PUBLIC SCHOOLS OF EDISON TOWNSHIP

OFFICE OF CURRICULUM & INSTRUCTION

French – Italian – Spanish
Level 3-1 & 3-H

Length of Course	Term
Elective/Required	Required
Schools	High Schools
Eligibility	Grades 9-12
Credit Value	5 credits
Date Approved	August 23, 2022

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Modifications will be made to accommodate IEP mandates for classified students

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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

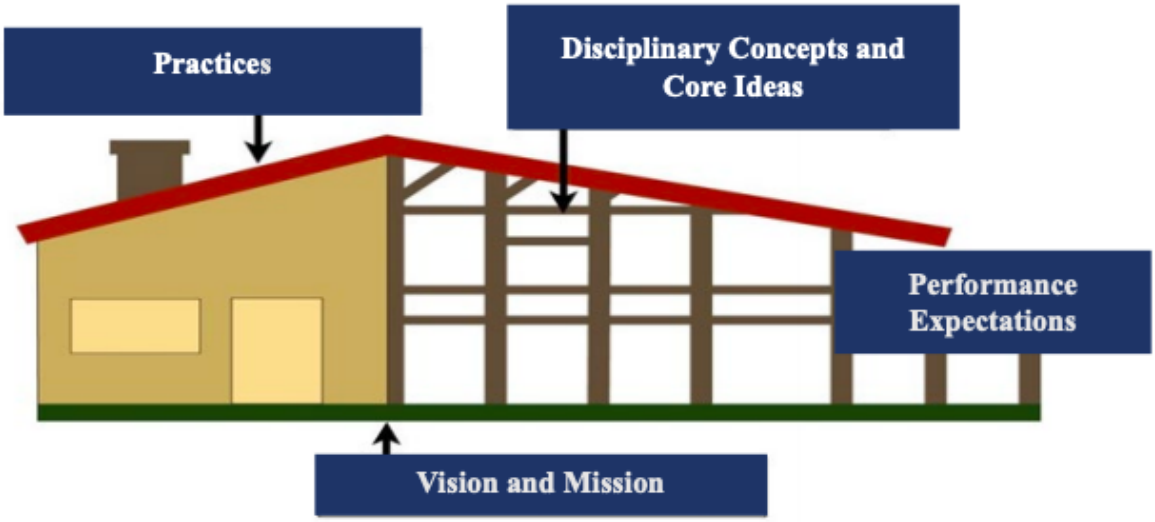
The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their 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
• 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
• Novice Low • Novice Mid • Novice High • Intermediate Low	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

• Intermediate Mid • Intermediate High • Advanced Low	
• Intermediate Mid • Intermediate High • Advanced Low	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational Mode of Communication

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

Proficiency Level	Core Idea
• 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.
• Intermediate Mid • Intermediate High • Advanced Low	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

World Languages Practices

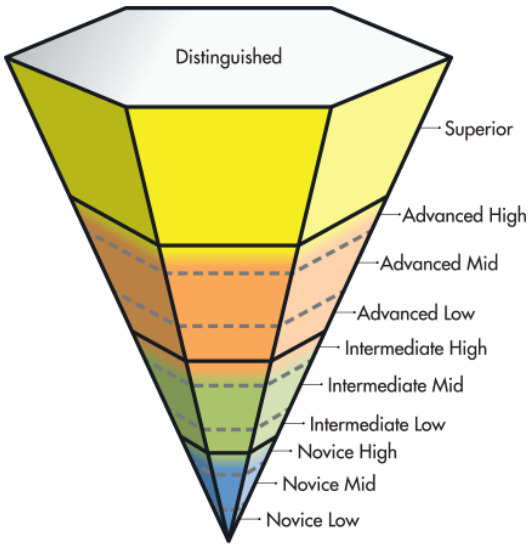
The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many 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.



ACTFL

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

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.

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.

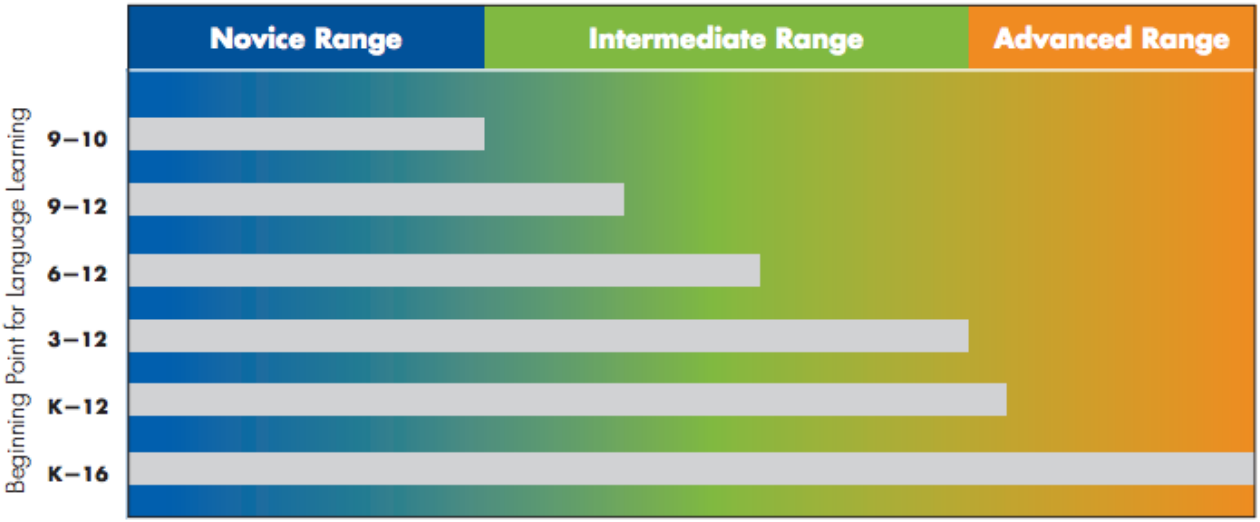
Intermediate Low	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
Intermediate Mid	Students communicate using strings of sentences to ask and answer questions, to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

