

# ***World Language***



## ***APPENDIX***

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# Alaska Content Standards: Arts

## A

**A student should be able to create and perform in the arts.**

A student who meets the content standard should:

1. participate in dance, drama, music, visual arts, and create writing;
2. refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
3. appropriately use new and traditional materials, tools, techniques, and processes in the arts;
4. demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
5. collaborate with others to create and perform works of art;
6. integrate two or more art forms to create a work of art; and
7. investigate careers in arts production.

## B

**A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.**

A student who meets the content standard should:

1. recognize Alaska Native cultures and their arts;
2. recognize United States and world cultures and their arts;
3. recognize the role of tradition and ritual in the arts;
4. investigate the relationships among the arts and the individual, the society, and the environment;
5. recognize universal themes in the arts such as love, war, childhood, and community;
6. recognize specific works of art created by artists from diverse backgrounds;
7. explore similarities and differences in the arts of world cultures;
8. respect differences in personal and cultural perspectives; and
9. investigate careers relating to arts history and culture.

## C

**A student should be able to critique the student's arts and the art of others.**

A student who meets the content standard should:

1. know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
2. examine historical and contemporary works of art, the works of peers, and the student's own works as follows:
  - a. identify the piece;
  - b. describe the use of basic elements;
  - c. analyze the use of basic principles;
  - d. interpret meaning and artist's intent;
  - e. express and defend an informed opinion;
3. accept and offer constructive criticism;

4. recognize and consider an individual's artistic expression;
5. exhibit appropriate audience skills; and
6. investigate careers relating to arts criticism.

**D**

**A student should be able to recognize beauty and meaning through the arts in the student's life.**

A student who meets the content standard should:

1. make statements about the significance of the arts and beauty in the student's life;
2. discuss what makes an object or performance a work of art;
3. recognize that people tend to devalue what they do not understand;
4. listen to another individual's beliefs about a work of art and consider the individuals' reason for holding those beliefs;
5. consider other culture's beliefs about works or art;
6. recognize that people connect many aspects of life through the arts;
7. make artistic choices in everyday living; and
8. investigate careers related to the search for beauty and meaning, which is aesthetics.

# Alaska Content Standards: Cultural Standards

**A**

**Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.**

Students who meet this content standard are able to:

1. assume responsibilities for their role in relation to the well being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior, and;
7. determine the place of their cultural community in the regional, state, national, and international political and economic systems.

**B**

**Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.**

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions, and;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

**C**

**Culturally-knowledgeable students are able to actively participate in various cultural environments.**

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being, and;
4. enter into and function effectively in a variety of cultural settings.

**D**

**Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.**

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems, and;
6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

**E**

**Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.**

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interactions of people from different cultural backgrounds, and;
8. identify and appreciate who they are and their place in the world.

# Alaska Content Standards: Technology

**A**

**A student should be able to operate technology-based tools.**

A student who meets the content standard should:

1. use a computer to enter and retrieve information;
2. use technological tools for learning, communications, and productivity;
3. use local and world-wide networks;
4. manage and maintain technology tools; and
5. diagnose and solve common technology problems.

**B**

**A student should be able to use technology to locate, select, and manage information.**

A student who meets the content standard should:

1. identify and locate information sources using technology;
2. choose sources of information from a variety of media; and
3. select relevant information by applying accepted research methods.

**C**

**A student should be able to use technology to explore ideas, solve problems, and derive meaning.**

A student who meets the content standard should:

1. use technology to observe, analyze, interpret, and draw conclusions;
2. solve problems both individually and with others; and
3. create new knowledge by evaluating, combining, or extending information using multiple technologies.

**D**

**A student should be able to use technology to express ideas and exchange information.**

A student who meets the content standard should:

1. convey ideas to a variety of audiences using publishing, multi-media, and communications tools;
2. use communications technology to exchange ideas and information; and
3. use technology to explore new and innovative methods for interaction with others.

**E**

**A student should be able to use technology responsibly and understand its impact on individuals and society.**

A student who meets the content standard should:

1. evaluate the potentials and limitations of existing technologies;
2. discriminate between responsible and irresponsible uses of technology;
3. respect others' rights of privacy in electronic environments;
4. demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;
5. examine the role of technology in the workplace and explore careers that require the use of technology;
6. evaluate ways that technology impacts culture and the environment;
7. integrate the use of technology into daily living; and
8. recognize the implications of emerging technologies.

# **Language Specific Internet Resources**

*NOTE: Due to the dynamic nature of the Internet, websites are subject to change and should always be reviewed before student use. This is not an inclusive list, but developed for support.*

## **World Language Exploratory**

### **Omniglot**

<http://omniglot.com/index.htm>

This site contains language-related articles and multilingual texts. It also has idioms, alphabet, reasons, and tips to language learning.

### **Word Reference**

<http://www.wordreference.com/>

A bilingual online translation dictionary for Spanish, French, Italian, German, Russian, and English.

## **Chinese**

### **Growing up with Chinese Series**

<http://english.cntv.cn/program/learnchinese/growingwithchinese/>

This series contains one hundred episodes, each fifteen minutes in length. The series' aim is to use dramatic skits to teach three hundred of the most commonly spoken Chinese phrases to teen learners.

### **Dictionary (Chinese-English)**

<https://www.mdbg.net>

The online dictionary is reliable and accurate, most of the times.

### **Radio**

<http://www.rti.org.tw/>

<http://www.voh.com.tw/amfm.php>

Two great sites for streaming Mandarin Radio programs.

## **French**

### **French Songs**

<http://people.southwestern.edu/~prevots/songs/>

This site has traditional and contemporary songs with lyrics and recordings for the purpose of learning French. It is listed by theme and order of difficulty.

## **Japanese**

### **American Association of Teachers of Japanese (AATJ)**

<https://www.aatj.org/>

**Japan Foundation, Los Angeles**  
<http://www.jflalc.org/>

## **Spanish**

**About.com: Spanish Language**

<http://spanish.about.com>

This site provides helpful information on Spanish grammar and articles pertaining to it. The site allows you to sign up for a free Spanish language newsletter.

Note: Contains pop-up ads.

**Don Quijote**

<http://www.donquijote.org/Spanishlanguage/games/#>

*Don Quijote* provides multiple Spanish language resources, a teacher's page, course information, and easily accessible links to Latin culture. The word search and hangman games are student friendly and are organized by topic.

**Duolingo**

<https://en.duolingo.com/>

Aprenda inglês, espanhol e outros idiomas gratuitamente. (Learn English, Spanish, and other languages for free.)

**Duolingo for Schools**

<https://schools.duolingo.com/>

Duolingo lessons give each student personalized feedback and practice, preparing them to get the most out of classroom instruction. This is a free resource for students and instructors.

**Lingogo**

<http://www.lingogoapp.com/>

Lingogo is a digital library app for language learners stocked with fun, interactive, dual language books. The app itself is available to download for free, but the e-books need to be purchased.

