

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM & INSTRUCTION



French – Italian – Spanish
Level 2-1 & 2-H

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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,

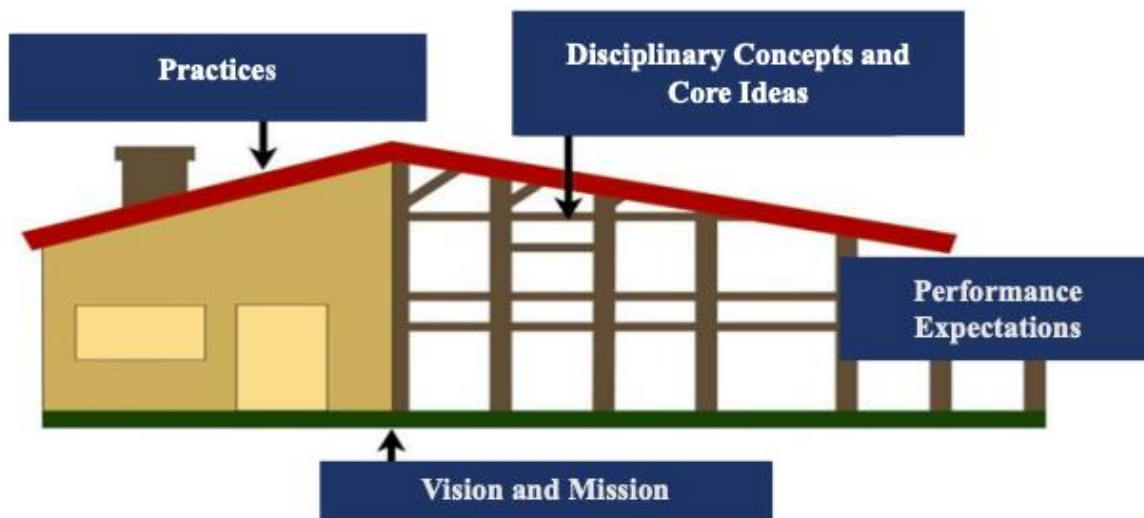
spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages 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 • Intermediate High 	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

<ul style="list-style-type: none"> • 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.

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"> • 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,

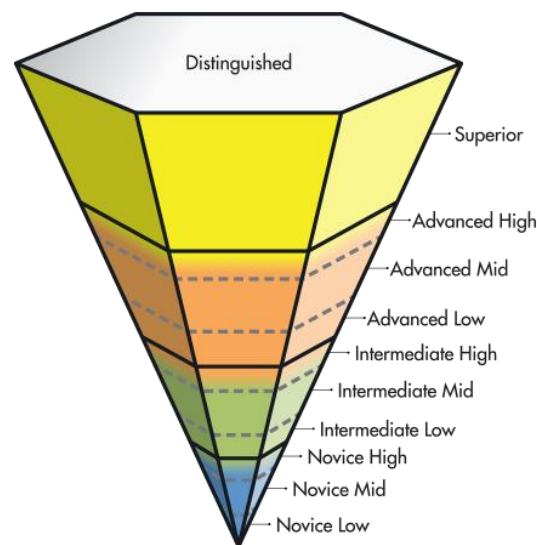
	explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, 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

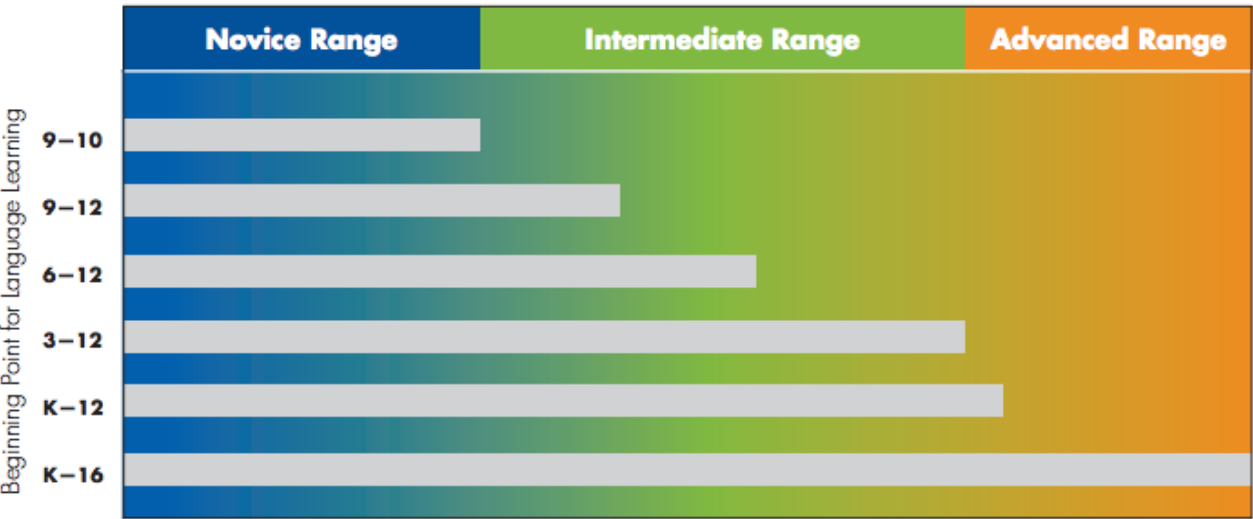
	everyday life, and to talk about subject matter studied in other classes.
Intermediate Mid	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
Intermediate High	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

