> <p>Google Slides</p>

Unit 4

Course Information

Level(s)	1-1	Performance Target	Novice Mid
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum



Unit Information

Unit Title	Let's Be Entertained
Essential Questions	<p>Who are famous artists/musicians/athletes from the Spanish/French/Italian-speaking worlds?</p> <p>How can you describe an art/music piece? What characteristics make it a Spanish/French/Italian piece? How are they similar? How are they different? What is your opinion of the piece?</p> <p>What sports best identify the Spanish/French/Italian speaking worlds? How do they compare to US sports? Which sport do you prefer?</p>
AP Aligned Themes	Influences of Art and Beauty, Factors that Impact the Quality of Life

Evidence of Learning: Summative Assessments	
Assessment Summary	Students will investigate and describe famous art, music, sports and activities
Interpretive	Students will outline the life of a famous artist/athlete/musician, etc. using a biography text
Interpersonal	Students will interview their partners to learn their preferences in art/music/sports/physical activities
Presentation	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/Italian speaking world

Performance Target & Objective 4.1

Performance Information	
Unit Performance Target	I can identify and discuss music, art and sports/activities in the target language
Performance Objective 4.1	I can identify different genres and styles of music I can list famous musicians I can compare music styles and instruments

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Different genres of music	Verbs related to playing music: to play an instrument	Compare specific musical elements of varying genres of music	EdPuzzles
Instruments			Infographics - Write a GIST
Famous musicians	Genre/traditional vs. contemporary	Discuss their favorite childhood musician in the past tense	Picture prompt - conversation or GCR question
Preference/personal opinion	Comparisons: more than/ less than/ as much as		GCR question - write response and then respond to 2 others using QUACK BACK
Identify different types of music	To want		(Question/Understand/Agree-
	To prefer		Disagree/Compliment/Know more)
Describe different genres of music	To think		Turn & Talk - share what you learned
	To sing		Picture prompt - caption or short paragraph using new vocabulary/grammar
Identify different types of musical instruments	Indefinite and definite articles		Create flashcards
Compare and contrast music in the target and home languages			3-2-1 = 3 (things I learned)
			- 2 (things I found interesting) - 1 (question I still have)
Describe different activities associated with music			Create/Find an image and label, i.e. map

Formative Performance Assessments	
Interpretive	Analyze a bio on a famous musician/singer and answer comprehension questions
Interpersonal	Communicate preferences in music, instruments, genres with a partner
Presentation	Research and present a specific style or music or musician from the target language

Instructional Activities	
Interpretive	Listen to instruments and name them based on sound
Interpersonal	Interview a famous musician
Presentation	Present a genre and its unique elements and history to the class via Google Slides

Performance Target & Objective 4.2

Performance Information

Unit Performance Target	I can identify and discuss music, art and sports/activities in the target language
Performance Objective 4.2	I can describe art genres I can identify famous artists from the target language I can express my opinions on art

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Identify famous Artists Describe a piece of Art Identify the characteristics that make the artwork Italian/Spanish/French Make comparisons Express preferences/ personal opinions Identify different types of Art	Verbs related to creating Art: to draw, to paint Tools names Vocabulary related to art	Critique a famous art piece Illustrate a piece of art in a particular style according to typical features Summarize the life of a famous artist	EdPuzzles Infographics - Write a GIST Picture prompt - conversation or GCR question GCR question - write response and then respond to 2 others using QUACK BACK (Question/Understand/Agree-Disagree/Compliment/Know more) Turn & Talk - share what you learned Picture prompt - caption or short paragraph using new vocabulary/grammar Create flashcards 3-2-1 = 3 (things I learned) - 2 (things I found interesting) - 1 (question I still have) Create/Find an image and label, i.e. map

Formative Performance Assessments

Interpretive	Read a biography of a famous artist and answer comprehension questions
Interpersonal	With a partner, discuss which pieces of art you like and dislike and explain why
Presentational	Select a famous art piece and describe it, classify its genre, and its history

Instructional Activities

Interpretive	Read articles on Google Art and Culture and answer comprehension questions Look at famous pieces of art and identify the genre/artist
Interpersonal	Ask and answer questions about a specific piece of art
Presentational	Look at murals in school hallways and describe what they look like, identify the genre and details of the mural Create a piece of art in a specific genre/style