**Spanish Lessons**

<http://www.123teachme.com>

A comprehensive website with verb conjugator, translator, games, and lessons for beginner and intermediate.

**Yabla Language Immersion**

[www.yabla.com](http://www.yabla.com)

Dual-language, interactive subtitles, and playback controls immerse students in authentic videos including TV shows, music, interviews, documentaries, lessons, and more. Videos include native speakers using their language in everyday situations. A subscription is required to access the material.

# Technology Resources

*NOTE: Due to the dynamic nature of the Internet, websites are subject to change and should always be reviewed before student use. This is not an inclusive list, but developed for support.*

## BBC Languages

<http://www.bbc.co.uk/languages/>

BBC Languages offers comprehensive lessons in seven languages: French, German, Spanish, Italian, Greek, Portuguese, and Chinese. For new learners, the site conducts assessment tests to identify your level as beginner, intermediate, or advanced, and accordingly provides resources like PDF vocabulary lists and crossword puzzles. Video lessons are the most valuable component on the site.

## Digital Dialects

<http://www.digitaldialects.com>

Provides a wide range of interactive games in a large variety of languages. The site includes geography games and is constantly being updated. Macromedia Flash Player is required.

## Duolingo

<https://en.duolingo.com/>

Aprenda inglês, espanhol e outros idiomas gratuitamente. (Learn English, Spanish, and other languages for free.)

## Duolingo for Schools

<https://schools.duolingo.com/>

Duolingo lessons give each student personalized feedback and practice, preparing them to get the most out of classroom instruction. This is a free resource for students and instructors.

## FL Teach (Foreign Language Teaching Forum)

<http://www.cortland.edu/flteach/flteach-res.html>

Contains links to collections of live television and radio programs. It includes a wide variety of specific links to all languages taught in Fairbanks.

## FreeRice

<http://www.freerice.com>

Allows students to match a definition to a given vocabulary word. For correct choices, students earn grains of rice that are then donated to the United Nations World Food Program to feed people in poverty. It is a legitimate program, and can be utilized in multiple languages.

## Kahoot!

<https://kahoot.com/>

*Kahoot!* is a free, game-based learning platform that makes it fun to learn any language.

## **Librarian Resource**

<http://www.ipl.org/div/hello>

Home website created by librarians with many resources for 32 languages and includes dictionaries, cultural activities, and lessons. (ASL, German, French, Japanese, Spanish, Russian, and Chinese)

## **Lingogo**

<http://www.lingogoapp.com/>

Lingogo is a digital library app for language learners stocked with fun, interactive, dual-language books. The app itself is available to download for free, but the e-books need to be purchased.

## **Mango Languages**

<http://www.mangolanguages.com>

A free website which provides interactive lessons and courses including Spanish, French, German, Japanese, Mandarin Chinese, and Russian. The lessons contain both color-coded text and audio, which facilitates hearing and seeing at the same time.

## **Memrise**

<https://www.memrise.com/>

Memrise features countless categories of so-called “mems,” user-generated mnemonic flashcards that rely on graphics and imagination to implant new vocabulary in a person’s memory. The site hosts thousands of free courses in many languages. Because the content is entirely user-generated, the quality may vary.

## **Official Rosetta Stone®**

[www.rosettastone.com/](http://www.rosettastone.com/)

Learn to speak a language with this online software.

## **The Paperboy**

<http://www.thepaperboy.com>

A resource to find newspaper articles in multiple languages. A useful resource for current information and/or coverage of a cultural event.

## **Teacher's Discovery**

<http://www.teachersdiscovery.com>

Products are numerous and are constantly being updated to reflect trends, fads, and the latest research. (Spanish, French, German, and Chinese)

## **Web Crawler**

<http://www.webcrawler.com>

This website compiles search engines together. When you type in your inquiry (e.g., Spanish games, poems, or recipes) it gives you a specific list which you can easily browse for free, online resources. It provides specific games for particular holiday celebrations, which can be a useful tool for teaching culture.

## **World Language Resources**

<http://www.suelebeau.com/languages.htm>

It has a large Hispanic resource element which links to WebQuest, PowerPoint presentations, and information on holidays, travel, and culture. Includes miscellaneous resources, practice exercises, and links to rubric sites. Links to French resources are located at the bottom of the webpage.

## **Word Reference**

[www.wordreference.com](http://www.wordreference.com)

A bilingual online translation dictionary for Spanish, French, Italian, German, and Russian.

## **Yabla Language Immersion**

[www.yabla.com](http://www.yabla.com)

Dual-language, interactive subtitles, and playback controls immerse students in authentic videos including TV shows, music, interviews, documentaries, lessons, and more. Videos include native speakers using their language in everyday situations. A subscription is required to access the material.

# **Rubric Internet Resources**

## **CAPS Rubrics (Consortium for Assessing Performance Standards Rubrics)**

<http://flenj.org/CAPS/?page=147>

Focusing on the performance standards for world language, this website addresses the interpersonal, interpretive, and presentational modes at varying levels (novice, intermediate, and advanced). Teachers can use the generic rubrics to create their own task-specific rubrics.

## **Kathy Schrock's Guide for Educators**

<http://school.discoveryeducation.com/schrockguide/assess.html>

A subject-specific website containing rubric builders and generators, as well as a wide variety of multimedia rubrics for any level.

## **LinguaFolio – National Council of Staff Supervisors for Languages (NCSSL)**

<http://ncssfl.org/links/index.php?linguafolio>

This website contains detailed self-assessment checklists for all oral proficiency levels.

## **PALS: Rubrics (Performance Assessments for Language Students)**

<http://fcps.edu/DIS/OHSICS/forlang/PALS/rubrics>

This website provides holistic reading and writing assessments by levels. It includes assessments at the interpretive and presentational levels for Level III, as well as analytic rubrics for fluent speakers.

## **Rubistar**

<http://rubistar.4teachers.org/>

Allows teachers to create rubrics for project-based assignments.

# Alaska Content Standards: World Language

**A**

**A student should be able to communicate in two or more languages, one of which is English.**

A student who meets the content standard should:

1. understand written and oral communication in two or more languages;
2. write and speak understandably in two or more languages;
3. use two or more languages effectively in real life situations; and
4. use two or more languages to learn new information in academic subjects.

**B**

**A student should expand the student's knowledge of peoples and cultures through language study.**

A student who meets the content standard should:

1. understand the relationship between language and culture;
2. learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature;
3. learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior;
4. improve the student's understanding of the student's language and culture through experiences with other languages and cultures;
5. apply knowledge of the functions and structure of one language to the study of another language; and
6. recognize through language study that all cultures contribute to the global society.

**C**

**A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.**

A student who meets the content standard should:

1. interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen pals, and travel;
2. use experiences with language and culture to explore the student's personal interests and career options;
3. learn how language skills and cultural knowledge enhance a person's competitiveness in the international marketplace; and
4. apply language skills and cultural knowledge to enhance the student's intellectual and social growth and to promote life-long learning.