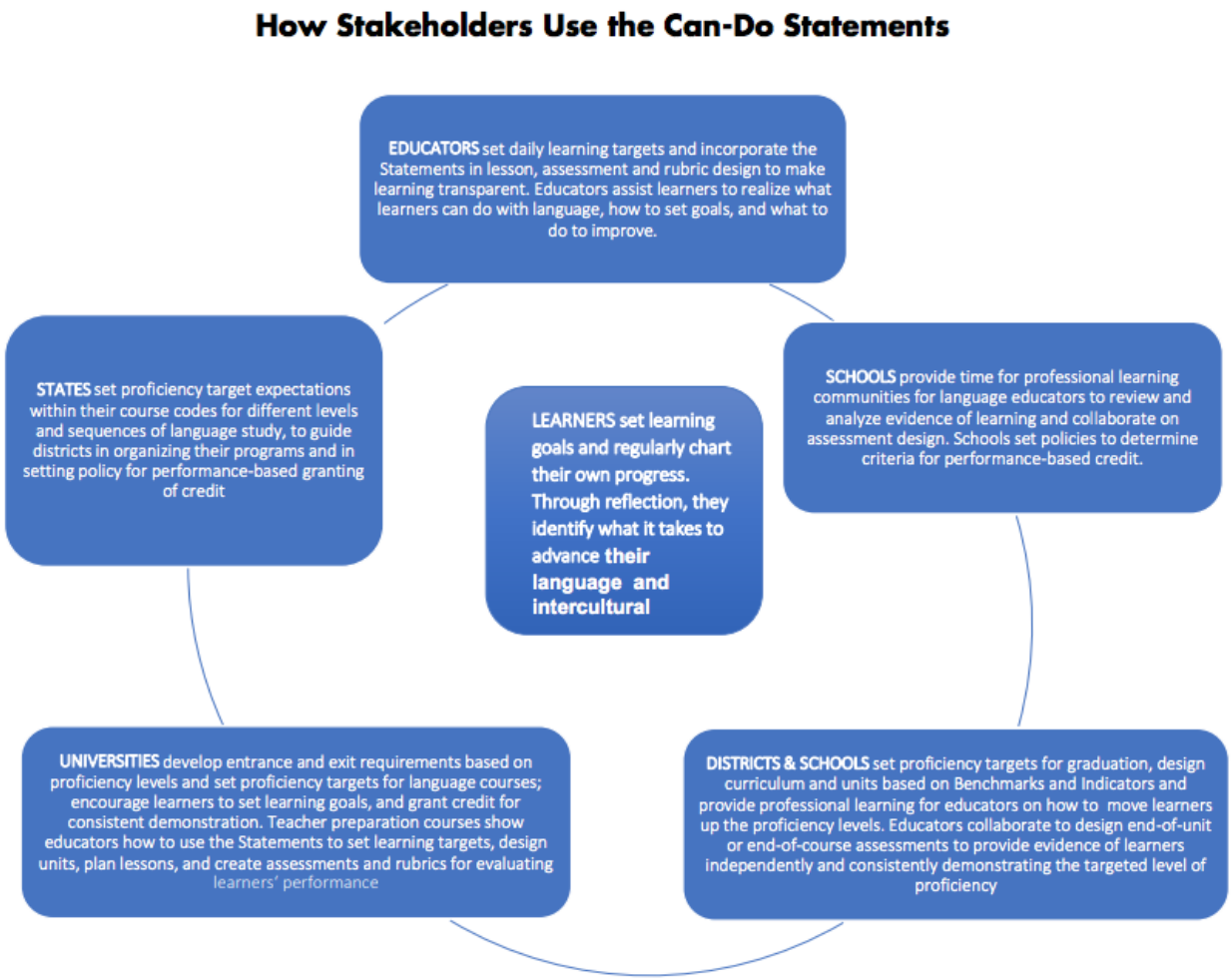
How Not to Use the Can-Do Statements

- 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

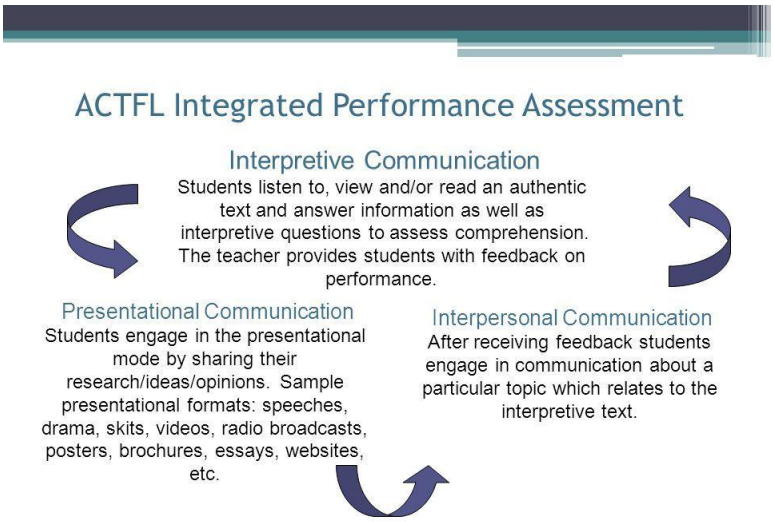
Summative Assessment

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**
• 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	• 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	• Use compacting • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Use tiered assignments that are more complex or abstract • Allow time with like-intellectual peers • Use open-ended questioning strategies

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Unit Sequence & Standards

Course Summary							
Unit #	AP Unit ⇨ / Unit Title ⇩	Families in Different Societies	Influence of Language and Culture on Identity	Influences of Beauty and Art	How Science and Technology Affect Our Lives	Factors that Impact the Quality of Life	Environ-mental, Political, and Societal Challenges
1	Our Environment				✓	✓	✓
2	Our Challenges/Global Issues				✓	✓	✓
3	Our Stories	✓	✓	✓		✓	
4	Our Future	✓		✓	✓	✓	
	✓ = Unit of study addresses curricular theme(s) indicated.						

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal Mode of Communication	

Target Proficiency	Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.
Core Idea	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. peakers and writers gain confidence and competence as they progress along the proficiency continuum.
Performance Expectations	7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Presentational Mode of Communication	
Target Proficiency	Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.
Core Idea	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
Performance Expectations	7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

	• 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Unit 1

Course Information

Level(s)	3-1 & 3-H	**Performance Target**	Intermediate Low - Intermediate Mid
Language(s)	French/Italian/Spanish	**Approx Unit Length/Timeline**	1 quarter

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach Up To...*
Novice High	**Intermediate Low** 🎯	**Intermediate Mid**
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.	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.

Unit Information

Unit Title	Our Environment
Essential Questions	What does it mean to have a healthy environment? What do you think are the most pressing environmental challenges today? What responsibilities do we have for the environment? How can we motivate people to care for the environment?
AP Aligned Themes	Global Challenges; Families and Communities; Science and Technology

Evidence of Learning: Summative Assessments

Assessment Summary	The Unit 1 summative assessments will be based on an I.P.A. format. Students will complete an interpretive, interpersonal and presentational task benchmarked at the intermediate low proficiency level.
Interpretive	The interpretive assessment task will focus on gauging a student's ability to identify literal concepts and inferences in an authentic text from the target culture. They will read a selection about endangered animals and then have to answer an array of questions to assess their literal comprehension and inference abilities.

Interpersonal	The interpersonal assessment task will gauge a student's ability to actively negotiate meaning and make adjustments or request clarifications for understanding in an unscripted debate or conversation with other students. At the end of the debate they will have to come to an agreement on who has the better plan to help the environment in their community
Presentational	The presentational assessment task will gauge a student's ability to create a response to the essential questions of the unit in writing in the target language. The students will create a written ad campaign addressing an environmental problem and its solutions.

Performance Target 1.1

Performance Information	
Unit Performance Target	I can talk about our world's environment
Performance Objective 1.1	I can identify various problems facing our environment today. I can describe those environmental problems and their impact on our planet.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	Language Chunks & Vocabulary *What will learners need to know or understand?*	Level Up Language *How will learners be able to exceed expectations for their targeted performance level?*	Checks for Learning *How will learners demonstrate what they can do with what they know?*
-Identify and describe in the present tense environmental problems of today -Identify and describe in the past tense causes of current environmental problems -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Read and/or listen to texts from the target culture about the environment to answer questions in writing or orally about what was read or heard -Incorporate new vocabulary on the environment in conversational situations and in writing	**Environmental problems:** air pollution, water pollution, impact of plastic, extinction, global warming, climate change, ozone depletion, natural disasters (floods, earthquakes, hurricanes, forest fires, mud slides, droughts), endangered species, loss of habitats, deforestation, lack of water, desertification, nuclear waste, fossil fuels, gas, oil, acid rain, nuclear leak, to ban, emissions, food chain, pesticides, minimize **Expressions of opinion:** It is good to…. In my opinion…. It is bad to …. It is better to… It is worse to… It is critical/necessary to... **Descriptors related to environments:** Dry, polluted, threatened, unhealthy, raised, decreasing, increasing,	Students should be able to identify and describe more than 4 environmental problems	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentations

-Identify and describe endangered animals/species -Identify and describe ecosystems -Ask and answer questions pertaining to environmental problems and possible solutions -Ask and answer questions about things you already do to help the environment -Express opinions on what is happening in our environment	developing, toxic, contaminated, renewable, energy efficient **Endangered animals:** Eagle, dolphin, bat, lion, tiger, turtle, iguana, frog, monkey, orangutan, rhino, elephant, panda, fish, polar bear, penguin, pika, seal, puffin, koala, snow leopard, giraffe, and other animals as you see fit **Geographical locations/ecosystems:** Mountain, coast, woods, forests, rainforest, arctic region, desert, savannah, beach, city, town, village River, lake, sea, ocean, pond, stream

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the environment
Interpersonal	Students will interview each other and gather/share/debate information (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe environmental problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

Performance Target 1.2

Performance Information	
Unit Performance Target	I can talk about our world's environment
Performance Objective 1.2	I can suggest and describe possible solutions to environmental problems.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Express opinions on what is happening in our environment -Identify and describe in the present tense solutions for environmental problems of today -Make suggestions about things we can/should do to help the environment -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Read and/or listen to texts from the target culture about the environment to answer questions in writing or orally about what was read or heard	**Expressions of opinion** (ex: It's critical to…, It's necessary to…, It's best to…, It's bad to…, It's good to…, I think that…, In my opinion…, It's important to…) **Expressions for making suggestions** (ex: We should, We have to/must) **Other vocabulary:** recycle, reuse, don't waste, public transportation, plant more trees, renewable energy/solar energy/wind energy, conservation, walking, electric cars, hybrid cars, carpooling, bicycles, compost, consume, energy efficient, renewable, conserve	Students should be able to suggest and describe more than 4 possible solutions to environmental problems	-Listening activities from online sources -Interpretive reading activities from online resources/books -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentation

-Incorporate new vocabulary on the environment in conversational situations and in writing

-Ask and answer questions pertaining to environmental problems and possible solutions

-Ask and answer questions about things you already do to help the environment

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the environment
Interpersonal	Students will interview each other and gather/share/debate information (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe environmental problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

Performance Target 1.3

Performance Information 3	
Unit Performance Target	I can talk about our world's environment
Performance Objective 1.3	I can motivate myself and others to care for the environment.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Use if clauses to show how what we do has a direct consequence on the environment. ("If + present tense, then + future tense" (ex: If I turn off the faucet when I brush my teeth, I will conserve water.) -Use "We" commands (Let's…) to motivate myself and others to care for the environment. -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Read and/or listen to texts from the target culture about the environment to answer questions in writing or orally about what was read or heard	Vocabulary: Let's recycle, Let's reuse, Let's not waste, let's use public transportation, let's plant more trees, Let's use renewable energy/solar energy/wind energy, Let's conserve, Let's walk, Let's use electric cars/hybrid cars, Let's carpool, Let's bicycle, Let's compost, Let's consume less, energy efficient, renewable	Students should be able to make at least 4 or more suggestions that motivate themselves and others to care for the environment and explain why it is important.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentation

-Incorporate new vocabulary on the environment in conversational situations and in writing

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the environment
Interpersonal	Students will interview each other and gather/share/debate information (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe environmental problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

French – Unit 1

Core Content

Priority Vocabulary & Language Structures

Environmental problems:
La pollution de l'air/la pollution atmosphérique, la pollution de l'eau, l'Impact environnemental des matières plastiques, le réchauffement climatique, le changement climatique, le trou d'ozone, la couche d'ozone, l'appauvrissement de l'ozone, la catastrophe naturelle (l'inondation, le tremblement de terre, l'ouragan, un feu de forêt/un incendie de forêt, une coulée de boue, la sécheresse), une espèce en voie d'extinction, la destruction des habitats naturels, la déforestation, le manque d'eau, la désertification, les déchets nucléaires, un combustible fossile, le gaz naturel, l'essence, le pétrole, la pluie acide, prohiber/interdire, l'émission, la chaîne alimentaire, le pesticide, réduire

Expressions of opinion:
It is good to…. C'est bon à, Il est bon de
In my opinion….À mon avis
It is bad to ….C'est mauvais à, Il est mauvais de
It is better to…Il vaut mieux de
It is worse to…C'est pire de
It is necessary to...Il est nécessaire de, Il faut

Descriptors related to environments:
sec/sèche, pollué, menacé, malsain, élevé, qui se réduit, en baisse, en diminution, croissant, en hausse, En développement, toxique, contaminé, renouvelable, à faible consommation d'énergie, à basse consommation

Endangered animals:
Un aigle, un dauphin, une chauve-souris, un lion, un tigre, une tortue, un iguane, une grenouille, un singe, un orang-outang OR un orang-outan, un rhinocéros, un éléphant, un panda, un poisson, un ours polaire, un manchot OR un pingouin, un pika, un phoque, un macareux, un koala, un léopard des neiges, une girafe, et d'autres animaux comme vous voulez

Geographical locations/ecosystems:
Une montagne, une côte, la bois/une forêt, une forêt tropicale, la région polaire, un désert, une savane, la plage, une ville, un village

Une rivière, une fleuve, un lac, la mer, l'océan, un étang, un ruisseau

Supporting Vocabulary & Enrichment

Transition words (alors, donc, néanmoins, par contre, cependant, en outre, etc.)
Sequencing words (d'abord, puis, ensuite, après, finalement, enfin, etc.)
Conjunctions (et, ou, mais)

Expressions of opinion (ex: Il est essentiel de…, Iil est obligatoire de…, Il vaut mieux de…, II est mauvais de…, Il est bon de…, Je pense que…, à mon opinion, Il est important de…

Expressions for making suggestions (ex: On doit + infinitive, on devrait + infinitive)

Other vocabulary:
recycler, réemployer, réutiliser, ne pas gaspiller, Les transports publics, planter des arbres, l'énergie renouvelable, l'énergie solaire, l'énergie éolienne, la préservation, la conservation, faire une promenade, les voitures électriques, les voitures hybrides, le covoiturage, le vélo, la bicyclette, le compost, consommer, à faible consommation d'énergie, à faible consommation énergétique, économiser, préserver

Vocabulary (Imperative with We):
Recyclons! Réutilisons! Ne gaspillons pas! Utilisons les transports publics! Plantons des arbres! Utilisons l'énergie renouvelable/l'énergie solaire/l'énergie éolienne! Conservons! Économisons! Préservons! Marchons! Faisons une promenade! Faisons du covoiturage! Faisons du vélo! Utilisons les voitures hybrides. Compostons! Consommons moins d'énergie!

Structures:
Present tense
Past tense
We form of the imperative

Italian – Unit 1

Core Content

Priority Vocabulary & Language Structures

Environmental problems:
air pollution, water pollution, impact of plastic, extinction, global warming, climate change, ozone depletion, natural disasters (floods, earthquakes, hurricanes, forest fires, mud slides, droughts), endangered species, loss of habitats, deforestation, lack of water, desertification, nuclear waste, fossil fuels, gas, oil, acid rain, nuclear leak, to ban, emissions, food chain, pesticides, minimize
{*Problemi ambientali:*
*inquinamento atmosferico, inquinamento idrico, impatto della plastica, estinzione, riscaldamento globale, cambiamento climatico, riduzione dell'ozono, disastri naturali (inondazioni, terremoti, uragani, incendi boschivi, frane, siccità), specie minacciate, perdita di habitat, deforestazione, mancanza di acqua, desertificazione, scorie nucleari, combustibili fossili, gas, petrolio, piogge acide, perdita nucleare, vietare, emissioni, catena alimentare, pesticidi, ridurre al minimo***}**

Expressions of opinion:
It is good to….
In my opinion….
It is bad to ….
It is better to…
It is worse to…
It is critical/necessary to…
{*Espressioni di opinione:*
È bene….
Secondo me….
Fa male….
È meglio…
È peggio per...
*È fondamentale/necessario..***}**

Descriptors related to environments:
Dry, polluted, threatened, unhealthy, raised, decreasing, increasing, developing, toxic, contaminated, renewable, energy efficient
{*Descrittori relativi agli ambienti:*
*Secco, inquinato, minacciato, malsano, allevato, in diminuzione, in aumento, in via di sviluppo, tossico, contaminato, rinnovabile, efficiente dal punto di vista energetico***}**

Endangered animals:
Eagle, dolphin, bat, lion, tiger, turtle, iguana, frog,

Supporting Vocabulary & Enrichment

Connectors
Transition words: così, quindi, tuttavia, ecc.
Sequencing words: prima, poi, poi, dopo, infine, infine, ecc.
Conjunctions: e, o, ma, ecc.