Performance Target & Objective 4.3

Performance Information	
Unit Performance Target	I can identify and discuss music, art and sports/activities in the target language
Performance Objective 4.3	I can identify and discuss major sports and activities that are popular in the TL I can name famous sports figures from the TL

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Identify and describe famous athletes	Stem-changing verbs	Invent a new activity/sport including rules/equipment	EdPuzzles
Identify different types of sports/activities	Activities		Infographics - Write a GIST
Compare and contrast sports/activities in US vs. TL country	Sports		Picture prompt - conversation or GCR question
	Sportswear / equipment		GCR question - write response and then respond to 2 others using QUACK BACK
			(Question/Understand/Agree-Disagree/Compliment/Know more)
			Turn & Talk - share what you learned
			Picture prompt - caption or short paragraph using new vocabulary/grammar
			Create flashcards
			3-2-1 = 3 (things I learned)
			- 2 (things I found interesting)
			- 1 (question I still have)
			Create/Find an image and label, i.e. map

Formative Performance Assessments	
Interpretive	Listen to a sport commentator and answer comprehension question
Interpersonal	Interview a famous sports player who just won an important prize for a local news station
Presentation	Create a “how-to” video for a sport or activity from the TL

Instructional Activities	
Interpretive	Venn diagram comparing and contrasting two sports (or 1 sport in the US vs. TL)
Interpersonal	Explain the rules of a sport/game to a partner, ask clarifying questions
Presentation	Build a timeline of the history of a particular sport

French – Unit 4

Core Content

Priority Vocabulary & Language Structures

Music: le pop, le RnB, le rap, la musique classique, la variété française, le rock

Genres of Art: le classicisme, l'impressionnisme, le surréalisme, la sculpture, l'art abstrait, l'art moderne

Sports: le foot, le tennis, le baseball, le volleyball, le cyclisme, la danse, le basket, la natation

Activities: le jogging, la cuisine, le patin, regarder la télé, patiner, faire de la pêche, jouer aux jeux vidéos, la lecture/lire

Supporting Vocabulary & Enrichment

Artists: Manet, Monet, Renoir, Morisot, Cézanne, Gauguin, Van Gogh

Instruments: la batterie, la guitare, la flûte, la clarinette, la trompette, le saxophone, le violon, le violoncelle, le trombone

Language Resources

Essential & Supplementary Materials, Links, etc

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

Technology Integration

Jamboard
Google Art and Culture
Google Slides
Flipgrid
Apple Flyover feature

Italian – Unit 4

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
Music: Napoletana, pop, rock, lirica, jazz	Instruments: tamburo, chitarra, violino, pianoforte, il basso, il mandolino, il flauto, il clarinetto, il sassofono, la tromba, il trombone, il tamburello, la batteria.
Genres of Art: Romana, alto medioevo, rinascimento, neoclassicismo, romanticismo	Artists: Davinci, Pordenone, Francesco Hayez
Sports: Soccer, tennis, baseball, volleyball, cycling, dance, basketball, swimming	
Activities: jogging, cooking, skating, watching tv, skating, fishing, play video games, reading	
Language Resources	
Essential & Supplementary Materials, Links, etc	https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours
Technology Integration	Jamboard Google Art and Culture Google Slides Flipgrid Apple Flyover feature

Spanish – Unit 4

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
Music: Flamenco, mariachi, salsa, tango, pop	Instruments: drums, guitar, congos, bongos, guiro, castañuelas, maracas
Genres of Art: clásico, surrealismo, esculturas cubista, abstracto, moderno	Artists: Greco - Velázquez - Goya - Picasso - Dalí - Rivera - Kahlo
Sports: Soccer, tennis, baseball, volleyball, cycling, dance, basketball, swimming	
Activities: jogging, cooking, skating, watching tv, skating, fishing, play video games, reading	
Language Resources	
Essential & Supplementary Materials, Links, etc	https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours
Technology Integration	Jamboard Google Art and Culture Google Slides Flipgrid Apple Flyover feature