# Standards for Foreign Language: Learning in the 21<sup>st</sup> Century

## COMMUNICATION

### **Communicate in Languages Other Than English**

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## CULTURES

### **Gain Knowledge and Understanding of Other Cultures**

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

## CONNECTIONS

### **Connect with Other Disciplines and Acquire Information**

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

## COMPARISONS

### **Develop Insight into the Nature of Language and Culture**

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## COMMUNITIES

## **Participate in Multilingual Communities at Home & Around the World**

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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# World-Readiness Standards for Learning Languages



## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p><b>C</b>OMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p><b>C</b>ULTURES Interact with cultural competence and understanding</p>	<p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p><b>C</b>ONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p><b>C</b>OMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p><b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p><b>C</b>OMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

## National World-Readiness Standards for Learning Languages

### Communication

Communicate in Languages Other than English:

- **Standard 1.1:**  
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:**  
Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:**  
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Cultures

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:**  
Students demonstrate and understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:**  
Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### Connections

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:**  
Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:**  
Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Comparisons

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:**  
Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:**  
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## **Communities**

### Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:**  
Students use the language both within and beyond the school setting.
- **Standard 5.2**  
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Source: [http://www.actfl.org/files/public/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf)

# Annual Local Language Events

## **International Friendship Day**

This is a free annual event held at Pioneer Park and takes place the third week of October. There are informational booths, dance exhibitions, entertainment, food, and cultural items for sale. It is a longstanding community event that celebrates the diversity of cultures in Fairbanks and encourages global understanding.

## **Regional Declamation Contest**

In January, local students participate in poetry recitation, impromptu dialogues, improvisational speech, and cultural trivia events by language and level. Students may register and participate in multiple events. The event venue rotates among various high schools and includes a potluck, entertainment, and an awards ceremony which celebrates world languages. The contest draws on members of the community and UAF to organize, judge, facilitate, and advertise the events. Students at all grade levels are encouraged to participate and the event is open to the public.

## **State Declamation Contest**

The state contest is typically held in Anchorage in early February. The top two finishing students for each local language event are invited to participate in that event at the state level. One alternate in each category may be eligible for travel, depending on the score achieved at the local declamation contest. Bus travel to the event is supported by the Fairbanks North Star Borough School District.

## **UAF Chinese New Year Celebration**

The UAF Chinese Student Association annually celebrates the Chinese New Year. The event features a Chinese buffet and performances by members of the Chinese Student Association and members of the community.

# Professional Organizations

The American Association of Teachers of French (AATF)

<http://www.frenchteachers.org>

The American Association of Teachers of German (AATG)

<http://www.aatg.org/>

American Association of Teachers of Japanese (AATJ)

<https://www.aatj.org/>

The American Association of Teachers of Slavic and Eastern European Languages (AATSEEL)

<http://www.aatseel.org/>

The American Association of Teachers of Spanish and Portuguese (AATSP)

<http://www.aatsp.org/>

The American Council on the Teaching of Foreign Language (ACTFL)

<http://www.actfl.org>

Created the National Standards for Foreign Languages in 1996

Alaskans for Language Acquisition (AFLA)

<http://www.afla-alaska.org/>

The statewide professional association for world language educators

Asia Society

<http://www.asiasociety.org/>

A useful site for creating a Mandarin Chinese curriculum

The American Sign Language Teachers Association (ASLTA)

<http://www.aslta.org/>

Center for Advanced Research on Language Acquisition (CARLA)

<http://www.carla.umn.edu/>

The Chinese Language Teachers Association, USA (CLTA)

<http://clta-us.org/>

Chinese Language Association Secondary Elementary-Schools (CLASS)

<http://www.classk12.org/>

The National Council of Less Commonly Taught Languages (NCOLCTL)

<http://www.councilnet.org/>

An organization which includes Japanese, Chinese, and Russian

National Network for Early Language Learning (NNELL)

<http://www.nnell.org/>

Pacific Northwest Council of Teachers of Foreign Language (PNCFL)

<http://www.pncfl.org/>

Membership is free with AFLA dues

# Suggested General Activities

(Aligned to Communication, Cultures, and Communities of the National Standards)

## Communication

### **Interpretive Mode**

Internet, movies, audio samples, PPP, guest speakers, TV shows, songs, poetry, Total Physical Response (TPR/TPRS), books, magazines, animations, manga/graphic novels, articles, newspapers, blog spots.

### **Interpersonal Mode**

Interviews, role plays, dialogues, TPR, emails, Q&A, guest speakers, group discussions, plays, puppet show, pen pals, blogs, wikis.

### **Presentational Mode**

Plays, puppet shows, songs, speeches, oral presentations/interpretations, dialogues, letters, reports, displays, posters, movies, PowerPoint presentations, recording audio presentation, TPR, storytelling, iMovies.

## Cultures

- cooking
- music
- arts
- songs
- crafts
- poetry
- plays
- dances

## Communities

Sharing final products through Skype with community groups, partner, or sister school (e.g., reports, oral presentations, dialogues, movies, songs, plays, puppet shows, displays, PowerPoint presentations, slide shows, letters, or research).

The National Standards also include connections and comparisons, which allow students to make unique connections with other disciplines, to make independent observations on the nature of language, to better understand viewpoints of other cultures, and to demonstrate that knowledge. These two standards are conveyed through the communication, cultures, and communities' activities. Through rich cultural comparisons of their own culture and that of others, students develop keen insights attributable to studying world languages.

# Suggested Instructor Tools

## **Enchanted Learning**

[www.enchantedlearning.com](http://www.enchantedlearning.com)

Great website for elementary world language teachers.

## **Language Games**

[www.languagegames.org/](http://www.languagegames.org/)

This website provides free, online computer games in French, German, Italian, and Spanish. It has basic crossword puzzles, word searches, and hangman games.







## **Puzzlemaker**

[www.puzzlemaker.com](http://www.puzzlemaker.com)

A free teacher created resource for use in the class. Easy to use and creates an answer key for you.