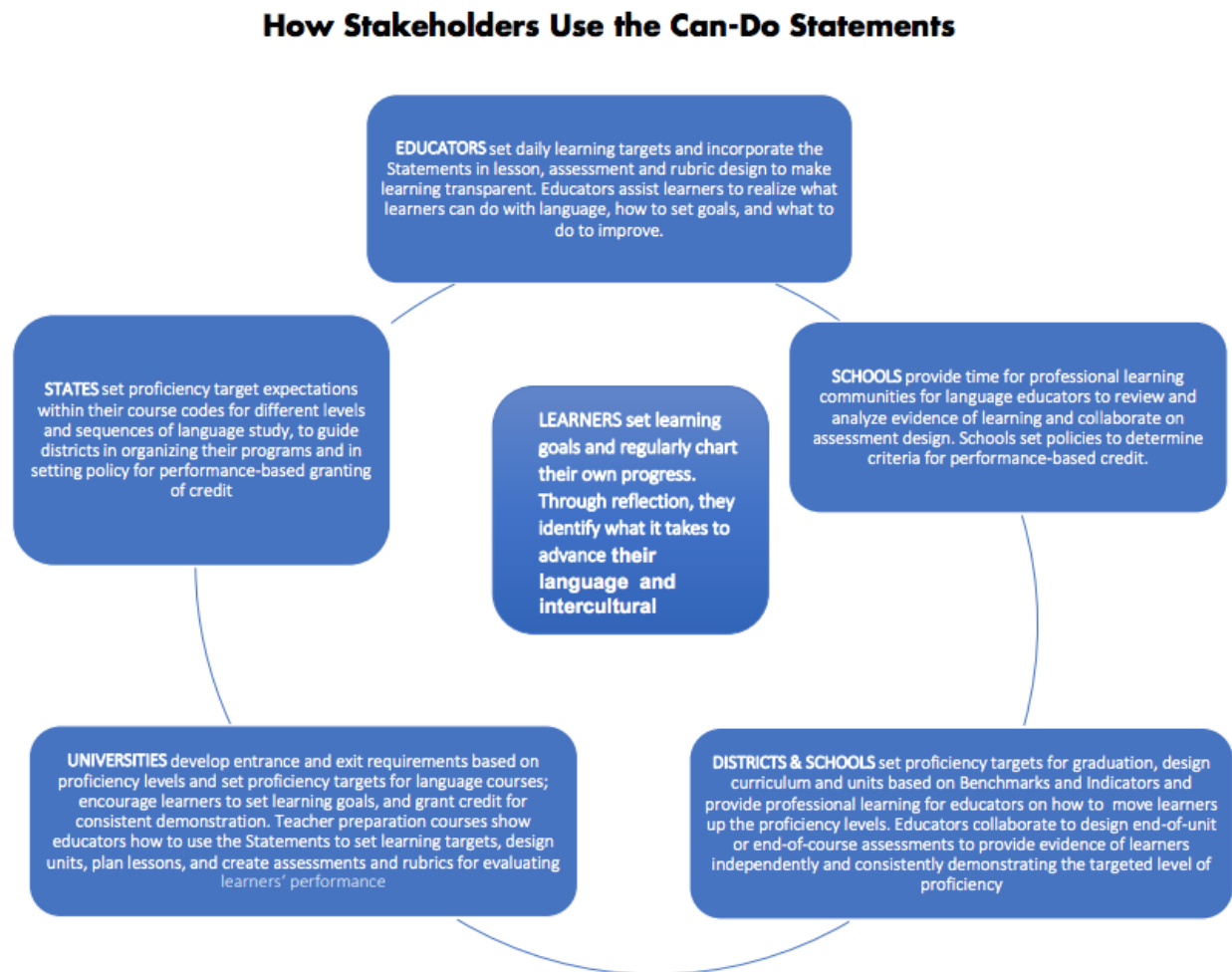
How Not to Use the Can-Do Statements

- 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

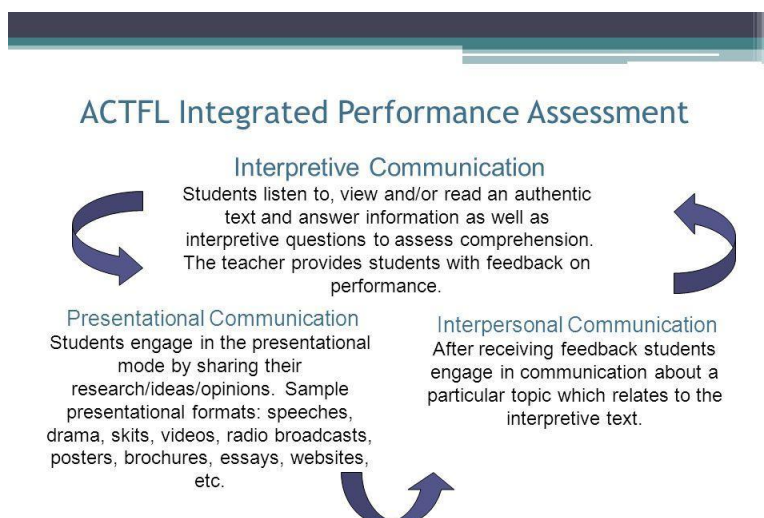
Summative Assessment

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 #	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	My Identity	✓	✓	✓		✓	✓
2	My Family & Community	✓	✓		✓	✓	✓
3	My Lifestyle			✓	✓	✓	
4	Self Expression through the arts		✓	✓			✓
	✓ = Unit of study addresses curricular theme(s) indicated.						

NJ Student Learning Standards

Interpretive Mode of Communication

Target Proficiency

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.

Core Idea

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
 - 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
 - 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
 - 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
 - 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
 - 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short

conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

Interpersonal Mode of Communication

Target Proficiency	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.
Core Idea	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
Performance Expectations	<p>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.</p> <p>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>• 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.</p> <p>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>• 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.</p>

Presentational Mode of Communication

Target Proficiency	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.
Core Idea	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Performance Expectations	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>

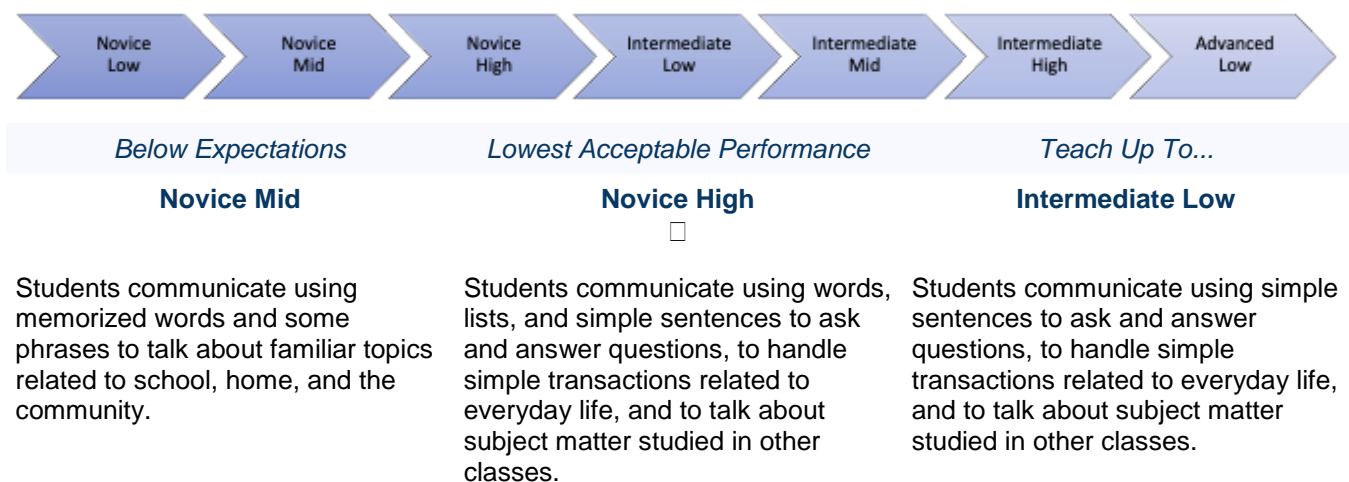
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Unit 1

Course Information

Level(s)	2-1 & 2-H	Performance Target	Novice High - Intermediate Low
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum



Unit Information

Unit Title	My Identity
Essential Questions	How do we define our identity? How does what I do define who I am? Why does representation matter? How are aspects of identity expressed? How does language shape our cultural identity? In what way does culture influence celebrations and customs?
AP Aligned Themes	Families in Different Societies, Influence of Language and Culture on Identity, Influences of Beauty and Art, Factors that Impact the Quality of Life, Environmental, Political, and Societal Challenges

Evidence of Learning: Summative Assessments	
Assessment Summary	Students will interpret authentic resources, respond to personal questions and make comparisons between the target culture and their own experiences.
Interpretive	Students will demonstrate their understanding of an authentic source about diverse representation.
Interpersonal	Students will respond to personal questions about their identity.
Presentational	Students will compare aspects of their identity with that of the target culture.

Performance Target & Objective 1.1

Performance Information

Unit Performance Target	I can describe what makes me unique.
Performance Objective 1.1	I can interpret authentic written resources about diverse representation. I can interpret authentic listening resources about diverse representation.

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>
Students identify information about someone based on what they hear. (IL)	Physical & personality description I am I am from I like/used to like I play/used to play I used to I was	Focus on stringing simple sentences together Focus on building longer sentences with recycled vocabulary	Exit tickets Quick oral checks Think, Pair, Share (Write) Speaking practice Inside/Outside Circle Information Gap activities Class surveys
Students identify information about someone based on what they read. (IR)	Where are you from? What are you like? What do you like to do? What were you like as a child? What did you used to like to do?	Transition words like “and,” “but,” “because”	Rough drafts Jam board prompts

Formative Performance Assessments

Interpretive	Students will interpret an infographic about different aspects of one's identity.
Interpersonal	Students will ask their classmates questions about their infographics.
Presentational	Students will create an infographic about themselves.