Primo, secondo, terzo, Dopo, prima, da un lato, Alla fine, Primo, anche, poi, tante volte, mai, una volta, a volte, molte volte, ugualmente, come, cioè, come, per esempio, anche se, al contrario, però, nonostante ciò, anche, di conseguenza, soprattutto, soprattutto, poi, soprattutto, quindi, insomma,in altre parole.

monkey, orangutan, rhino, elephant, panda, fish, polar bear, penguin, pika, seal, puffin, koala, snow leopard, giraffe, and other animals as you see fit
{*Animali in via di estinzione*:
*Aquila, delfino, pipistrello, leone, tigre, tartaruga, iguana, rana, scimmia, orango, rinoceronte, elefante, panda, pesce, orso polare, pinguino, pika, foca, pulcinella di mare, koala, leopardo delle nevi, giraffa e altri animali come vedi bene***}**

Geographical locations/ecosystems:
Mountain, coast, woods, forests, rainforest, arctic region, desert, savannah, beach, city, town, village
River, lake, sea, ocean, pond, stream
{*Località geografiche/ecosistemi*:
Montagna, costa, boschi, foreste, foresta pluviale, regione artica, deserto, savana, spiaggia, città, paese, villaggio
*Fiume, lago, mare, oceano, stagno, ruscello***}**

Expressions of opinion (ex: It's critical to…, It's necessary to…, It's best to…, It's bad to…, It's good to…, I think that…, In my opinion…, It's important to…)
{Espressioni di opinione *(es: è fondamentale per..., è necessario..., è meglio..., è brutto per..., è buono per..., penso che..., secondo me..., è importante per...)***}**

Expressions for making suggestions (ex: We should, We have to/must)
{*Espressioni per dare suggerimenti* *(es: dovremmo, dobbiamo/dobbiamo)***}**

Other vocabulary:
recycle, reuse, don't waste, public transportation, plant more trees, renewable energy/solar energy/wind energy, conservation, walking, electric cars, hybrid cars, carpooling, bicycles, compost, consume, energy efficient, renewable, conserve
{*Altro vocabolario:*
*riciclare, riutilizzare, non sprecare, trasporto pubblico, piantare più alberi, energia rinnovabile/energia solare/energia eolica, conservazione, camminare, auto elettriche, auto ibride, carpooling, biciclette, compost, consumare, efficienza energetica, rinnovabile, conservare***}**

We commands:
Let's recycle, Let's reuse, Let's not waste, let's use public transportation, let's plant more trees, Let's use renewable energy/solar energy/wind energy, Let's conserve, Let's walk, Let's use electric cars/hybrid cars, Let's carpool, Let's bicycle, Let's compost, Let's consume less
{*Noi raccomandiamo*:
Ricicliamo, Ri-utilizziamo, Non sprechiamo, Usiamo i

*mezzi pubblici, Piantiamo più alberi, Usiamo energie rinnovabili/solare/eolica, Risparmiamo, Camminiamo, Usiamo auto elettriche/ibride, Facciamo carpooling, Andiamo in bicicletta , compost, consumiamo di meno***}**

Structures:
Present tense
Past tense
We form of the imperative
{*Strutture*:
Tempo presente
Tempo passato
*Formiamo l'imperativo***}**

Spanish – Unit 1

Core Content

Priority Vocabulary & Language Structures

VOCABULARIO DE LA UNIDAD

Vocabulario relacionado con el medioambiente y los desafíos:

Contaminación atmosférica, contaminación acuática, plásticos, extinción, calentamiento global, cambio climático, desastres naturales, destrucción (deterioro) de la capa de ozono, lluvia ácida, especies amenazadas, pérdida de hábitats, deforestación, falta de agua, sequía, desertización, inundaciones, contaminación nuclear, combustible fósil, petróleo, gas, emisiones, gases invernaderos, pesticidas, derretimiento de las capas polares,residuos

Para describir el medio ambiente/los desafíos:

Seco, contaminado, amenazar/amenazado, saludable/no saludable, aumento/aumentar, reducir, desarrollado, renovable, bajo consumo

Lugares del planeta/ecosistemas/hábitats:

Montañas, costas, bosques, la selva, zona polar, desierto, la sabana, playa, ciudad, pueblo, aldea, río, lago, océano, arroyo, estanque, balsa, cueva

Animales en peligro:

Águila, delfín, murciélago, león, tortuga, iguana, rana, mono, rinoceronte, orangután, elefante, panda, peces, oso polar, pingüino, foca, pika, koala, leopardo, jirafa, pájaro frailecillo

Para expresar opiniones:

Es bueno……, Es malo….., Es necesario….., Es mejor….., Es peor……, En mi opinión…, Yo pienso…, Yo creo…,

Posibles soluciones para mejorar los desafíos del medio ambiente:

Reciclar, reusar, no gastar, no desperdiciar, plantar más árboles, usar transporte público, usar energía renovable (solar, eólica), conservar, caminar, usar coches eléctricos, híbridos, montar en bicicleta,

Supporting Vocabulary & Enrichment

CONNECTOR WORDS AND PHRASES

Primero….., segundo…,tercero…., después….., antes…, por un lado…., al final…., en primer lugar, además…, luego…, muchas veces…, nunca…, una vez…, a veces…, muchas veces…, igualmente…, al igual…, es decir…, como…, por ejemplo…, aunque…, al contrario…, sin embargo…, a pesar de eso…, también…, como resultado…, sobre todo…, especialmente…, entonces…, sobre todo…, por lo tanto…, en fin…, en otras palabras…

consumir menos, usar basureros
TIEMPOS VERBALES

El presente-para describir problemas ambientales, animales y soluciones para los desafíos.

El pretérito-para describir problemas ambientales, animales y soluciones para los desafíos.

Mandatos formales (nosotros)-expresar/hacer sugerencias para mejorar el medio ambiente:

Reciclemos... reusemos... no gastemos… usemos...plantemos...coservemos...usemos… consumamos menos/más….seamos...

Unit 2

Course Information

Level(s)	3-1 & 3-H	**Performance Target**	Intermediate Low - Intermediate High
Language(s)	French/Italian/Spanish	**Approx Unit Length/Timeline**	1 quarter

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach Up To...*
Novice High	**Intermediate Low** 🎯	**Intermediate Mid**
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.	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.

Unit Information

Unit Title	Our Challenges
Essential Questions	What are our challenges at home? (ex: homelessness, hunger, violence) What are our challenges at school? (ex: Bullying, cyberbullying; mental health issues like stress, anxiety; hunger) What are our challenges in our community? (ex: social inequality--racism, gender, etc.) How do we solve or cope with these problems?
AP Aligned Themes	Global Challenges; Families and Communities; Contemporary Life;

Evidence of Learning: Summative Assessments

Assessment Summary	The Unit 2 summative assessments will be based on an I.P.A. format. Students will complete an interpretive, interpersonal and presentational task benchmarked at the intermediate low proficiency level.
Interpretive	The interpretive assessment task will focus on gauging a student's ability to identify literal concepts and inferences in an authentic text from the target culture. They will

	read or listen to a text about bullying and answer an array of questions to assess their literal comprehension and inference abilities.
Interpersonal	The interpersonal assessment task will gauge a student's ability to actively negotiate meaning and make adjustments or request clarifications for understanding in an unscripted debate or conversation with other students. At the end of the debate they will have to come to an agreement on who has the better plan to make school life safer and happier.
Presentational	The presentational assessment task will gauge a student's ability to create a response to the essential questions of the unit in writing in the target language. The students will create a poster to combat bullying.

Performance Target 2.1

Performance Information	
Unit Performance Target	I can discuss challenges we face personally and in the community and I can propose possible solutions/ways of coping.
Performance Objective 2.1	I can describe challenges we face at home. I can propose ways to cope with these challenges and/or possible solutions.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
Identify and describe social challenges in present, past, and future tenses -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations and in writing -Read and/or listen to texts from the target culture about challenges at home to answer questions in writing or orally about what was read or heard -Ask and answer questions pertaining to challenges at home and possible solutions	Present tense Past tense Future tense **Social problems:** Hunger, to be hungry, food scarcity, food insecurity, nutritious, unhealthy, healthy, deficient, insufficient, food, diet, food categories (vegetables, fruits, proteins, fats, carbs/sugars, etc.), water Homelessness, instability, lack of heat, water, electricity, safety, wi-fi/connectivity, privacy, lack of personal space Violence, abuse, neglect, lack of healthcare, lack of adult presence, loneliness, poverty, financial instability, job, joblessness, income, unemployment, social services	Students should be able to suggest and describe more than 4 possible solutions to challenges at home.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentation

-Describe possible solutions to challenges at home

-Make suggestions

-Use “We” commands (Let’s…) to motivate myself and others to combat various social challenges

-Express opinions on challenges in our homes

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the societal challenges
Interpersonal	Students will interview each other and gather/share/debate information (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe societal problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

Performance Target 2.2

Performance Information	
Unit Performance Target	I can discuss challenges we face personally and in the community and I can propose possible solutions/ways of coping.
Performance Objective 2.2	I can describe challenges we face at school. I can propose ways to cope with these challenges and/or possible solutions.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Identify and describe social challenges in present, past, and future tenses -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations and in writing -Read and/or listen to texts from the target culture about challenges in school to answer questions in writing or orally about what was read or heard -Ask and answer questions pertaining to challenges at school and possible solutions	Present tense Past tense Future tense **Social problems:** Bully, Bullying, cyberbullying, mental health, stress, anxiety, fitting in, cliques, teasing, name-calling, shaming, physical violence, fear, intimidating, intimidation, stealing, academics , (grades, homework, classwork, cheating, copying, online learning, online identity, academic pressure), peer pressure, competition, texting, distractions, dangerous habits, substance abuse	Students should be able to suggest and describe more than 4 possible solutions to challenges at school.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentation

-Describe possible solutions to challenges at school

-Make suggestions

-Use “We” commands (Let’s…) to motivate myself and others to combat various challenges at school

-Express opinions on challenges at school

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the societal challenges
Interpersonal	Students will interview each other and gather/share/debate information (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe societal problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

Performance Target 2.3

Performance Information	
Unit Performance Target	I can discuss challenges we face personally and in the community and I can propose possible solutions/ways of coping.
Performance Objective 2.3	I can describe challenges we face in my community. I can propose ways to cope with these challenges and/or possible solutions.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Identify and describe social challenges in present, past, and future tenses -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations and in writing -Read and/or listen to texts from the target culture about challenges in the community to answer questions in writing or orally about what was read or heard -Ask and answer questions pertaining to challenges in the community and possible	Present tense Past tense Future tense **Social Problems:** Social inequality, race, racism, gender, gender identification, injustice, justice, just, unjust, liberty, freedom, prejudice, system, systemic, prison, violence, police, crime, judgment, death, representation, freedom of speech, wealth, poverty, inequality, racial profiling, privilege, xenophobia, immigration, social classes, wage inequality	Students should be able to suggest and describe more than 4 possible solutions to challenges at school.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentation

solutions

-Describe possible solutions to challenges in the community

-Make suggestions

-Use “We” commands (Let’s…) to motivate myself and others to combat various challenges in the community

-Express opinions on challenges in the community

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the societal challenges
Interpersonal	Students will interview each other and gather/share/debate information (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe societal problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

French – Unit 2

Core Content	
Priority Vocabulary & Language Structures	**Supporting Vocabulary & Enrichment**
Present tense Past tense Future tense **Social problems: (Les défis mondiaux/les défis sociaux)** La faim, avoir faim, un manque de nourriture, nutritif, nutritive, nourrissant, malsain(e), sain(e), qui manque de.../insuffisant(e), la nourriture, un régime, les catégories d'aliments (des légumes, des fruits, des protéines, des glucides, des matières grasses, etc.), de l'eau L'absence de domicile, l'instabilité, le manque de chauffage, le manque d'eau (propre), le manque d'électricité, un manque de sécurité, un manque de connexion, un manque d'espace personnelle, la vie privée/l'intimité La violence, maltraiter, la maltraitance, le manque de soin/le manque d'attention, le manque de services de santé, une famille monoparentale, la présence d'adultes, la solitude, la pauvreté, l'instabilité financière, un travail, un boulot, une profession, le chômage, le revenu, les services sociaux Une brute, un tyran, tyranniser, persécuter, harceler, intimider, le harcèlement, la brutalité, la persécution, l'intimidation, le harcèlement en ligne, la cyber-intimidation, la santé mentale, le stress, l'anxiété, s'intégrer, une clique, les moqueries (f), les taquineries (f), les insultes, les injures (f), humilier, l'humiliation, la violence physique, la peur, l'angoisse (f), intimider, l'intimidation, intimidant, le vol, les cours, L'école, une note, le devoir, le travail de classe, tricher, copier, l'apprentissage virtuel/en ligne, une identité virtuelle, la pression académique, la pression du groupe/de groupe, la compétition/un concours, envoyer de textos, envoyer des SMS, une distraction, une mauvaise habitude, la toxicomanie L'inégalité sociale, l'égalité,égal/égaux/égale/égales, la race, le racisme, le sexe, une identité sexuelle, l'injustice, la justice, juste, injuste, la liberté, le préjugé, un système, généralisé (systemic), le prison, la violence, la police, le crime, le jugement, la mort, la représentation, la liberté de parole/d'expression, la pauvreté, la richesse, les privilèges (m), la	Transition words (alors, donc, néanmoins, par contre, cependant, en outre, etc.) Sequencing words (d'abord, puis, ensuite, après, finalement, enfin, etc.) Conjunctions (et, ou, mais)

xénophobie, l’immigration, les classes sociales, l’inégalité salariale

Italian – Unit 2

Core Content

Priority Vocabulary & Language Structures

Present tense/*tempo presente*
Past tense/*tempo passato*
Future tense/*tempo futuro*

Social problems:
Hunger, to be hungry, food scarcity, food insecurity, nutritious, unhealthy, healthy, deficient, insufficient, food, diet, food categories (vegetables, fruits, proteins, fats, carbs/sugars, etc.), water
{*Problemi sociali:*
Fame, avere fame, scarsità di cibo, insicurezza alimentare, nutriente, malsano, sano, carente, insufficiente, cibo, dieta, categorie di alimenti (verdure, frutta, proteine, grassi, carboidrati/zuccheri, ecc.), acqua}

Homelessness, instability, lack of heat, water, electricity, safety, wi-fi/connectivity, privacy, lack of personal space
{*Senzatetto, instabilità, mancanza di riscaldamento, acqua, elettricità, sicurezza, wi-fi/connettività, privacy, mancanza di spazio personale***}**

Violence, abuse, neglect, lack of healthcare, lack of adult presence, loneliness, poverty, financial instability, job, joblessness, income, unemployment, social services
{*Violenza, abuso, abbandono, mancanza di assistenza sanitaria, mancanza di presenza adulta, solitudine, povertà, instabilità finanziaria, lavoro, disoccupazione, reddito, disoccupazione, servizi sociali***}**

Bully, Bullying, cyberbullying, mental health, stress, anxiety, fitting in, cliques, teasing, name-calling, shaming, physical violence, fear, intimidating, intimidation, stealing, academics, (grades, homework, classwork, cheating, copying, online learning, online identity, academic pressure), peer pressure, competition, texting, distractions, dangerous habits, substance abuse
{*Bullismo, bullismo, cyberbullismo, salute mentale, stress, ansia, adattamento, cricche, prese in giro, insulti, vergogna, violenza fisica,*

Supporting Vocabulary & Enrichment

Primo, secondo, terzo, Dopo, prima, da un lato, Alla fine, Primo, anche, poi, tante volte, mai, una volta, a volte, molte volte, ugualmente, come, cioè, come, per esempio, anche se, al contrario, però, nonostante ciò, anche, di conseguenza, soprattutto, soprattutto, poi, soprattutto, quindi, insomma,in altre parole.

*paura, intimidazione, intimidazione, furto, studi (voti, compiti, compiti in classe, imbrogliare, copiare, apprendimento online, identità online, pressione accademica), pressione dei pari, competizione, sms, distrazioni, abitudini pericolose, abuso di sostanze***}**

Social inequality, race, racism, gender, gender identification, injustice, justice, just, unjust, liberty, freedom, prejudice, system, systemic, prison, violence, police, crime, judgment, death, representation, freedom of speech, wealth, poverty, inequality, racial profiling, privilege, xenophobia, immigration, social classes, wage inequality
{ *Disuguaglianza sociale, razza, razzismo, genere, identificazione di genere, ingiustizia, giustizia, giusto, ingiusto, libertà, libertà, pregiudizio, sistema, sistemico, prigione, violenza, polizia, crimine, giudizio, morte, rappresentanza, libertà di parola, ricchezza, povertà, disuguaglianza, profili razziali, privilegi, xenofobia, immigrazione, classi sociali, disparità salariali}*