# Steps of the Process for Special Person Interviews

Bryce Hedstrom

<b>Steps of the Process</b> Each interview lasts only as long as the interest does. The interview is over when the mojo runs out, be it in the interviewee, the observing students or the teacher.	<b>Who?</b>	<b>Action</b>	<b>Grammar &amp; Vocabulary</b>	<b>Teacher Behavior</b>	<b>Student Behavior</b>
<b>1. Interview</b> <i>Interviewing Tips:</i>  <ul style="list-style-type: none"> <li>Each interview can last between 1 minute and 60 minutes—it all depends on the willingness of the interviewee.</li> <li>Stop the interview when the mojo runs out.</li> <li>Do not force engagement; invite it.</li> <li>You are not trying to get through an agenda; you are focusing on a student and encouraging him/her to speak.</li> <li>You can come back to interview a reluctant student later—their level of trust and language ability will grow.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher talks with student interviewee in front of the class</li> <li>Interviewees may stay in their regular seats or move to a special place in the front of the room—whatever they are comfortable with.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks questions to one student interviewee in the TL</li> <li>Student answers in TL</li> <li>Teacher encourages student to answer with complete sentences to model 1st person form.</li> <li>Teacher occasionally asks differentiated questions (“Pop Up Grammar” style) to individual students in the class to be sure they are engaging on different levels.</li> <li>Teacher “circles” the structures (TPRS term) that students do not know well.</li> </ul>	<ul style="list-style-type: none"> <li>2nd person oral questions by teacher</li> <li>1st person oral answers by student interviewee</li> <li>Stay “in bounds” with vocabulary as much as possible—use what they know</li> <li>Teacher writes new vocabulary in TL &amp; English on board.</li> <li>Not all vocabulary needs to be translated.</li> <li>Vocabulary will grow organically—with more trust and comfort, new and different topics will emerge.</li> </ul>	<ul style="list-style-type: none"> <li><b>Body Language</b></li> <li>Open, accepting</li> <li>Pull in the rest of the class with your interest</li> <li>Ignite attention with earnestness</li> <li><b>Oral Language</b></li> <li>Don’t push too hard</li> <li>Set the hook</li> <li>Ask follow up questions to show real interest</li> <li><b>Written Language</b></li> <li>Write new words in the TL and in English on the board</li> </ul>	<ul style="list-style-type: none"> <li><b>Body Language</b></li> <li>Look for the <i>lean in</i>—this shows the interviewee is engaged.</li> <li><b>Oral Language</b></li> <li>Student answers with sentences</li> <li>“Facts” from interviewee do not have to be real—allow students to suspend reality</li> <li>Student responds as long as comfortable—there is no set number of questions they have to answer</li> </ul>
<b>2. “Report Back” to Class</b> <i>Reporting Back Tips:</i>  <ul style="list-style-type: none"> <li>Repeat steps 1 &amp; 2 as often as the interest lasts, in the interviewee and in the class.</li> <li>Stop when they seem bored.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher talks to class</li> </ul>	<ul style="list-style-type: none"> <li>Teacher “reports back” to class after every 2-3 questions.</li> <li>Teacher tells class what the student has just said to her.</li> <li>Class responds appropriately to show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>3rd person oral statements by teacher about interviewee</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows change of perspective by changing location (<i>location #2</i>) when “reporting back” to the class</li> <li>Return to original interview space (<i>location #1</i>) for more questions</li> </ul>	<ul style="list-style-type: none"> <li>Students listen</li> <li>Students gesture “I don’t understand” if teacher is unclear</li> <li>Teacher’s goal is to make the interview so engaging that the class <i>leans in</i>.</li> </ul>
<b>3. Verify Information</b> <i>Verifying Tips:</i>  <ul style="list-style-type: none"> <li>Act as if you do not remember and need help keeping the facts straight.</li> <li>The order of the Verifying step and the Checking for Understanding step can be swapped.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher talks with the student interviewee again</li> </ul>	<ul style="list-style-type: none"> <li>Teacher checks with student to be sure she remembers what the student has said about himself.</li> </ul>	<ul style="list-style-type: none"> <li>2nd person oral statements by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Move to yet another place (<i>location #3</i>) in the classroom to indicate another change in tone</li> <li>Make informational “mistakes” (not grammatical mistakes) in some sentences you verify</li> <li>Allow interviewed student and/or the class to correct your information</li> </ul>	<ul style="list-style-type: none"> <li>Students listen</li> <li>Students correct the teacher’s informational “mistakes”</li> <li>Teacher does not make grammatical mistakes to ensure quality input.</li> <li>One designated super star student may begin to write information about the interviewee.</li> </ul>
<b>4. Check for Understanding</b> <i>Checking Tip:</i> • Have a recorder tally the number of sentences the class can come up with about the interviewee.  <ul style="list-style-type: none"> <li>Shoot for 20-30 sentences generated by the class.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher talks to class</li> <li>Ask questions about the interviewee and listen to the class to see what they understand</li> </ul>	<ul style="list-style-type: none"> <li>Students say what they have heard and understood about the interviewee to the class</li> <li>One student records the number of sentences the class generates</li> </ul>	<ul style="list-style-type: none"> <li>3rd person oral statements by students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher moderates &amp; listens for correct information and comprehensible language</li> <li>Teacher may prompt or add to partially expressed facts</li> <li>Teacher or designee may write some facts as students report</li> </ul>	<ul style="list-style-type: none"> <li>Students say all they can remember</li> <li>Random students around class respond in the TL</li> <li>Encourage all to respond</li> <li>Recorder counts # of sentences generated</li> </ul>
<b>5. Record</b> <i>Recording Tip:</i> • The recording step can be done the following day as a review. 	<ul style="list-style-type: none"> <li>Students talk with one another as they write.</li> <li>Each student writes down information about the interviewee(s) in complete sentences.</li> <li>Volunteer student “Graphic Artist” creates or finds images to match &amp; enhance interview</li> </ul>	<ul style="list-style-type: none"> <li>There is no writing by students until this step</li> <li>Students brainstorm and write all the information they can remember with partner in the TL</li> </ul>	<ul style="list-style-type: none"> <li>3rd person written statements by students</li> <li>First person written statements if interviewee is writing about herself</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observes students</li> </ul>	<ul style="list-style-type: none"> <li>Students write sentences about the Special Person in the TL with a partner.</li> <li>15-30 sentences is a good goal</li> <li>Limit extra credit points, but encourage extra sentences</li> </ul>
<b>6. Quiz</b> <i>Quizzing Tips:</i> • Keep giving quizzes.  <ul style="list-style-type: none"> <li>Quizzes raise students’ level of concern and encourage listening.</li> <li>Give a quiz 1-2 days after an interview.</li> <li>Start with one quiz over 5 students: 10 or more sentences.</li> <li>As language ability of the class grows the quizzes focus on fewer students.</li> <li>Eventually each quiz is about one student: 20-30 sentences or more.</li> </ul>	<ul style="list-style-type: none"> <li>Students write alone about interviewee(s) for quiz.</li> <li>Teacher lists name(s) of interviewee(s)</li> </ul>	<ul style="list-style-type: none"> <li>Students write all the information they can remember in the TL about designated student(s)</li> <li>No notes</li> </ul>	<ul style="list-style-type: none"> <li>3rd person written statements by students</li> <li>1st person if interviewee is on quiz</li> <li>Students write in complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz grade is based on: A) Correct information &amp; B) Comprehensible language</li> <li>Accurate information &amp; general comprehensibility in the TL are the goals, <u>not</u> perfect language use.</li> </ul>	<ul style="list-style-type: none"> <li>Only facts revealed in class count on the quiz</li> <li>Extra information about oneself or about a friend that was not shared with the entire class in the TL is <u>not</u> valid for the quiz.</li> </ul>

# Suggested Level I Instructional Framework

## **PERSONAL INFORMATION**

### **Ask/Tell:**

- greetings, introductions, and leave-taking
- age
- where they are from
- cultural aspect
  - discuss cultural differences