Instructional Activities**Interpretive**

Read texts about identity/ childhood (blogs, ads, readers, etc.)
Watch edpuzzles, commercials, documentaries about identity/ childhood
Listen to audio clips about children discussing in the TL their families, their origins, and their traditions for major life milestones.

Interpersonal

Interview classmates about childhood experiences

Presentational

You have found an online blog for teens who speak the language you are studying. Everyone is blogging about themselves and you decide to participate. Write a blog describing yourself. Be sure to include your personality and your appearance. *This activity can be done in Google Classroom - Teacher posts the assignment as a question, students post their response (have them create a google doc rough draft first). Then students can read their classmates' responses & reply to them. This activity can also be done on padlet.com or another wall type platform.*

Performance Target & Objective 1.2

Performance Information

Unit Performance Target	I can describe what makes me unique.
Performance Objective 1.2	I can respond to personal questions about my identity. I can ask personal questions about someone else's identity.

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>
Students write a description of themselves. (PW)	Physical & personality description I am I am from	Rites of passage vocabulary Focus on stringing simple sentences together	Exit tickets Quick oral checks Think, Pair, Share (Write) Speaking practice Inside/Outside Circle
Students answer questions about themselves. (IS)	I like/used to like I play/used to play I used to I was	Focus on building longer sentences with recycled vocabulary	Information Gap activities Class surveys Rough drafts Jam board prompts
Students ask questions about someone else. (IS)	Where are you from? What are you like? What do you like to do? What were you like as a child? What did you used to like to do?	Transition words like “and,” “but,” “because”	

Formative Performance Assessments

Interpretive	There are many people and things that impact a person's life. Read an authentic source/watch an Edpuzzle describing factors that influence one's life.
Interpersonal	There are many people and things that impact a person's life. Interview your partner to find out who and what impacts their life. What are the things that you do that influence your life?
Presentation	From the interview with your partner about what influences your life, be able to share with the class the similarities and differences in those influences between you and your partner.

Instructional Activities

Interpretive

Read texts (infographics, childhood books, articles about identity/childhood. Students may interpret individually or in small groups. Use the written source to introduce thematic vocabulary, targeted structures and/or cultural content. Complete interpretive tasks such as responding to T/F statements and justifying your response.
Listen to songs discussing race, origins, and cultural identity.

Interpersonal

Develop questions to interview classmates and family about history, traditions, and origins
Ask and answer questions about family members, history and traditions.
[Friendship Circle](#) In this activity, students interview each other in order to complete a Venn diagram comparing their personality/physical characteristics. The teacher may scaffold this activity by providing a list of adjectives/descriptions and asking students to circle the ones that describe themselves. The students then take turns asking their partner about the descriptions that they have circled. If the partner responds affirmatively, both partners write We are + description in the middle of the Venn diagram. If the partner answers negatively, then the asker writes I am + description on the left side of the diagram and their partner writes he/she is + description on the right side of the diagram.
Interview a family member or friend about their identity, life milestones and experiences.

Presentational

Narrate and describe milestones of oneself and others.
Create a Padlet/Google Slide Presentation (or similar tool) wall that presents their families/friends and their major life milestones/experiences. Include a personal (audio) description either on flipgrid, or using another recording device.

Performance Target & Objective 1.3

Performance Information 3

Unit Performance Target	I can describe what makes me unique.
Performance Objective 1.3	I can explain how holidays and celebrations influence me.

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>
Students can understand how holidays and celebrations influence someone when they hear it. (IL)	Activities Birthdays: dates At the holidays we.... (cite specific holidays as well as speaking in general)	Focus on stringing simple sentences together	Exit tickets
Students can understand how holidays and celebrations influence someone when they read it. (IR)	When we celebrate we.... We like to.... On my birthday I....	Focus on building longer sentences with recycled vocabulary	Quick oral checks
Students can write about how holidays and celebrations influence them. (PW)	What do you celebrate? How do you celebrate....? How do you prefer to celebrate your birthday?	Transition words like "and," "but," "because"	Think, Pair, Share (Write)
Students can answer questions about how holidays and celebrations influence them. (IS)		When we celebrate we....because.... We like to ... and ... but notbecause....	Speaking practice
Students can ask questions about how holidays and celebrations influence someone. (IS)			Inside/Outside Circle
			Information Gap activities
			Class surveys
			Rough drafts
			Jam board prompts

Formative Performance Assessments

Interpretive	Read an authentic source or watch an Edpuzzle describing a particular celebration/holiday of the target culture.
Interpersonal	Conversation/Video Chat with a partner. Ask them about the holidays they celebrate and how they celebrate.
Presentation	Flipgrid response: Describe the holidays and celebrations that are important to you. Who, when, and how do you celebrate? Why is it important to you? How does it influence you?

Instructional Activities

Interpretive	Read texts [article, infographic, invitation, story, etc] about a holiday celebrated in the target culture. Watch video clips describing a celebration in the target culture.
Interpersonal	Discuss how birthdays and holidays are celebrated in their own community/family and in the target culture Describe their favorite holiday and why it's their favorite. Friendship Circle In this activity, students interview each other in order to complete a Venn diagram comparing their preferences for holiday/birthday celebrations. The teacher may provide a list of activities related to celebrations and ask students to circle the ones they like to do. The students then take turns asking their partner whether they like to do each of the activities that they have circled. If the partner responds affirmatively, both partners write We like + activity in the middle of the Venn diagram. If the partner answers negatively, then the asker writes I like + activity on the left side of the diagram and his/her partner writes they like + activity on the right side of the diagram.
Presentation	With a partner, students research a holiday from the target culture & create a google slide presentation. Students will make comparisons between the American & French traditions. Student pairs present orally their holiday either through a Gallery Walk or in small groups. Classmates listen & record their reflections (IL).

French – Unit 1

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<p>Je suis / je ne suis pas Je suis de Je viens de J'aime / j'aimais Je n'aime pas/ je n'aimais pas Je joue / je jouais J'étais / je n'étais pas</p> <p>D'où viens-tu? D'où es-tu? Comment es-tu? Qu'est-ce que tu aimes faire? Comment étais-tu comme enfant? Qu'est-ce que tu aimais faire?</p> <p>Personality and physical descriptions: j'ai les yeux [bleus, verts, gris, marron, noisette, noirs]</p> <p>j'ai les cheveux [courts, longs, mi-longs, raides, bouclés, tressés, crépus]</p> <p>je suis [jeune, vieux, gros, mince/maigre, joli, beau, mignon, laid/moche, grand, de taille moyenne, petit,</p> <p>Nationalities: français, américain, espagnol, chinois, indien, italien, allemand</p> <p>Activities fêter/célébrer, une fête/une boum, un jour férié Birthdays: dates Pour les fêtes, on... Quand on fête, on... On aime... Comment est-ce que tu célèbres ton anniversaire? Pour mon anniversaire, je....</p>	<p>très, assez, trop, un peu Comment est ta personnalité? Comment est ton apparence physique?</p> <p>Nationalities: russe, japonais, haïtien, coréen, taïwanais, sénégalais</p> <p>similaire à / différent de</p> <p>Les fêtes - pdf of Quizlet set list of holidays <i>organiser une boum, gonfler les ballons, mettre les décorations, faire une liste des invités, une carte d'anniversaire, un cadeau, emballer les cadeaux préparer un gâteau, allumer les bougies souffler les bougies, bouffer le gâteau ouvrir les cadeaux, un chèque-cadeau</i></p>

Language Resources	
<p>Essential & Supplementary Materials, Links, etc</p>	<p>Online resources Edpuzzle.com Lyricstraining.com Languages online Le point du FLE Enseigner le français - FLE Fiches pédagogiques TV5 enseigner FLE Tex's French Children's books: Reading a-z, Il était une histoire, Du plaisir à lire Children's & Teen's magazines: Geado Online articles: 1jour1act.com</p>