Spanish – Unit 2

Core Content

Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
TIEMPOS VERBALES **El presente-**Para describir problemas que están presente hoy en día **El pretérito-**Para describir como llegamos a este punto hoy en día con los problemas del medio ambiente **El futuro-**Para describir soluciones y el mundo idea de los estudiantes *VOCABULARIO Y ESTRUCTURAS DE LA UNIDAD:* **Los problemas sociales** *En la casa:* Hambre, tener hambre, falta de comida, inseguridad alimentaria, nutrición, nutritivo/a, saludable, insalubre, insuficiente, comida, dieta, vocabulario relacionado con tipos de comida (frutas, vegetales, etc.…) agua Hogar, desamparo, inestabilidad, falta de calefacción….agua…..luz(electricidad)....conectividad, privacidad, espacio personal Violencia, abuso, abuso mental, negligencia, descuidado, sanidad, soledad, pobreza, inestabilidad financiera, recursos financieros, empleo(trabajo), desempleo, ingresos, servicios sociales *En la escuela:* El acoso (bullying), bullying escolar, ciberbullying, salud mental, estrés, ansiedad, ser aceptado, bromear, camarillas (grupos sociales), burlarse, burla, insultar, violencia física, intimidar, robar, notas, academia, trabajo académico (notas, materias, tarea, copiar, aprendizaje en línea, presión académica), peligroso, presión de grupo, hábitos, abuso de sustancias ilegales y controladas, distracciones en la escuela (móviles, texting, redes sociales) *En la sociedad/comunidad* Injusticia/justicia, injusticia social,desigualdad social,	Primero….., segundo…,tercero…., después….., antes…, por un lado…., al final…., en primer lugar, además…, luego…, muchas veces…, nunca…, una vez…, a veces…, muchas veces…, igualmente…, al igual…, es decir…, como…, por ejemplo…, aunque…, al contrario…, sin embargo…, a pesar de eso…, también…, como resultado…, sobre todo…, especialmente…, entonces…, sobre todo…, por lo tanto…, en fin…, en otras palabras…

clase social, raza, racismo, género, identificación de género, violencia de género, justo, injusto, libertad, libre, sistema, sistémico, cárcel, crimen, policía, juicio, representación, muerte, sentencia, libertad de palabra, riqueza, privilegio, xenofobia, inmigración, desigualdad salarial

Unit 3

Course Information

Level(s)	3-1 & 3-H	**Performance Target**	Intermediate Low - Intermediate High
Language(s)	French/Italian/Spanish	**Approx Unit Length/Timeline**	1 quarter

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach Up To...*
Novice High	**Intermediate Low** 🎯	**Intermediate Mid**
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.	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.

Unit Information

Unit Title	Our Stories
Essential Questions	Where did I come from? How does my background shape who I am today? What is the difference between my real-life self and my virtual self? How is my family similar to and different from other families? How are my customs and culture the same as and different from others'?
AP Aligned Themes	Families and Communities; Contemporary Life; Personal and Public Identities; Global Challenges

Evidence of Learning: Summative Assessments

Assessment Summary	The Unit 3 summative assessments will be based on an I.P.A. format. Students will complete an interpretive, interpersonal and presentational task benchmarked at the intermediate low proficiency level.
Interpretive	The interpretive assessment task will focus on gauging a student's ability to identify literal concepts and inferences in an authentic text from the target culture. They will

	read a selection or watch a video about a person's childhood and then have to answer an array of questions to assess their literal comprehension and inference abilities.
Interpersonal	The interpersonal assessment task will gauge a student's ability to actively negotiate meaning and make adjustments or request clarifications for understanding in an unscripted debate or conversation with other students. At the end of the debate they will have to come to an agreement on who has the funniest childhood story.
Presentational	The presentational assessment task will gauge a student's ability to create a response to the essential questions of the unit in writing in the target language. The students will write a description about their favorite year at school that they will share with their future grandchild.

Performance Target 3.1

Performance Information	
Unit Performance Target	I can talk about my personal story/history.
Performance Objective 3.1	I can describe where I came from and tell how my background made me who I am today. I can compare and contrast my real-life identity with my virtual identity.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Describe/narrate in the past and the present (their family, their birth, their childhood, where they live(d), things they celebrate(d)/experience(d), responsibilities within and outside the family) -Describe and explain customary things I used to do/did growing up -Describe and explain our favorite childhood activities -Write about their childhood experiences -Ask and answer questions orally and in writing about their past -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit	The comparative The superlative Present tense Past tenses (descriptive, narrative) To be born, to grow up, to travel to, to move to/from, Immigration, Immigrant, immigrate to, foreigner, citizen, race, ethnicity, religion, belief(s), adjectives of nationalities/ethnicities, countries of origin, to celebrate, to prepare, to cook, to eat, to enjoy, to go to church/temple/worship, holidays and celebrations, traditions Favorite activities of my childhood (games, sports, toys, tv shows, movies, books, music) Family members, family dynamics/roles, jobs, responsibilities, household	-Students will be able to easily go between past and present narration and description. -Students will frequently be able to successfully use present and past description and narration to tell personal stories. -Students will easily use comparative adjectives or the superlative.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentations

theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations and in writing -Read and/or listen to texts from the target culture about childhood memories to answer questions in writing or orally about what was read or heard -Read and/or listen to texts from the target culture about virtual selves versus real selves to answer questions in writing or orally about what was read or heard -Ask and answer questions about each other's childhood experiences -Ask and answer questions about each other's identity online and in person -Compare and contrast our favorite and least favorite activities -Compare and contrast our online and real-life identities -Express opinions about our childhood	chores (wash dishes, make your bed, dust, vacuum, take out the garbage, pick up your room, do the laundry, go grocery shopping, etc.), challenges (refer to Unit 2) Virtual/online identity, social media, blog, blogging, the Internet, Twitter, tweeting, messaging, texting	

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the unit theme.

Interpersonal	Students will interview each other and gather/share/debate information. (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe aspects of their upbringing through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

Performance Target 3.2

Performance Information	
Unit Performance Target	I can talk about my personal story/history.
Performance Objective 3.2	I can describe how my family is similar to and different from other families. I can compare and contrast my culture and traditions to those of the target culture. I can describe challenges that my family face/faced.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Describe in the past and the present in writing or orally their family, holidays that they celebrate(d) or experience(d), traditions, responsibilities within and outside the family -In writing or in speaking, describe and explain family traditions, customs, and/or holidays that we celebrate(d) -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations and in writing -Read and/or listen to texts from the target culture about families and	The comparative The superlative Present tense Past tenses (descriptive, narrative) To be born, to grow up, to travel to, to move to/from, Immigration, Immigrant, immigrate to, foreigner, citizen, race, ethnicity, religion, belief(s), adjectives of nationalities/ethnicities, countries of origin, to celebrate, to prepare, to cook, to eat, to enjoy, to go to church/temple/worship, holidays and celebrations, traditions family dynamics/roles, jobs, responsibilities, household chores (wash dishes, make your bed, dust, vacuum, take out the garbage, pick up your room, do the laundry, go grocery shopping, etc.), challenges (refer to Unit 2)	-Students will be able to easily go between past and present narration and description. -Students will frequently be able to successfully use present and past description and narration to tell personal stories.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentations

their traditions and cultures to answer questions in writing or orally about what was read or heard

-Ask and answer questions about each other's childhood experiences

-Compare and contrast experiences growing up with others in class.

-Express opinions about our traditions, holidays, and customs

-Ask and answer questions about each other's chores and household responsibilities

-Write/speak about their household chores and responsibilities

-Describe challenges that their family faced.

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the unit theme.
Interpersonal	Students will interview each other and gather/share/debate information. (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe environmental problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

French – Unit 3

Core Content

Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
The comparative The superlative Present tense Past tenses (descriptive, narrative) Naître, grandir, voyager, déménager de/à, immigrer, l'immigration, l'immigré(e), l'immigrant/(e), un étranger, une étrangère, un citoyen, une citoyenne, la race, l'ethnicité, la religion, la foi, la croyance, la nationalité, le pays d'origine, célébrer, préparer, cuisiner/faire la cuisine, manger, goûter, jouir de, aller à l'église/au temple/au synagogue/à la mosquée, prier, les fêtes (can mean holiday, festival, celebration, party), une tradition Des activités préférées de l'enfance: les jeux, les sports, les jouets, les émissions de télé, les films, les livres, la musique Les rôles familiaux/ la dynamique familiale, le travail, les responsabilités, les tâches ménagères, laver la vaisselle, faire le lit, faire la poussière, passer l'aspirateur, sortir la poubelle, ranger votre chambre, faire la lessive, faire des courses Les défis (refer to Unit 2) Une identité virtuelle/en ligne, les réseaux sociaux, un blog, un blogueur, tenir un blog, l'Internet, Twitter, un tweet, twitter (to tweet), une messagerie électronique, un SMS/un texto (text)	Transition words (alors, donc, néanmoins, par contre, cependant, en outre, etc.) Sequencing words (d'abord, puis, ensuite, après, finalement, enfin, etc.) Conjunctions (et, ou, mais)