## **BASICS**

- numbers 0-100
- colors
- alphabet, accent marks, and pronunciation
- classroom commands and phrases
- question words

## **SCHOOL**

- ask/tell time
- numbers 100-1000
- ask/tell about classes and school
- ask/tell about teachers
- ask/tell about classroom objects
- use prepositions of location with objects
- cultural aspect
  - compare target country's public school routines and systems

## **WEATHER/SEASONS/CALENDAR**

- date and month
- seasons
- holidays
- birthday

## **GEOGRAPHY**

- location of target countries
- capitals
- major geographic features of target countries
- physical divisions of countries (regions, states, etc.)
- monetary units

## **SPORTS/HOBBIES**

- seasonal sports and activities
- likes/dislikes
- hobbies
- ask/tell about daily activities

## **FAMILY**

- relationships
- physical description
- personality description
- household pets

## **HOME**

- rooms in house
- basic furniture
- basic chores

## **COMMUNITIES**

- places in the city (bank, library, restaurant, etc.)
- modes of transportation

## **FOOD**

- fruits and vegetables
- meat and dairy
- drinks
- traditional dishes
- holiday foods

## **CULTURE**

As per teacher's own experience and available resources:

- holidays and celebrations
- art
- music
- dance
- politics
- religion
- famous people
- national pastimes and interests

# Suggested Level II Instructional Framework

## HEALTH

- body parts
- daily routines for self-care
- symptoms of common illnesses
- basic healthcare in target country

## TRAVEL

- making reservations
- transportation
- exchange currency

## FOOD

- restaurant-order/comment on food
- market
- cultural aspect
  - recopies/traditional foods from the target country
  - legends pertaining to food (Spanish)
  - bargaining

## FAMILY

- extended family
- childhood (may introduce imperfect)

## ANIMALS

- basic animals
- description
- general habitat (farm, jungle, desert, etc.)
- cultural aspect
  - symbolism of certain animals in the target country

## SPORTS/HOBBIES

- seasonal sports and activities
- likes/dislikes
- hobbies
- ask/tell about daily activities

## **HOUSE**

- rooms
- furniture
- building materials
- chores
- cultural aspect
  - family responsibilities at home
  - architecture of target country

## **MEDIA AND TECHNOLOGY**

- newspapers
- Internet
- TV and films
- books
- poetry

## **CULTURE**

- art
- dance
- music
- holidays
- nationalities of target countries
- famous speakers from target countries

## **PROFESSIONS**

- basic professions in the masculine and feminine forms
- post-secondary education in target countries
- after-school jobs

# Suggested Level III Instructional Framework

## ENHANCEMENT OF PERSONAL INFORMATION

- family
- friendship
- school
- hobbies
- opinions

## LIFESTYLES

- compare traditional and contemporary lifestyles
- discuss one's own habits as a child compared to today's habits
- relation of food and culture in target countries
- taking care of oneself (daily routine and health)
- influence of the media in target countries

## LITERATURE

- legends or short stories, fairy tales, or articles

## MUSIC AND ART

- contemporary and traditional music and art from target countries
- express basic opinions of music and art

## ENVIRONMENT

- express cause and effect
- vocabulary for ecology and sustainable economy
- research environmental issues in target countries

## CULTURAL HERITAGE

- social issues of the target countries (e.g., immigration, poverty, gender, politics, religion, etc.)
- stereotypes

# Suggested Level IV Instructional Framework

**GEOGRAPHY**

**HISTORY**

**GOVERNMENT/POLITICS**

**SOCIAL ORDER**

**EDUCATION**

**THE ENVIRONMENT**

**ARCHITECTURE**

**LITERATURE**

**THE ARTS: Music, Art, Theater, Film, Dance**

**CUISINE**

**SPECIAL PROJECTS OF STUDENTS (as approved by instructor)**

## **MASTERY CORE OBJECTIVES**

- improve comprehension of native speakers
- improve comprehension of audio communication such as music, film, radio, and television programs
- communicate with native speakers on familiar topics
- discuss familiar topics with increasing fluency and grammatical accuracy
- discuss and evaluate abstract and complex topics from authentic selections
- discuss current events and social issues
- write compositions which develop complex topics
- compose original works (such as poetry, plays, short stories, etc.)
- participate in multicultural events in the community or school
- further explore the culture of target countries
- explore exchange programs
- develop a deeper understanding of one's own language and culture through the study of the target language
- explore professions and career opportunities in which using the target language is advantageous

# Suggested AP Instructional Framework

**GEOGRAPHY**

**HISTORY**

**GOVERNMENT/POLITICS**

**SOCIAL ORDER**

**EDUCATION**

**THE ENVIRONMENT**

**ARCHITECTURE**

**LITERATURE**

**THE ARTS: Music, Art, Theater, Film, and Dance**

**CUISINE**

**SPECIAL PROJECTS OF STUDENTS (as approved by instructor)**

## **MASTERY CORE OBJECTIVES**

- improve comprehension of native speakers
- improve comprehension of audio communication such as music, film, radio, and television programs
- communicate with native speakers on familiar topics
- discuss familiar topics with increasing fluency and grammatical accuracy
- discuss and evaluate abstract and complex topics from authentic selections
- discuss current events and social issues
- write compositions which develop complex topics
- compose original works (such as poetry, plays, short stories, etc.)
- participate in multicultural events in the community or school
- further explore the culture of target countries
- explore exchange programs
- develop a deeper understanding of one's own language and culture through the study of the target language
- explore professions and career opportunities in which using the target language is advantageous

## **ENRICHMENT ACTIVITIES**

- interview with a native speaker
- debate on political, social, or economic current events
- analyze historic and cultural events and their influence on the United States
- produce extended oral presentations and research papers using visual and technological support

# Suggested Supplementary Materials

## Alaska Native Languages – Gwich'in

### Videos

*A Matter of Survival* <https://www.youtube.com/watch?v=iAcvDILAFGo>

Children's books on Vimeo

Elder series on Vimeo

### Narrative

Gwandak kwaii: vadzaagiitsak, K'oehdan, Nigaveeal'ee, Zhee Choo Zhi' haa, Vadzaih luk haa, Izhit Nan Tthak illtsaii (?), ...

### Biographies

Frank, Johnny and Sarah. (1991) *Neerihinjik: We Moved From Place To Place*.

Peter, K. (1992). *Neets'aii Gwiindaii: Living in the Chandalar Country*. Fairbanks, AK: Alaska Native Language Center.

Raboff, A. P. *Gwich'in Family Traditions: The Broken Braid*.

### Dictionaries

Alexander, V. (2008). *Gwich'in to English dictionary*. publisher not identified.

Peter, K. (1979). *Dinjii Zhuh ginjik nagwan tr'iltsqij: Gwich'in junior dictionary*. University of Alaska Fairbanks: Alaska Native Language Center.

Garnett (James), L., Mueller, R., (1991).