**Technology
Integration**

Recorded texts: [1 jour 1 question](#)
AATF Pinterest Boards

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
io sono/non sono io vengo da io sono di Amo / ho amato Non mi piace/non mi è piaciuto io gioco / ho giocato ero / non ero Da dove vieni? Di dove sei? Come stai? Cosa ti piace fare? Come sei stato da bambino? Cosa ti e' piaciuto fare? <u>Personalità e descrizioni fisiche:</u> ho gli occhi [blu, verde, grigio, marrone, nocciola, nero] Ho i capelli [corti, lunghi, lunghi fino alle spalle, lisci, ricci, intrecciati, crespi] Sono [giovane, vecchio, grasso, magro/magro, carino, di bell'aspetto, carino, brutto/brutto, alto, di statura media, piccolo, <u>Nazionalità:</u> francese, americana, spagnola, cinese, indiana, italiana, tedesca <u>Attività</u> festeggiare / celebrare, una festa, una vacanza <u>Compleanni:</u> date Per le feste noi... Quando facciamo festa, noi... Amiamo... Come festeggi il tuo compleanno? Per il mio compleanno, io....	molto, abbastanza, troppo, un po' Com'è la tua personalità? Com'è il tuo aspetto fisico? Nazionalità: russa, giapponese, haitiana, coreana, taiwanese, senegalese simile a / diverso da organizzare una festa, gonfiare i palloncini, mettere le decorazioni, fare una lista degli invitati, un biglietto d'auguri, un regalo, incartare i regali Fare una torta, accendere le candeline spegni le candeline, mangia la torta, apri i regali, un buono regalo

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

Online resources
Languages online
www.quizlet.com
www.flipgrid.com
www.youtube.com
www.edpuzzle.com
www.wordreference.com
Authentic Resources (advertisements, flyers, books, magazines)
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

Spanish – Unit 1

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<p>Yo soy / no soy Yo soy de Me gusta / Me gustó/ Me gustaba No me gusta/ No me gustó/ No me gustaba Juego / No juego Yo estaba / Yo no estaba</p> <p>¿De dónde vienes? ¿De dónde eres? ¿Como eres? ¿Qué te gusta hacer? ¿Cómo eras de niño? ¿Qué te gustaba hacer?</p> <p>Personality and physical descriptions: Tengo ojos [azul, verde, gris, marrón, avellana, negro]</p> <p>Tengo el pelo [corto, largo, hasta los hombros, liso, rizado, trenzado, encrespado]</p> <p>Soy [joven, viejo, gordo, delgado, bonito, guapo, lindo, feo, alto, de estatura mediana, pequeño,</p> <p>Nacionalidades: francés, americano, español, chino, indio, italiano, alemán</p> <p>Actividades celebrar / celebrar, fiesta Cumpleaños: fechas Para las vacaciones, nosotros ... Cuando festejamos, nosotros ... Nos encanta... ¿Como celebras tu cumpleaños? Para mi cumpleaños, yo ...</p>	<p>Chat Mats (for weekend chat)</p> <p>muy, suficiente, demasiado, un poco ¿Cómo eres? (La personalidad/la apariencia física)</p> <p>Nacionalidades</p> <p>similar a / diferente de</p> <p>Fiestas: dar una fiesta, infle globos, decorar, haga una lista de invitados, una tarjeta de cumpleaños, un regalo, envolver regalos hornear un pastel, encender las velas apagar las velas, comer el pastel, abrir los regalos, una tarjeta de regalo</p>

Language Resources

Essential & Supplementary Materials, Links, etc

Online resources
Languages online
www.quizlet.com
www.flipgrid.com
www.youtube.com
www.edpuzzle.com
www.wordreference.com
Authentic Resources (advertisements, flyers, books, magazines)
Teacher-created graphics and materials, PowerPoint or other interactive presentations.

Technology Integration

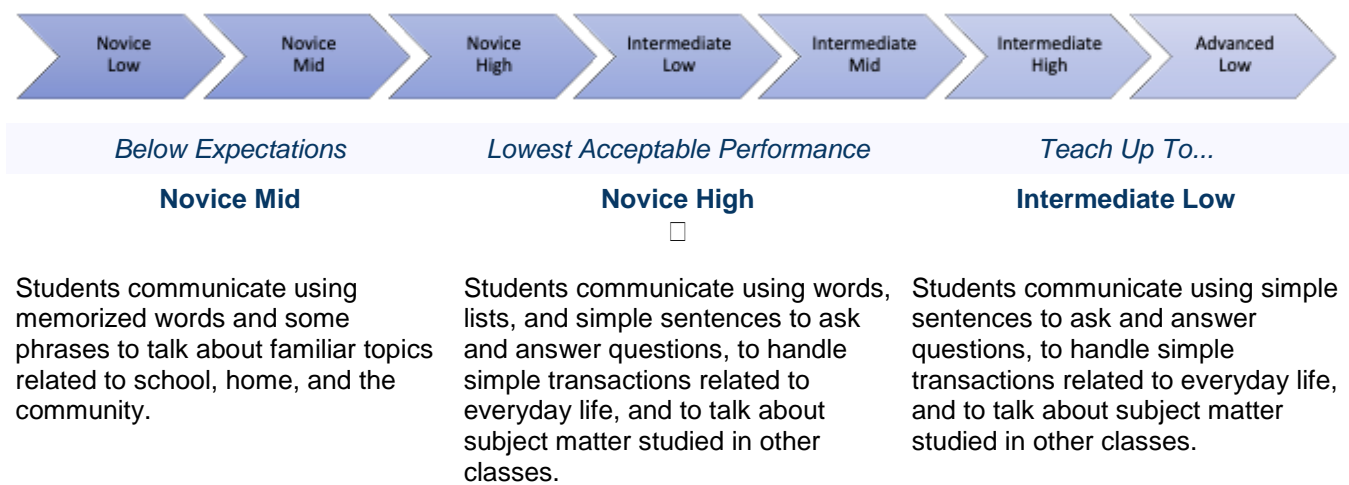
Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps

Unit 2

Course Information

Level(s)	2-1 & 2-H	Performance Target	Novice High - Intermediate Low
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum



Unit Information

Unit Title	My Family & Community
Essential Questions	What is a family? How does my definition compare to that of the target culture? How do families interact? What are family values in my society? How do family traditions and histories create and shape a society? How does technology affect families? How has my family changed and how will it shape my future? What are common aspects of my community and how does it compare to the target culture? What can I do to become an agent of change in my community?
AP Aligned Themes	Families in Different Societies, Influence 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 interpret authentic resources, respond to personal questions and make comparisons between the target culture and their own experiences.
Interpretive	Students will listen to audio clips in which members of the target culture discuss their families, their origins, and their traditions for major life milestones.
Interpersonal	In pairs or in small groups, learners question each other about their family traditions and origins. They compare their families' traditions and discuss their major life milestones.
Presentation	Students create Padlet (or similar tool) wall that presents their families, their major life milestones, and personal (audio) description.

Performance Target & Objective 2.1

Performance Information

Unit Performance Target	I can describe family & community interactions and activities and how they will shape my future.
Performance Objective 2.1	I can describe family interactions and factors that affect them.