Italian – Unit 3

Core Content

Priority Vocabulary & Language Structures

The comparative/ *il comparativo*
The superlative/ *il superlativo*
Present tense / *il tempo presente*
Past tenses (descriptive, narrative) / *il tempo passato (descrittivo, narrativo)*

To be born, to grow up, to travel to, to move to/from, Immigration, Immigrant, immigrate to, foreigner, citizen, race, ethnicity, religion, belief(s), adjectives of nationalities/ethnicities, countries of origin, to celebrate, to prepare, to cook, to eat, to enjoy, to go to church/temple/worship, holidays and celebrations, traditions
{Nascere, crescere, viaggiare, trasferirsi da/verso, immigrazione, immigrato, immigrare in, straniero, cittadino, razza, etnia, religione, credo, aggettivi di nazionalità/etnia, paesi di origine, festeggiare, preparare, cucinare, mangiare, gustare, andare in chiesa/tempio/culto, feste e celebrazioni, tradizioni}

Favorite activities of my childhood (games, sports, toys, tv shows, movies, books, music)
{Attività preferite della mia infanzia (giochi, sport, giocattoli, programmi TV, film, libri, musica)}

family dynamics/roles, jobs, responsibilities, household chores (wash dishes, make your bed, dust, vacuum, take out the garbage, pick up your room, do the laundry, go grocery shopping, etc.), challenges (refer to Unit 2)
{dinamiche/ruoli familiari, lavori, responsabilità, faccende domestiche (lavare i piatti, rifare il letto, spolverare, passare l'aspirapolvere, portare fuori la spazzatura, prendere la stanza, fare il bucato, fare la spesa, ecc.), sfide (fare riferimento all'Unità 2)}

Virtual/online identity, social media, blog, blogging, the Internet, Twitter, tweeting, messaging, texting
{Identità virtuale/online, social media, blog, blog, Internet, Twitter, tweeting, messaggistica, sms}

Supporting Vocabulary & Enrichment

Primo, secondo, terzo, Dopo, prima, da un lato, Alla fine, Primo, anche, poi, tante volte, mai, una volta, a volte, molte volte, ugualmente, come, cioè, come, per esempio, anche se, al contrario, però, nonostante ciò, anche, di conseguenza, soprattutto, soprattutto, poi, soprattutto, quindi, insomma,in altre parole.

Spanish – Unit 3

Core Content	
Priority Vocabulary & Language Structures	**Supporting Vocabulary & Enrichment**
TIEMPOS VERBALES **El presente-**Para describir como soy hoy **El pretérito-**Para expresar actividades en el pasado **El imperfecto-**Para describir en el pasado cosas de la niñez *VOCABULARIO Y ESTRUCTURAS DE LA UNIDAD:* Nacer, crecer, vivir, viajar, mudarse, inmigracion, inmigrante, estranjero, ciudadano, ciudadanía, raza, religión, tradición, creencia, nacionalidad (adjetivos de nacionalidades), origen, celebrar, preparar, cocinar, comer, disfrutar, días festivos, festividades, celebraciones, Actividades de niñez que me gustaban/no me gustaban(pueden incluir juegos, deportes, pasatiempos, películas, programas de televisión, libros, etc…) Miembros de la familia (madre, padre, hijo/a, abuelo/a, tío/a, primo/a, cuñado/a, suegro/a, yerno, nuera, nieto/a,....etc), Dinámica familiar, papeles en la familia, responsabilidades, los quehaceres en la casa (hacer las camas, lavar los platos, sacar la basura….etc), desafios/retos (unidad 2) Identidad personal/virtual, redes sociales, blogging, la internet, mensajes, texting	Primero….., segundo…,tercero…., después….., antes…, por un lado…., al final…., en primer lugar, además…, luego…, muchas veces…, nunca…, una vez…, a veces…, muchas veces…, igualmente…, al igual…, es decir…, como…, por ejemplo…, aunque…, al contrario…, sin embargo…, a pesar de eso…, también…, como resultado…, sobre todo…, especialmente…, entonces…, sobre todo…, por lo tanto…, en fin…, en otras palabras…

Unit 4

Course Information

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

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach Up To...*
Novice Low	**Novice Mid** 🎯	**Novice High**
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.	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.

Unit Information

Unit Title	Our Future
Essential Questions	What will my future hold? What will my education be? What will my profession be? What will my family be like? Where will I live? What are my future dreams and goals?
AP Aligned Themes	Families and Communities; Contemporary Life; Personal and Public Identities; Global Challenges

Evidence of Learning: Summative Assessments

Assessment Summary	The Unit 4 summative assessments will be based on an I.P.A. format. Students will complete an interpretive, interpersonal and presentational task benchmarked at the intermediate low proficiency level.
Interpretive	The interpretive assessment task will focus on gauging a student's ability to identify literal concepts and inferences in an authentic text from the target culture. They will read a selection or watch a video about a person's future goals and/or plans and then have to answer an array of questions to assess their literal comprehension and inference abilities.

Interpersonal	The interpersonal assessment task will gauge a student's ability to actively negotiate meaning and make adjustments or request clarifications for understanding in an unscripted debate or conversation with other students. At the end of the debate they will have to come to an agreement on who has the best qualifications for a specific job and why.
Presentational	The presentational assessment task will gauge a student's ability to create a response to the essential questions of the unit in writing in the target language. The students will create a time capsule in which they will include a letter to their future selves about what they imagine they will be in 20 years.

Performance Target 4.1

Performance Information	
Unit Performance Target	I can talk about my future and my plans for the future.
Performance Objective 4.1	I can describe my future education and career plans.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Describe and narrate in writing and in speaking their future educational and career plans -Ask and answer questions about education and career choices -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations and in writing -Read and/or listen to texts from the target culture about education and career choices to answer questions in writing or orally about what was read or heard	Future tense Present tense Comparatives Opinions (see Unit 1) College, university, trade schools, military, degrees, diplomas, areas of study, virtual learning, professions, job qualifications, volunteer work/community service, internships	-Students will be able to easily go between past, present, and future narration and description. -Students will frequently be able to successfully use future description and narration to tell personal stories.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentations

-Compare and contrast future academic and professional goals

-Express opinions about our academic and professional goals

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the unit theme.
Interpersonal	Students will interview each other and gather/share/debate information. (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe environmental problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

Performance Target 4.2

Performance Information	
Unit Performance Target	I can talk about my future and my plans for the future.
Performance Objective 4.2	I can describe my future family and living situation.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Describe and narrate in writing and in speaking their ideal future family life and living situation -Ask and answer questions about future family life and living situations -Compare and contrast future family life and living situations -Express opinions about our future family life and living situations -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations	-Future tense -Present tense Family/relationship vocabulary, pets, adjectives to describe ideal family, vocabulary of dwellings (house, apartment, condo, etc.) and necessary adjectives	-Students will be able to easily go between past, present, and future narration and description. -Students will frequently be able to successfully use future description and narration to tell personal stories.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentations

and in writing

-Read and/or listen to texts from the target culture about future family life and living situations to answer questions in writing or orally about what was read or heard

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the unit theme.
Interpersonal	Students will interview each other and gather/share/debate information. (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe environmental problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
Interpersonal	Possible activities include info gap tasks, mock interviews, think-pair-share tasks
Presentational	Possible activities include: oral skits, short writing activities such as posters, slides, or online presentations, simple question/response activities, emails, dialogues, comic strips

Performance Target 4.3

Performance Information	
Unit Performance Target	I can talk about my future and my plans for the future.
Performance Objective 4.3	I can describe my future dreams and goals.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Describe and narrate in writing and in speaking their future personal goals and dreams (bucket list) -Ask and answer questions on dreams and personal goals -Identify main ideas/concepts in authentic materials -Identify key vocabulary pertaining to the unit theme in interpretive listening and reading pieces -Incorporate key vocabulary terms in conversational situations and in writing -Read and/or listen to texts from the target culture about dreams and personal goals (bucket list) to answer questions in writing or orally about what was read or heard	Future tense Bucket list: - travel goals - athletic goals (running a marathon, swimming the Channel, skydiving, bungee jumping, hang gliding, dancing competitively, etc.) -artistic/craft goals (sewing, knitting, jewelry making, quilting, painting, drawing, sculpting, etc.) -literary goals (writing, reading, etc.) -musical goals (singing, playing an instrument, etc.) -culinary goals (cooking, wine tasting, baking, etc.)	-Students will be able to easily go between past, present, and future narration and description. -Students will frequently be able to successfully use future description and narration to tell personal stories.	-Listening activities from online sources -Interpretive reading activities from online resources -Formative assessments:quizzes, daily class work, class participation, and hw assignments -Presentational tasks: short written and oral presentations

-Compare and contrast dreams and personal goals

-Express opinions about our dreams and personal goals (bucket list) and explain why we have them

Formative Performance Assessments	
Interpretive	Students will watch and interpret videos (music, informational, etc) or written texts relating to the unit theme.
Interpersonal	Students will interview each other and gather/share/debate information. (Ex: Info-gap activities/A-B activities, jigsaw activities, pair-share activities, debates)
Presentational	Students will identify and describe environmental problems through various formats, such as quizzes, games, skits, etc.