<http://www.uafanlc.arsc.edu/data/Online/KU960M1991/KU960M1991-formatted.pdf>

Peter, K., Leer, J.(1999).

<http://www.uafanlc.arsc.edu/data/Online/KU973L1999/KU973L1999.pdf>

Mueller, verb dictionary

### Non-Fiction

Andre, A. M. T. (2006). Nan t'aih nakwits'inahsih (The land gives us strength) The Medicine Plants used by Gwich'in People of Canada's Western Arctic to maintain Good Health and Well being. (Master's thesis). Library and Archives of Canada. (ISBN: 0-494-14638-9)

Alexie, E.D. (2015). *“Nakhwanh Gwich’in Khehlok Iidilii - We Are Our Own People” Teetl’it Gwich’in Practices of Indigeneity: Connection to Land, Traditional Self- Governance, and Elements of Self Determination*. Master’s Thesis. University of Victoria.

Busch, J. (2000). *Finding Your Way through a Story: Direction Terms in Gwich’in Narrative* (Doctoral dissertation, MA Thesis, Department of Anthropology, University of Alaska Fairbanks).

Frank, Crystal A. (2011). *A Gwich’in Woman’s View of Indigenous Leadership: YeendaaLagagwee’aa (Bring Forth Knowledge)*. Master’s Thesis. University of Alaska: Fairbanks.

Gabriel, M. P. (1993). *Gwich'in History: The handed down, oral history of Alaska's Gwitch'in People of the Fort Yukon area*. Fairbanks, AK: Yukon/Alaska Publishing Company.

Heine, M., Andre, A., Kritsch, I., & Cardinal, A. (2007). *Gwichya Gwich’in Googwandak: The history and stories of the Gwichya Gwich’in*. As Told by the Elders of Tsiigehtshik, revised edn. Tsiigehtshik, 81.

Loovers, J. P. L. (2010). *“You have to live it”: Pedagogy and literacy with the Teetl’it Gwich’in* (Unpublished doctoral dissertation). University of Aberdeen, Aberdeen, Scotland.

McKenna, R. A. (1965). *The Chandalar Kutchin*. Arctic Institute of North America, Technical Paper No. 17.

Nation, V. G. F., & Smith, S. (2010). *People of the lakes: stories of our Van Tat Gwich’in Elders/Googwandak Nakhwach’anjoo Van Tat Gwich’in*. Edmonton: University of Alberta.

O’Brien, T. A. (2011). *Gwich'in Athabascan Implements: History, Manufacture, and Usage According to Reverend David Salmon*. Fairbanks: University of Alaska Press.

Osgood, C. (1970). *Contributions to the ethnography of the Kutchin*. Yale University Publications in Anthropology, No. 14.

Peter, K. (1992). *Neets’arii Gwiindaii: Living in the Chandalar country*. University of Alaska Fairbanks: Alaska Native Language Center.

Raboff, A. P. (2001). *Iñuksuk: Northern Koyukon, Gwich'in & Lower Tanana, 1800-1901*. Alaska Native Knowledge Network.

Sherry, E. & Vuntut Gwitchin First Nation (1999). *Jii nành tth’aih hèe ginkhii: The land still speaks*. Old Crow, Canada: Vantut Gwitchin First Nation.

Wilson, S. (1996). *Gwitch'in Native Elders: Not just Knowledge, but a Way of Looking at the World*. Fairbanks, AK: Alaska Native Knowledge Network.

Wisehart, R. P. (2004). Living “On the land:” Teetl’it Gwich’in perspectives on continuities (Doctoral dissertation). Library and

Archives of Canada. (ISBN: 0-612-96338-1)

Wycliffe Bible Translators, Inc. (2010). *Vit’eegwijyahchy’aa Vagwandak Nizij: The new Testament in Western Gwich’in*. Bible League: David C. Cook Publishing Co.

### **Archives**

Alaska Native Language Archives, Rasmuson Library, University of Alaska Fairbanks.

Recordings, stories, linguistic materials/explanations

### **Second Language Learning Resources**

American Council for the Teaching of Foreign Languages (1999). *ACTFL Proficiency guidelines*. Retrieved November 19, 2007 from

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/ACTFLGuidelinesSpeakingNovice.htm>

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Dörnyei, Z. & Murphey, T. (2003). *Group dynamics in the language classroom*. New York, NY: Cambridge University Press.

Gillette, B. (1994). Learner goals. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research*. (pp. 195-213). Norwood, NJ: Ablex Publishing Corp.

Hinton, L., Vera, M., and Steele, N., et. al. (2002). *How to keep your language alive: A commonsense approach to one-on-one language learning*. Berkeley, CA: Heyday Books.

Intrator, S. M. (2003). *Tuned in and fired up: How teaching can inspire real learning in the classroom*. Yale University Press: New Haven.

Kawagley, A. O. (1995). *A Yupiaq worldview: A pathway to ecology and spirit*. Prospect Heights, IL: Waveland Press, Inc.

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Omaggio-Hadley, A. (2001). *Teaching language in context* (3<sup>rd</sup> ed.). Boston, MA: Heinle & Heinle.

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Sims, C. P. (2004). Maintaining an oral tradition: A study of language maintenance in the Acoma Pueblo community. (Doctoral dissertation, University of California Berkeley, 2004). *UMI Microform, 3166199*.

Tatti, F., et. al. (1993). Dene Kede curriculum: Teacher's resource manual. Yellowknife, NWT: Northwest Territories Education, Culture and Employment.

Tharp, R. G. & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. New York, NY: Press Syndicate of the University of Cambridge.

Wink, J. & Putney, L. (2002). *A vision of Vygotsky*. Allyn & Bacon: Boston, MA.

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## **Chinese (All Levels)**

### **Reference Books:**

*Pocket Oxford Chinese Dictionary* (Oxford Dictionaries), Martin H Manser, et al., ISBN 0198005946

*Mandarin Chinese English Bilingual Visual Dictionary* (DK Visual Dictionaries), ISBN 1465436332

*Chinese Calligraphy Made Easy: A Structured Course in Creating Beautiful Brush Lettering*, Rebecca Yue, ISBN 0823005569

*Chinese Calligraphy (The Culture & Civilization of China)*, Zhongshi Ouyan, ISBN 0300121075

*Three Thousand Years of Chinese Painting*, Richard Barnhart, ISBN 0300094477

*Chineasy Everyday: Learning Chinese Through Its Culture*, Shaolan Hsueh, ISBN 0062439715

*Chineasy: The Easy Way to Learn Chinese*, Shaolan Hsueh, ISBN-10:0062332112

*The Way of Chinese Characters: The Origins of 450 Essential Words*, Jianhsin Wu, ISBN 0887277608

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## **Chinese I**

### **Readers:**

*The Secret Garden* (Mandarin Companion Graded Reader Series), Renjun Yang, ISBN 1941875009

*Sherlock Holmes and the Case of the Curly Haired Company* (Mandarin Companion Graded Reader Series), Renjun Yang, ISBN 1941875017