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>
Students define what it means to be a family. (PS)	Family members	Focus on stringing simple sentences together	Exit tickets
Students can understand when they hear a description of family interactions and responsibilities. (IL)	Reciprocal verbs (to hug, fight, etc.)	Focus on building longer sentences with recycled vocabulary	Quick oral checks
Students can understand when they read a description of family interactions and responsibilities. (IR)	Family activities (go out to eat, play games, etc.)	Transition words like “and,” “but,” “because”	Think, Pair, Share (Write)
Students describe family interactions. (IS)	Household chores		Speaking practice
Students compare family activities now and in their childhood. (PS & PW)	Technology vocabulary and expressions/ adverbs of frequency		Inside/Outside Circle
Students describe how technology affects family interactions. (IS)	Expressions to state expectations (its prohibites, should, expected, etc.)		Information Gap activities
Students describe family values and family responsibilities. (IS)			Class surveys
Students identify the role of gender in family responsibilities. (IR)			Rough drafts
			Jam board prompts

Formative Performance Assessments

Interpretive	Students will read articles about interactions among families and/or roles of individual family members in the target culture and will demonstrate comprehension by completing a comprehension guide.
Interpersonal	In pairs or in small groups, students question each other about their family interactions, roles, traditions and origins. They compare their families' traditions and discuss their major life milestones.
Presentational	Students create a visual detailing how families have changed and what their vision would be for their ideal future family. (We never hugged, I want my future family to always hug, etc.)

Instructional Activities

Interpretive	<p>Interpret authentic written sources that describe family traditions, roles, and practices of the target culture and compare them to their own family experiences. Watch interviews with native speakers discussing their family, family activities, etc.)</p> <p>Read and discuss infographics that describe family structures and social support of families in the target countries.</p> <p>Watch videos of children/adolescents describing their families, origins and traditions.</p> <p>Listen to audio clips of members of the target culture describing themselves, their families, and their traditions.</p> <p>Listen to songs discussing race, origins, and cultural identity.</p> <p>Analyze a chart documenting the distribution of chores in the target culture.</p> <p>Watch commercials about family/household products and what they reveal about the distribution of responsibilities, role of family in society, etc.</p> <p>Read and discuss infographics that describe family structures and social support of families in the target language countries.</p>
Interpersonal	<p>Develop questions to interview classmates and family about history, traditions, and origins.</p> <p>Interview classmates about family interactions (who do you fight with, is it common to hug, say good night, etc.)</p> <p>Discuss chores and who commonly completes chores (My mom washes, my dad cleans, etc.)</p> <p>Interview a classmate about technology in their family (who uses what, how often does it affect communication, is there an expectation, etc.)</p>
Presentational	<p>Write a comparative text describing household responsibilities and distribution in the target culture and in their community</p> <p>Write a comparative text describing family in elementary school vs the present</p>

Performance Target & Objective 2.2

Performance Information

Unit Performance Target	I can describe family and community interactions and activities and how they will shape my future.
Performance Objective 2.2	I can explain why and how people immigrate.

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>
Students can understand when they hear someone describe their personal experience with immigration. (IL)	Phrases used for past narration Describing past experiences (I was born, worked, graduated, etc.) Vocabulary associated with immigration	Focus on stringing simple sentences together Focus on building longer sentences with recycled vocabulary	Exit tickets Quick oral checks Think, Pair, Share (Write) Speaking practice Inside/Outside Circle Information Gap activities Class surveys
Students can understand when they read about someone's personal experiences with immigration. (IR)	What is your community like? How is your community unique?	Transition words like "and," "but," "because"	Rough drafts Jam board prompts
Students can describe the reasons people immigrate. (PS)	How do you describe your community? How has immigration impacted your community and/or school community?	My community was... and ... but, now ... and ... because...	
Students can write about their community. (PW)			
Students can answer questions about immigration. (IS)			

Formative Performance Assessments

Interpretive	Analyze data related to immigration (graphs, infographics, charts, etc.)
Interpersonal	
Presentational	Narrate an immigrant's journey (family, famous person, etc.)

Instructional Activities	
Interpretive	Read texts describing immigration / personal accounts of immigration. Watch video clips, interviews, etc about personal experiences of immigration. Read stories that describe different aspects of the target culture community.
Interpersonal	Debate advantages/ disadvantages of rural vs urban communities (<i>Transportation is good in . . , more intimate in . . .</i>)
Presentation	Write comparative texts of target culture communities and their own community. Describe orally aspects of the target culture community and compare it to their own. (<i>Flipgrid, Quicktime Player, Vocaroo, Audacity, etc</i>) Research the diversity of a city where the target language is spoken.

Performance Target & Objective 2.3

Performance Information

Unit Performance Target	I can describe family and community interactions and activities and how they will shape my future.
Performance Objective 2.3	I can describe common aspects of my community and compare it to the target culture. I can describe what I can do to be an agent of change in my family and in my community.

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>
Students can identify challenges that many communities face today. (IL)	Expressions to describe urban communities Expression to describe rural communities Bettering communities/volunteer work	Focus on stringing simple sentences together Focus on building longer sentences with recycled vocabulary	Exit tickets Quick oral checks Think, Pair, Share (Write) Speaking practice Inside/Outside Circle Information Gap activities Class surveys
Students can understand written descriptions of challenges many communities face today. (IR)		Transition words like “and,” “but,” “because”	Rough drafts Jam board prompts
Students can identify the reasons for immigrating. (PS)			
Students can write about the challenges that their community faces and possible solutions. (PW)			
Students can discuss challenges communities face and possible solutions. (IS)			

Formative Performance Assessments

Interpretive	Read and take a survey rating aspects of a community (size, transportation, places, etc.)
Presentation	Create a visual campaign (google presentation, video, etc) outlining problems and ideas for bettering a target culture community.

Instructional Activities

Interpretive	<p>Read authentic texts describing cities of the target culture.</p> <p>Watch travel campaigns of target culture cities/countries.</p> <p>Read texts describing a typical problem(s) of a target culture community and possible solutions offered.</p> <p>Read a description of a charitable foundation and identify the cause it supports and the services it provides.</p> <p>Read authentic texts about volunteer/service opportunities of the target culture.</p> <p>Explore online sources describing volunteer/service opportunities of the target culture.</p> <p>Read stories (readers) that describe different aspects of the target culture community.</p>
Interpersonal	<p>Discuss possible solutions to typical problems of the target culture community as described in the texts used for instructional activities.</p> <p>Discuss how to better a community and what students do and are going to do to change the community (I always recycle, I'm going to start . . .)</p> <p>Discuss past activities in the city (I went to and did . . .)</p>
Presentation	Explore charitable foundations that exist and identify the services it provides and the cause(s) it supports.

French – Unit 2

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
venir de / être de (come from) je viens de je suis de il/elle/on vient de il/elle/on est de nationalities and adjectives (<i>presented in Unit 1</i>) au / en / à + country and city Reciprocal verbs: <i>s'entendre bien/mal, s'embrasser, se disputer, s'aimer,</i>	Rites de passage (rites of passage) Les grandes étapes de la vie (milestones in life) Expressions d' opinion, agreement, surprise: À mon avis, Il me semble, Je suis (ne suis pas) d'accord, Je ne le savais pas.

Language Resources	
Essential & Supplementary Materials, Links, etc	Online resources Edpuzzle Languages online Le point du FLE Enseigner le français - FLE Fiches pédagogiques TV5 enseigner FLE Tex's French Children's books: Reading a-z , Il était une histoire , Du plaisir à lire Children's & Teen's magazines: Geoado Online articles: 1jour1act.com Recorded texts: 1 jour 1 question Vie de Famille (France): http://www.caf.fr/vies-de-famille AATF Youtube Playlist: Culture - Traditions et Pratique
Technology Integration	Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps

Italian – Unit 2

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
venire da / essere da (provenire da) io solo io vengo da lui/lei/noi veniamo lui/lei/siamo di nazionalità e aggettivi (presentati nell'Unità 1) di/a/in + paese e città Verbi reciproci: andare d'accordo, bene/male, baciarsi, litigare, amarsi	riti di passaggio (rites of passage) Las grandes etapas de la vida (milestones in life) Espressioni di opinione, agreement, surprise: À mon avis, Il me semble, Je suis (ne suis pas) d'accord, Je ne le savais pas..