Instructional Activities	
Interpretive	Possible activities include interpreting music videos, informational videos, podcasts, infographics, illustrated written texts, film segments, commercials
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French – Unit 4

Core Content

Priority Vocabulary & Language Structures

Future tense
Present tense
Comparatives
Opinions (see Unit 1)

L'éducation et une carrière/ une profession
L'université, un établissement d'enseignement professionnel, l'armée (the military), un diplôme, un domaine d'étude, l'apprentissage virtuel, une profession (un(e) professeur, un(e) avocat(e), un médecin, un chef, un chef d'entreprise, un militaire, un diplomat, un technicien, un(e) bibliothécaire, une infirmière, etc.), les qualifications professionnelles, le bénévolat (volunteer work/community service), un stage (internship)

Le vocabulaire de la famille et des relations
La famille nucléaire, une famille monoparentale, une famille élargie (extended family), une famille sans enfants, une famille recomposée (blended family), Les beaux-parents, le beau-père, la belle-mère, le beau-frère, la belle-soeur, le beau-fils, la belle-fille

D'autres relations
Un copain, une copine, un ami, une amie, un petit ami, une petite amie, chéri(e), mon amour, un amoureux, une amoureuse, un fiancé, une fiancée, un époux, une épouse, un mari, une femme

Un animal domestique
un(e) chien(ne), un(e) chat(te), un oiseau/des oiseaux, un poisson, un hamster, un cochon d'Inde (guinea pig), un lézard

Des adjectifs pour la famille idéale
Patiente, gentille, grande, petite, sans enfants, avec beaucoup d'enfants, généreuse, compréhensive, énergique, passionnante, loyale, indulgente (forgiving), flexible, optimiste, responsable

Des logements
Une maison, un appartement, un immeuble en copropriété (condo), une caravane, une cabine, une villa, une maison de campagne

Des adjectifs pour un logement idéal
Propre, sûr (en sécurité), élégant, simple, rustique,

Supporting Vocabulary & Enrichment

Transition words (alors, donc, néanmoins, par contre, cependant, en outre, etc.)
Sequencing words (d'abord, puis, ensuite, après, finalement, enfin, etc.)
Conjunctions (et, ou, mais)

charmant, beau, spacieux, moderne, historique, joli, parfait

Une liste des choses à faire avant de mourir (Bucket list)
-Les buts de voyage/ les objectifs de voyage
-Les buts athlétiques (courir, courir un marathon, faire du jogging, nager, traverser la Manche à la nage, faire le parachutisme (skydiving), faire du saut à l'élastique, faire du deltaplane (hang gliding), danser professionnellement)
-Les buts artistiques (coudre, tricoter, créer des bijoux, confectionner un dessus-de-lit, peindre, dessiner, sculpter)
-Les buts littéraires (écrire, lire, blogguer)
-Les buts musicals (chanter, jouer d'un instrument: du piano, du trombone, de la trompette, de la flûte, de la guitare, etc)
-Les buts culinaires (cuisiner, goûter du vin, faire un gâteau, etc.)

https://www.talkinfrench.com/french-essay-phrases/

Italian – Unit 4

Core Content

Priority Vocabulary & Language Structures	Supporting Vocabulary & Enrichment
Future tense/ *tempo futuro* Present tense */ tempo passato* Comparatives / *comparativo* Opinions (see Unit 1) / *opinioni (vedi unita' 1)* College, university, trade schools, military, degrees, diplomas, areas of study, virtual learning, professions, job qualifications, volunteer work/community service, internships {*College, università, scuole professionali, militari, lauree, diplomi, aree di studio, apprendimento virtuale, professioni, qualifiche lavorative, volontariato/servizio comunitario, stage}* Family/relationship vocabulary, pets, adjectives to describe ideal family, vocabulary of dwellings (house, apartment, condo, etc.) and necessary adjectives {*Vocabolario familiare/relazionale, animali domestici, aggettivi per descrivere la famiglia ideale, vocabolario delle abitazioni (casa, appartamento, condominio, ecc.) e aggettivi necessari}* Bucket list: - travel goals - athletic goals (running a marathon, swimming the Channel, skydiving, bungee jumping, hang gliding, dancing competitively, etc.) -artistic/craft goals (sewing, knitting, jewelry making, quilting, painting, drawing, sculpting, etc.) -literary goals (writing, reading, etc.) -musical goals (singing, playing an instrument, etc.) -culinary goals (cooking, wine tasting, baking, etc. {*Lista dei desideri:* *- obiettivi di viaggio* *- obiettivi atletici (maratona, nuoto nella Manica, paracadutismo, bungee jumping, deltaplano, ballo agonistico, ecc.)* *-obiettivi artistici/artigianali (cucito, lavoro a maglia, creazione di gioielli, trapuntatura, pittura, disegno, scultura, ecc.)* *-obiettivi letterari* *(scrittura, lettura, ecc.)* *-obiettivi musicali (cantare, suonare uno strumento, ecc.)* *-obiettivi culinari (cucina, degustazione di vini, pasticceria, ecc.}*	*Primo, secondo, terzo, Dopo, prima, da un lato, Alla fine, Primo, anche, poi, tante volte, mai, una volta, a volte, molte volte, ugualmente, come, cioè, come, per esempio, anche se, al contrario, però, nonostante ciò, anche, di conseguenza, soprattutto, soprattutto, poi, soprattutto, quindi, insomma,in altre parole.*

Spanish – Unit 4

Core Content	
Priority Vocabulary & Language Structures	**Supporting Vocabulary & Enrichment**
TIEMPOS VERBALES **El presente-**describir en el presente opiniones e ideas sobre la educación y carreras/profesiones **El futuro-**describir y expresar lo que harán los estudiantes en el futuro (planes en el futuro) Estructuras gramaticales para hacer comparaciones sobre planes del futuro	Primero….., segundo…,tercero…., después….., antes…, por un lado…., al final…., en primer lugar, además…, luego…, muchas veces…, nunca…, una vez…, a veces…, muchas veces…, igualmente…, al igual…, es decir…, como…, por ejemplo…, aunque…, al contrario…, sin embargo…, a pesar de eso…, también…, como resultado…, sobre todo…, especialmente…, entonces…, sobre todo…, por lo tanto…, en fin…, en otras palabras…
VOCABULARIO DE LA UNIDAD **Los estudios y las carreras/profesiones** Las universidades, formación profesional, escuelas vocacionales, carreras/profesiones/trabajos, títulos académicos, áreas de estudio (las ciencias, las artes, medicina, etc…), las asignaturas (matemáticas, lenguaje, arte...etc), cualificaciones, servicio comunitario, trabajo de voluntario, pasantía **La situación familiar en el futuro** Relaciones familiares (Unidad 3), casarse mascotas (ejemplos: perros, gatos, pájaros, etc…), adjetivos de descripción para describir cosas, personas, o eventos relacionado con la familia, vocabulario pertinente al domicilio (casa, apartamento, piso, condominio, alquilar, comprar, vender,compartir) **Esperanzas de deseos del futuro** Lista de cosas que hacer antes de morir: Metas de viajar, metas atléticas (correr en un maratón, nadar una canal, paracaidismo, puenting, el ala delta, bailar competitivamente, etc…..) metas artísticas (coser, tejer, joyería, acolchar, esculpir, cantar, tocar un piano, pintar, dibujar, etc…) metas literarias (escribir, leer, publicar, etc…) Metas culinarias (cocinar, hornear, etc…)	