*The Country of the Blind* (Mandarin Companion Graded Reader Series), Renjun Yang, ISBN 1941875033

*The Sixty Year Dream* (Mandarin Companion Graded Reader Series), Renjun Yang, ISBN 1941875041

*The Monkey's Paw* (Mandarin Companion Graded Reader Series), Renjun Yang, ISBN 1941875025

*I Really Want to Find Her* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301079052

*Whom Do You Like More?* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301141556

*Can I Dance with You?* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301137141

*Two Children Seeking the Joy Bridge* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301079214

*Wrong, Wrong, Wrong!* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301079044

*The Sky is Bright with Stars* (Readings in Chinese Culture Series volume 1-Intermediate Low), Weijia Huang, ISBN 0887278183

*Chinese and English Nursery Rhymes: Share and Sing in Two Languages*, Faye-Lynn Wu, ISBN 0804840946

*A Nest in Springtime: A Mandarin Chinese-English bilingual book of numbers*, Belle Yang, ISBN 0763652792

*Susan You Mafan: The Easy Chinese Reader*, Terry Waltz ISBN 0692442901

*Josh Duyiwuer: Simplified Characters with Pinyin*, Terry Waltz, ISBN 0615972519

*The Three Pandas* (PandaRiffic™ Readers), Terry Waltz, ISBN 061583454X

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## **Chinese II**

### **Readers:**

*Great Expectations: Part 1* (Mandarin Companion Graded Reader Series), Renjun Yang, ISBN 194187505X

*Great Expectations: Part 2* (Mandarin Companion Graded Reader Series), Renjun Yang, ISBN 1941875068

*Secrets of a Computer Company* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301145918

*Green Phoenix* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301149794

*After the Accident* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301167555

*Mother and Son* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301156731

*An Old Painting* (Chinese Breeze Graded Reader Series), Shaolin Zhao, ISBN 7301174659

*The Moon Is Always Beautiful* (Readings in Chinese Culture: Intermediate High), Qun Ao, ISBN 0887276377

*How Far Away Is the Sun and other Essays* (Readings in Chinese Culture Series, Intermediate 1), Qun Ao, ISBN 0887275354

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## **Chinese III**

### **Readers:**

*Friends* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301226381

*The Moon Sculpture Left Behind* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301217749

*The Moon Sculpture Left Behind* (Chinese Breeze Graded Reader Series), Yuehua Liu, ISBN 7301217749

*Graded Chinese Reader 500 Words: Selected Abridged Chinese Contemporary Mini-stories*, Shi Ji, ISBN 7513803455

*The Lady in the Painting: A Basic Chinese Reader, Expanded Edition, Simplified Characters* (Far Eastern Publications Series), Claudia Ross, ISBN 030012516X

*All Things Considered: Advanced Reader of Modern Chinese*, Chih-ping Chou, ISBN 0691090483

*Anna Mei Banfa!: A Short Novel In Simple Chinese*, Terry Waltz, ISBN 1440406448

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## **Chinese IV**

### **Readers:**

*Graded Chinese Reader 1*, Shi Ji, ISBN 7802003741

*Graded Chinese Reader 2*, Shi Ji, ISBN 780200375X

*Graded Chinese Reader 3*, Shi Ji, ISBN 7802004152

*Graded Chinese Reader 1500 Words: Selected Abridged Chinese Contemporary Short Stories*,  
Shi Ji, ISBN 7513805555

*Graded Chinese Reader 2000 Words: Selected Abridged Chinese Contemporary Short Stories*,  
Shi Ji, ISBN 7513807302

*Graded Chinese Reader--2500 Words*, Shi Ji, ISBN 7513806772

*Tales and Traditions: Readings in Chinese Literature Series (Volume 1)* (Reading in Chinese  
Literature), Yun Xiao, ISBN 0887275346

*Tales and Traditions: Readings in Chinese Literature Series (Volume 2)*, Yun Xiao, ISBN  
0887276466

*Tales & Traditions: Readings in Chinese Literature Series (Volume 3)*, Yun Xiao, ISBN  
0887276822

*Capturing Chinese: Lu Xun's The Real Story of Ah Q*, Lu Xun, ISBN 0984276211

*Capturing Chinese: Lu Xun's The New Year's Sacrifice*, Lu Xun, ISBN 098427622X

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## **French Supplemental Instructional Materials**

*Look I can Talk*, Blaine Ray, ISBN 1-56018-474-4

*Mini-stories for Look, I Can Talk!* Blaine Ray

*Mini-Stories for Look I Can Talk!* Teacher's Guide, Blaine Ray

*Look, I Can Talk More*, Blaine Ray, ISBN 1-56018-91-4

*Mini-Stories for Look I Can Talk More* Teacher's Guide, Blaine Ray

*Look, I Can Talk More!* Student Text, Blaine Ray

*Look, I'm Really Talking*, Blaine Ray

*Look, I'm Really Talking* Extended Readings, Blaine Ray

*Look, I'm Really Talking* Teacher's Guide, Blaine Ray

*Look, I'm Really Talking* Vocabulary Lists, Blaine Ray

The NEW *Raconte-moi encore!* Student Text, Carol Gaab, ISBN: 978-0-9777911-8-7

The NEW *Raconte-moi encore!* Teacher's Manual, Carol Gaab, ISBN: 978-0-9777911-9-4

The NEW *Raconte-moi encore!* Student Reader, Carol Gaab, ISBN: 978-1-934958-63-6

The NEW *Raconte-moi encore!* Reproducible Blackline Master on CD, Carol Gaab,  
ISBN: 978-1-934958-65-0

The NEW *Raconte-moi encore!* Tests with Answer Keys on CD, Carol Gaab, ISBN: 978-1-934958-66-7

The NEW *Raconte-moi encore!* Illustrations on CD, Carol Gaab, ISBN 978-1-934958-64-3

*Conte-inuons!* Student Text, Carol Gaab, ISBN: 978-1-935575-33-7

*Conte-inuons!* Teacher Manual, Carol Gaab, ISBN: 978-1-935575-34-4

*Conte-inuons!* Illustrations on CD, Carol Gaab, ISBN: 978-1-935575-55-9

*Conte-inuons!* Reproducible Student Reader on CD, Carol Gaab, ISBN: 978-1-935575-54-2

*Conte-inuons!* Tests and Answer key on CD, Carol Gaab, ISBN: 978-1-935575-53-5

*Story Scripts Volume 1*, Anne Matava, available on [www.benslavic.com](http://www.benslavic.com)

*Story Scripts Volume 2*, Anne Matava, available on [www.benslavic.com](http://www.benslavic.com)

*Story Scripts Volume 3*, Anne Matava, available on [www.benslavic.com](http://www.benslavic.com)

*Story Scripts for Houdini*, Anne Matava, available on [www.benslavic.com](http://www.benslavic.com)