Language Resources	
Essential & Supplementary Materials, Links, etc	Online resources Languages online www.quizlet.com www.flipgrid.com www.youtube.com www.edpuzzle.com www.wordreference.com Authentic Resources (advertisements, flyers, books, magazines) 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

Spanish – Unit 2

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
venir / ser (come from) Yo vengo Yo soy de él/ella/usted viene él/ella/usted es de nationalities and adjectives (<i>presented in Unit 1</i>) de / en / a + country and city Reciprocal verbs: <i>llevarse bien/mal, disputarse, amarse</i>	riti di passaggio (rites of passage) Las grandes etapas de la vida (milestones in life) Expresiones de opinión, agreement, surprise: En mi opinión, Me parece, (No) estoy de acuerdo, No lo sabía.

Language Resources	
Essential & Supplementary Materials, Links, etc	Esperanza, Teacher's Guide Online resources Film: La Misma Luna Un Besito Mas The Other Side' ICE: El Hielo Kara Jacob's Immigration Unit Languages online www.quizlet.com www.flipgrid.com www.youtube.com www.edpuzzle.com www.wordreference.com Authentic Resources (advertisements, flyers, books, magazines) 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

Unit 3

Course Information			
Level(s)	2-1 & 2-H	Performance Target	Novice High - Intermediate Low
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
<i>Below Expectations</i>		<i>Lowest Acceptable Performance</i>			<i>Teach Up To...</i>	
Novice Mid		Novice High			Intermediate Low	
Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.		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.			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.	

Unit Information	
Unit Title	My Lifestyle
Essential Questions	How can I achieve and maintain a healthy and well balanced lifestyle? How does my diet influence my lifestyle? What dietary habits can I incorporate in my life from the target culture? What factors/ activities influence my mental and physical health? How does my lifestyle compare to that of the target culture? What are addictions that affect my community?
AP Aligned Themes	Influences of Beauty and Art, Factors that Impact the Quality of Life, How Science and Technology influence our Lives

Evidence of Learning: Summative Assessments

Assessment Summary	Students will interpret authentic resources, respond to personal questions and make comparisons between the target culture and their own experiences.
Interpretive	Students will read an article related to leading a healthy life.
Interpersonal	Students will discuss with a classmate important recommendations/ habits for a healthy lifestyle.
Presentational	Students will create a campaign/ brochure/ presentation / video for improving and promoting a healthy lifestyle.

Performance Target & Objective 3.1

Performance Information

Unit Performance Target	I can describe what it means to live a healthy lifestyle.
Performance Objective 3.1	I can describe my eating habits and create a healthy eating plan.

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>
Students identify key information in food recipes and food labels. (IR)	Vocabulary for food and food preparation Food labels (protein, sugar, etc.)	Focus on stringing simple sentences together	Exit tickets Quick oral checks Think, Pair, Share (Write)
Students analyze food labels and eating habits using Myplate. (IR)	Giving advice Imperative Form	Focus on building longer sentences with recycled vocabulary	Speaking practice Inside/Outside Circle Information Gap activities Class surveys
Students understand the main idea and key details of informational texts related to food/ recipes. (IR)	Past Tense: <i>I ate</i> <i>I had</i> <i>I drank</i>	Expand Transition word usage beyond and, but, because...	Rough drafts Jam board prompts
Students discuss and write about food habits. (IS & PW)			
Students give advice. (PS & PW)			
Students ask and answer questions about food preferences and eating habits. (IS)			

Formative Performance Assessments

Interpretive	Read a recipe from the target language culture and complete a comprehension guide.
Interpersonal	Interview classmates about eating habits and give advice based on My Plate.
Presentation	Consider your eating habits. Talk about what you like to eat, can't eat (if anything), and need to eat in order to stay healthy. Compare your eating habits to those of teenagers in France. Analyze the healthfulness of your food choices according to the food pyramid.

Instructional Activities

Interpretive	<p>Watch a video clip from a cooking show for native speakers and answer comprehension questions.</p> <p>Complete a reading comprehension task based on the target country's nutrition guide.</p> <p>Get the gist, skim and scan, and read for comprehension using authentic recipes and nutritional guidelines from target countries.</p> <p>Show a brief segment from an authentic cooking show from the target culture and students identify features of the video that help convey meaning (e.g., clear visuals combined with simple instructions). Use pre-viewing, viewing and post-viewing activities to support students in interpreting the video clip.</p> <p>Read blogs on healthy habits/ eating</p> <p>Analyze food labels/ recipes of target culture foods using myplate</p> <p>Read about eating etiquette in the target culture</p> <p>Read about major food groups, analyze one's own eating habits, read what French/Spanish/Italian teens like/don't like to eat</p>
Interpersonal	<p>Show U.S. "My Plate" guide. In a class discussion ask the following: <i>What is included in a balanced diet? Which foods have a lot of calcium, protein, carbohydrates, etc? What foods or food groups should be limited in a balanced diet?</i></p> <p>Group students and assign a different target country to each group. Distribute nutritional guides (i.e., a food pyramid) to match the assigned target countries. Each group compares and contrasts the target country's nutritional guide to the U.S. "My Plate" guide. <i>How are the guidelines represented graphically in the target country? What similarities and differences are there between the two?</i></p> <p>Discuss what their breakfast/lunch/dinner was yesterday. Compare the meal to the U.S. "My Plate" guide.</p> <p>Think-pair-share: Have students tell a partner of a meal they ate in the past week. The partner expresses impersonal judgments about that meal in relation to the U.S. "My Plate" guide.</p> <p>Exchange information and opinions of food recipes</p> <p>Study different countries' food pyramids and complete information-gap activity with classmates</p>
Presentation	<p>Create a meal plan based on my plate</p> <p>Create a food diary</p> <p>Write a recipe</p> <p>Write and analysis of target culture foods based on tier labels</p> <p>Write 5 commands telling someone to (not) eat a lot/little of various foods in order to eat healthfully. For each command, say WHY it's important</p>

Performance Target & Objective 3.2

Performance Information

Unit Performance Target	I can describe what it means to live a healthy lifestyle.
Performance Objective 3.2	I can describe my daily routine. I can give advice on ways to incorporate healthy habits in one's daily routine.

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>
Students understand the main idea and key details of informational texts related to daily routine. (IR) Students discuss and write about daily routines. (IS & PW) Students give advice. (PS & PW) Students ask and answer questions about daily routines/habits. (IS)	Daily routine vocabulary Giving advice differentiate between reflexive & non reflexive verbs	Focus on stringing simple sentences together Focus on building longer sentences with recycled vocabulary Expand Transition word usage beyond and, but, because...	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

Presentational	Oral Cultural Comparison: How does a typical teenager's daily routine compare to that in the target language culture?
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Instructional Activities	
Interpretive	<p>Watch a video clip describing the daily routine of a typical teenager from the target language culture and answer comprehension questions.</p> <p>Read and interpret written sources [articles, blogs, readings, etc] that describe daily routine and healthy habits [<i>sleeping, study habits, stress reduction</i>]. Complete a reading comprehension task based on the reading selection.</p>
Interpersonal	<p>Interview a partner about their daily routine.</p> <p>Write an email reply in which you give advice on how to reduce stress.</p> <p>Interview a partner about their sleeping habits and write a message to them in which they give advice, about how their partner could improve their sleeping habits.</p> <p>As a follow up, have the students write a response to the message they receive, indicating whether or not they will follow the advice and why/why not.</p>
Presentation	<p>After having interviewed your partner about their daily routine, give advice to them on ways to be healthier both mentally and physically.</p>

Performance Target & Objective 3.3

Performance Information

Unit Performance Target	I can describe what it means to live a healthy lifestyle
Performance Objective 3.3	I can understand the main idea and details in a blog about mental and physical health. I can create a blog entry giving advice for staying healthy.

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>
Students discuss health and health related habits. (IS)	Exercises/ Activities Illnesses Giving Advice	Focus on stringing simple sentences together	Exit tickets Quick oral checks Think, Pair, Share (Write)
Students discuss daily routines and what it reveals about one's lifestyle. (IS)		Focus on building longer sentences with recycled vocabulary	Speaking practice Inside/Outside Circle Information Gap activities Class surveys
Students understand texts related to well being and health. (IR)		Expand Transition word usage beyond and, but, because...	Rough drafts Jam board prompts
Students understand video clips / exchanges related to well being and health. (IL)			

Formative Performance Assessments

Interpretive	Read a lifestyle blog entry and complete a comprehension guide.
Interpersonal	
Presentational	Write a lifestyle blog entry that includes recommendations and advice for living a healthy life.

Instructional Activities	
Interpretive	Watch ads/ campaigns for healthy lifestyles Read about mental health/ addictions Listen to/ read texts about family routines Read an infographic about exercise habits of the target culture Interpret an article/infographic about sleep
Interpersonal	Ask and answer questions about their and their partner's exercise habits Discuss mental and physical activities for improving health Interview a classmate about daily routine and give advice Discuss addiction and give advice
Presentational	Journal daily habits/exercises

French – Unit 3

Core Content

Priority Vocabulary & Language Structures

pour le petit déjeuner, pour le déjeuner, pour le goûter,
pour le dîner
je prends, je mange, je bois,
Hier, j'ai pris, j'ai mangé, j'ai bu
Pour rester en forme... on doit, il faut,
Food groups and health terms such as:
Équilibré, produits laitiers, produits sucrés, salés, gras,
sucreries, féculents, la bonne santé, sain(e), les
aliments, l'alimentation, obèse, l'obésité

Supporting Vocabulary & Enrichment

C'est bon/mauvais pour la santé parce que/car...
Cela contient des vitamines, des protéines, de
l'énergie, des matières grasses, des calories
Expressions of frequency/time:
tous les jours, une fois par semaine, après le lycée, le
week-end, le lundi, le matin, le soir.
parce que/car vs. à cause de

Quantity + de/d'
the partitive

Language Resources

Essential & Supplementary Materials, Links, etc

Online resources

Edpuzzles
Pinterest Boards:
Languages online
Le point du FLE Enseigner le français - FLE Fiches pédagogiques
TV5 enseigner FLE
Tex's French
Children's books: [Reading a-z](#), [Il était une histoire](#), [Du plaisir à lire](#)
Children's & Teen's magazines: [Geoado](#)
Online articles: [1jour1act.com](#)
Recorded texts: [1 jour 1 question](#)
AATF youtube playlist: [Bien être et santé](#)

Technology Integration

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

Italian – Unit 3

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
per colazione, pranzo, merenda, cena prendo, mangio, bevo, ieri ho preso, ho mangiato, ho bevuto Per restare in forma... dobbiamo, dobbiamo, Gruppi di alimenti e termini di salute come: Equilibrato, latticini, dolce, salato, grasso, dolci, cibi ricchi di amido, buona salute, sano, cibo, dieta, obeso, obesità	Fa bene/male alla salute perché/perché no... Contiene vitamine, proteine, energia, grassi, calorie Espressioni di frequenza/tempo: tutti i giorni, una volta alla settimana, dopo il liceo, nei fine settimana, il lunedì, la mattina, la sera. perché / perché vs. dovuto a Quantità + di il partitivo

Language Resources	
Essential & Supplementary Materials, Links, etc	Online resources Languages online www.quizlet.com www.flipgrid.com www.youtube.com www.edpuzzle.com www.wordreference.com Authentic Resources (advertisements, flyers, books, magazines) 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

Spanish – Unit 3

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
para el desayuno, para el almuerzo, para la cena Yo tomo, yo como, yo bebo, Ayer tomé, comí, bebí Para mantenernos en forma ... debemos, Grupos de alimentos y términos de salud como: Equilibrado, productos lácteos, dulce, salado, grasa, dulces, nueces, buena salud, saludable, comida, dieta, obesidad	Es bueno/malo para la salud porque... Contiene vitaminas, proteína, la energía, la gras, las calorías Expressions of frequency/time: todos los días, una vez por la semana, antes/después de, el fin de semana, los lunes/martes/miércoles..., la mañana, la noche. porque vs. a causa de

Language Resources	
Essential & Supplementary Materials, Links, etc	Reader: Fiesta Fatal (supplement for level 1, not honors) Online resources Languages online www.quizlet.com www.flipgrid.com www.youtube.com www.edpuzzle.com www.wordreference.com Authentic Resources (advertisements, flyers, books, magazines) 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

Unit 4

Course Information			
Level(s)	2-1 & 2-H	Performance Target	Novice High - Intermediate Low
Language(s)	French/Italian/Spanish	Approx Unit Length/Timeline	1 quarter

Performance Continuum						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
<i>Below Expectations</i>		<i>Lowest Acceptable Performance</i>			<i>Teach Up To...</i>	
Novice Mid		Novice High			Intermediate Low	
Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.		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.			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.	

Unit Information	
Unit Title	Self Expression Through the Arts
Essential Questions	What is our concept of beauty? Is it the same or different from that of the target culture? How does fashion reflect multiculturalism? How can we connect to others through fashion and what we wear? How do popular songs from other cultures compare to my music? How is culture reflected in songs and music videos? What messages are people sending through the art they create? How does today's art influence people?
AP Aligned Themes	Influence of Language and Culture on Identity, Influences of Beauty and Art, Environmental, Political, and Societal Challenges

Evidence of Learning: Summative Assessments	
Assessment Summary	Students will interpret authentic resources, respond to personal questions and make comparisons between the target culture and their own experiences.
Interpretive	Option 01: Students will interpret a biography of an artist (designer, musician) from the target language culture. Option 02: Students will interpret a song/art/fashion critique. Option 03: Students interpret/analyze a piece of art.
Interpersonal	Interview an artist, singer, fashion designer.
Presentational	Option 01: Create an original work of art from any of the domains studied in this unit (music, art, fashion). Your creation can be digital (video/digital drawing) or tangible. Option 02: You are promoting an art exhibit/fashion show/concert tour, create a video highlighting the artists (musicians/designers) that will be showcased/performing, why you like their work and how they inspire you.

Performance Target & Objective 4.1

Performance Information

Unit Performance Target	I can express myself through art.
Performance Objective 4.1	I can describe how fashion reflects multiculturalism.

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>
Students understand short, simple descriptions of what people are wearing. (IR) Students understand simple information in videos about what people are wearing. (IL) Students discuss fashion. (IS) Students exchange opinions about fashion. (IS) Students express in writing their opinions about fashion. (PW)	Review clothing vocabulary Expressing opinions	Focus on stringing simple sentences together Focus on building longer sentences with recycled vocabulary Expand Transition word usage beyond and, but, because...	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 mini biography and complete a comprehension guide about a designer from the target language culture.
Presentation	Compare New York Fashion Week with Fashion Week in the target language culture.

Instructional Activities	
Interpretive	<p>Read about fashion trends and brands in the target language culture.</p> <p>Listen to video clips/audio clips related to fashion.</p> <p>Read/listen to information about famous designers and their careers.</p> <p>Navigate online shopping on a fashion website from the target language culture.</p> <p>Investigate important brands, stores, designers and influencers from the target language culture.</p>
Interpersonal	<p>Discuss famous designers (or other important people in the fashion industry) and their careers.</p> <p>Compare prices, styles and brands.</p> <p>Ask and answer simple questions about fashion.</p> <p>Give my opinion about fashion trends and brands.</p> <p>Participate in conversations about fashion trends.</p>
Presentational	<p>Give your opinion about fashion trends and brands.</p> <p>Describe what someone is wearing with some details.</p> <p>Talk about job opportunities in the fashion industry and give my opinion of them.</p>

Performance Target & Objective 4.2

Performance Information

Unit Performance Target	I can express myself through art.
Performance Objective 4.2	I can describe how today's art influences people.

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>
Students understand opinions about current issues related to street art. (IR & IL)	Vocabulary associated with street art: street artist street art mural (painting)	Level up vocabulary <i>a way of expressing ideas to send a political or social message</i> <i>This image represents a message... of protest, of love, of hope, of peace, of happiness, of pride</i>	Exit tickets Quick oral checks Think, Pair, Share (Write) Speaking practice Inside/Outside Circle Information Gap activities Class surveys Rough drafts Jam board prompts
Students understand information about an artist's life and career. (IR & IL)	public property/public spaces spray paint air brush paint brush	<i>I notice that...</i>	
Students can discuss art and give their opinion. (IS) Students can debate advantages and disadvantages to street art. (IS)	mosaic bright/dull/dark colors a facade a wall a building	Focus on stringing simple sentences together Focus on building longer sentences with recycled vocabulary	
Students explain meanings and messages that are represented in art. (PS)		Expand Transition word usage beyond and, but, because...	

Formative Performance Assessments

Presentational	Create their own modern art with a message and describe it.
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Instructional Activities	
Interpretive	<p>Read written sources [texts, articles, infographics, tweets, social media posts] related to street art.</p> <p>Read and identify meanings and messages associated with different types of modern art.</p> <p>Find, follow and/or connect with current artists of the target language culture using social media.</p>
Interpersonal	<p>Discuss art with a partner and give their opinion.</p> <p>Debate advantages and disadvantages to street art.</p>
Presentational	<p>Explore street art of the target language culture and create a presentation in which they describe the artist and explain the meaning and messages that are represented in the art.</p> <p>Explore street art in a specific target language community and identify trending themes.</p>

Performance Target & Objective 4.3

Performance Information

Unit Performance Target	I can express myself through art.
Performance Objective 4.3	I can understand descriptions and opinions about songs, music videos and musicians. I can understand some main ideas from song lyrics. I can discuss my opinion about songs and musicians.

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>
Students can describe how what someone chooses to listen or watch makes them unique when they hear it. (IL) Students can describe how what someone chooses to listen or watch makes them unique when they read it. (IR) Students can write about how what someone chooses to listen or watch makes them unique. (PW) Students can answer questions about how what they choose to listen or watch makes them unique. (IS) Students can ask questions about how what someone chooses to listen or watch makes them unique. (IS)	music vocabulary: genres, expressing opinion <i>I like to listen to / watch /read....because...</i> <i>I prefer to listen to / watch /read.... because....</i> <i>My friends/family like to ... but I prefer to listen to/watch/read....</i> <i>We like to listen to / watch /read....but others prefer.....</i> Student generated phrases to meet content and performance expectations <i>How does what you like to listen to/watch/read make you unique?</i> <i>How does what you like to listen to/watch/read compare with your friends/family?</i> <i>How does what you like to listen to/watch/read compare with other kids your age?</i>	Focus on stringing simple sentences together Focus on building longer sentences with recycled vocabulary Expand Transition word usage beyond and, but, because...	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 and interpret various social media posts (Twitter, Instagram, etc) from musicians from the target culture.
Interpersonal	Ask your partner about what they like to listen to, watch or read and how that makes them unique. Answer your partner's questions about what you prefer to listen to or watch. Keep the conversation going by comparing your preferences and your partner's preferences with other kids your age and with your families.
Presentational	Write a journal entry about what you learned about your partner chooses to listen to or watch and how that makes your partner unique. Compare your partner's choices with your own, and how your choices make you unique

Instructional Activities

Interpretive	<p>Identify and recognize different genres and musicians from the target language culture.</p> <p>Investigate and read about musicians from the target language culture.</p> <p>Listen to songs and fill in the missing lyrics. (Can be done on Lyricstraining, Edpuzzle, google form, etc)</p> <p>Read and understand some messages in various songs.</p> <p>Read & interpret song lyrics, making connections between themes and the target language culture.</p>
Interpersonal	Participate in conversations about music. Express their opinion about genres, songs, musica videos, and/or artists.
Presentational	Describe in writing or orally important accomplishments of a musician.

French – Unit 4

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
Vocabulary un artiste urbain, l'art urbain une œuvre (d'art), une brique, une bombe (de peinture), un tag, tagger, un mur, l'aérographe, le bâtiment, la façade, une fresque murale, la mosaïque, un pinceau, les biens personnels, les endroits publics, le trottoir, le panneau, la taille, aérosol spray, le pochoir, l'art du ruban, peindre, les outils/les instruments Je vois, Je remarque que..., Je crois que..., Je me sens...	Level up vocabulary le tricot-graffiti yarn bombing Cette image représente un message... de protestation, politique, d'amour, d'espoir, de paix, de fierté, de bonheur, d'opposition, de soutien contre le but de, une manière d'exprimer des idées, être beau à voir, faire passer un message politique ou social vif/vive, brillant/brillante, profond/profonde, radieux/radieuse, vivant/vivante, clair/claire, foncé/foncée, sombre

Language Resources	
Essential & Supplementary Materials, Links, etc	Online resources Edpuzzle.com Languages online Le point du FLE Enseigner le français - FLE Fiches pédagogiques TV5 enseigner FLE Tex's French Children's books: Reading a-z , Il était une histoire , Du plaisir à lire Children's & Teen's magazines: Geoado Online articles: 1jour1act.com Recorded texts: 1 jour 1 question Lyricstraining.com AATF youtube playlist: Vêtements et styles vestimentaires AATF youtube playlist: contemporary francophone music (2016-) AATF Pinterest Board: Culture - Musique francophone et Fêtes
Technology Integration	Technology is integrated through use of 1:1 devices and use of above-mentioned district approved apps

Italian – Unit 4

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
<p><u>Abbigliamento</u>: vestito, maglione, maglietta, camicia, pantaloni, pantaloncini, abito elegante, cravatta, giacca, giacchetta, cappotto, maglioncino, jeans, pantaloni eleganti, calze, scarpe, scarpe eleganti, scarpe da ginnastica, sandali, bellerine, sciarpa, cappello, cintura, guanti, cappellino, orecchini, collana, anello, braccialetto, costume da bagno.</p> <p><u>Musica</u>: canzone, ritmo, cantante, lirica, generi, video, stili, lento, rapido, delice, triste, commerciale, talento, bella, noiosa, cinamica, lenta, forte, debole, interessante, mi piace, non mi piace.</p>	<p>Aggettivi possessivi: piccolo - grande - corto - lungo - alto - basso - pesante - leggero</p> <p>Talking/asking questions about: Taglia - Misura</p> <p>Clothing Styles</p> <p>Nella mia opinione, penso che, cosa ne pensi, amo tanto, amo poco, non ne sono pazzo, odio.</p>

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

Spanish – Unit 4

Core Content	
Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
un artista urbano, arte urbano una obra (de arte), un ladrillo, un aerosol (pintura), una una pared, el aerógrafo, el edificio, la fachada, un fresco de la pared, el mosaico, un pincel, propiedad personal, lugares públicos, acera señal, tamaño, aerosol, plantilla, arte de cinta, pintura, herramientas / instrumentos Ya veo, noto que, creo que ..., siento ...	bombardeo de hilo de graffiti de punto Esta imagen representa un mensaje ... protesta, política, amor, esperanza, paz, orgullo, felicidad, oposición, apoyo vs el objetivo de, una forma de expresar ideas, ser atractivo, transmitir un mensaje político o social vívido / vivo, brillante / brillante, profundo / profundo, radiante / radiante, vivo / vivo, claro / claro, oscuro / oscuro, oscuro

Language Resources	
Essential & Supplementary Materials, Links, etc	<u>Online resources</u> Languages online www.quizlet.com www.flipgrid.com www.youtube.com www.edpuzzle.com www.wordreference.com Authentic Resources (advertisements, flyers, books, magazines) 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.