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## **French I**

### **Readers:**

*Pauvre Anne*, Blaine Ray, ISBN:0-929724-54-2

*Fama va en Californie*, Blaine Ray, ISBN 0-929724-63-1

*Les Aventures d'Isabelle*, Karen Rowan, ISBN 978-098246874-6

*Brandon Brown Dit la Vérité*, Carol Gaab, ISBN 978-1-940408-90-3

*Brandon Brown à la Conquête de Québec*, Carol Gaab, ISBN 978-1-940408-13-2

*Jean-Paul et Ses Bonnes Idées*, Magaly Rodríguez, ISBN 978-1603721-44-8

*Brandon Brown veut un chien*, Carol Gaab, ISBN 978-1-935575-99-3

*Isabelle Capture un singe hurleur*, Karen Rowan, ISBN 978-0-982468-73-9

*Le Nouvel Houdini*, Carol Gaab, ISBN 978-1-935575-30-6

*Pirates Français des Caraïbes*, Mira Canion and Carol Gaab, ISBN 978-1-934958-59-9

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## **French II**

### **Readers:**

*Problèmes au Paradis*, Carol Gaab, ISBN 978-1-935575-84-9

*Presque Mort*, Blaine Ray, Lisa Ray Turner and Blaine Ray, ISBN 0-929724-70-4

*Le Voyage de sa vie*, Lisa Ray Turner and Blaine Ray, ISBN 0-929724-58-5

*Ma Voiture à Moi*, Lisa Ray Turner and Blaine Ray, ISBN 0-929724-90-9

*Où est passé Martin*, Lisa Ray Turner and Blaine Ray, ISBN 0929-724-91-7

*Le Défi*, Deb Navarro, ISBN 978-0-7560-4085-7

*La Copine*, Deb Navarro, ISBN 978-0-7560-4084-0

*Le Voyage*, Deb Navarro 1B4215 978-0-7560-4083-3

*La Vraie Patricia*, Tiffany Haney, ISBN 978-0-7560-0602-0

*Le Rêve de Lise*, Tiffany Haney, ISBN 978-0-7560-0603-7

*Damien devient un homme*, Laura Stade, ISBN 978-0-7560-1014-0

*La France en danger et les secrets de Picasso*, Mira Canion, ISBN 978-0-9836958-7-5

*Nuits Mystérieuses à Lyons*, Kristy Placido, ISBN 978-1-935575-62-7

*Felipe Alou: L'Histoire d'un grand champion*, ISBN 978-1-940408-40-8

*Le Voyage Perdu*, Lisa Ray Turner and Blaine Ray, ISBN 0-929724-68-2

*Vive le Taureau*, Lisa Ray Turner and Blaine Ray, ISBN 0-929724-60-7

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## **French III**

### **Readers:**

*Vol des Oiseaux*, Kristy Placido, ISBN 978-1-935575-15-3

*Les Yeux de Carmen*, Veronica Moscósó, ISBN 978-0-929724-44-7

*Pirate de la Mer du Nord*, Robert Harrell, ISBN: 978-1-938088-04-9

**La Spiga Readers:**

*Napoleon Bonaparte*, Dominique Cabline, ISBN 9788846819901

*Paris Brûle*, Vincent Dix, ISBN 9788846827180

*Les Trois Mousquetaires*, Alexandre Dumas, ISBN: 9788846816191

*Dracula*, Bram Stoker, ISBN: 9788871008523

*Anaconda le serpent qui tue*, Sylvie Leroy, ISBN: 9788846810717

*20,000 Lieues sous les mers*, Jules Verne, ISBN: 9788871003092

*Pearl Harbor*, Berenice Capatti, ISBN: 9788846816276

*L'Histoire d'Anne Frank*, Martine Giraud, ISBN: 9788846816269

*Les Mystères de la Bastille*, A Fraiche, ISBN: 9788846818072

*Nuit de Noel*, Martine Decrouet, ISBN: 9788871007038

*Vercingetorix*, D Cabline, ISBN: 9788846818010

*La Maison des horreurs*, N Hutin, ISBN: 9788846816207

## **Spanish (All Levels)**

### **Activity Books:**

*Expresión Oral Dual: Pretextos para hablar* M. Ángeles Palomino, ISBN 84-711-238-X

### **Oral Communication Activities:**

*50 Spanish Oral Communication Activities with Mini-Rubrics* Wade Petersen, ISBN 1-884473-01-6

### **Reference Materials for Students:**

*English Grammar for Students of Spanish* Emily Spinelli, ISBN 0-934034-3

### **TPRS:**

*¡Cuéntame más!* TPRS Curriculum for Middle School Spanish. Teacher's Manual. Valerie Marsh & Christine Anderson, 2002 TPRS Publishing, Inc., ISBN: 978-0-9777911-3-2

*¡Cuéntame más!* TPRS Curriculum for Middle School Spanish. Student Textbook. Valerie Marsh & Christine Anderson, 3rd Ed., 2002 TPRS Publishing, Inc., ISBN: 0-97779112-2

*Mini-Stories for Look, I Can Talk*, Blaine Ray, ISBN 978-1-933814-02-5

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## **Spanish I**

### **Readers:**

*La canción del sol: Mito Azteca* Melinda Lilly, ISBN 1-58952-079-3

*La maldición de la cabeza reducida*, ISBN: 978-1-934958-97-1

*Robo en la noche*, ISBN: 978-1-934958-57-5

*Piratas del Caribe Package*, ISBN: 978-1-934958-34-6

*Pobre Ana* Lisa Ray Turner and Blaine Ray, ISBN 092972447-X

*Pobre Ana bailo tango* Lisa Ray Turner and Blaine Ray, ISBN 0-929724-45-3

*Patricia va a California* Lisa Ray Turner and Blaine Ray, ISBN: 092972450-X

*Casi se Muere* Lisa Ray Turner and Blaine Ray, ISBN 0-929724-43-7

*Spanish Mini-Stories for Look, I Can Talk* Blaine Ray, ISBN: 978-1-933814-02-5

### **Plaza Mayor 1**

*El Vecino del Quinto*, ISBN 8487099068

*Los Reyes Magos*, ISBN 848709970X

*Reunión de Vecinos*, ISBN 8487099726

### **Serie el Mediterraneo**

*La chica del tren*, ISBN 8489344728

*¿Dónde está Sonia?*, ISBN 8489344744

*El secreto de las flores*, ISBN 8489344736

### **Serie Hotel Veramar**

*Pero se casan con las morenas*, ISBN 8487099831

## **Serie Primera Plana**

*Vuelo 505 con destino a Caracas*, ISBN 8487099106

## **Activity Books:**

### **Chico Chile series:**

*Soy de México*, ISBN 075600548-5

*Vamos a México*, ISBN 075600436-5

*Vamos a España*, ISBN 075600435-7

*Vamos a Suramérica*, ISBN 075600320-2

*Famous Spanish Artists*, ISBN 075600505-1

*Skinny Skits Patti Lozano*, ISBN 097088617-9

## **TPRS:**

*Mini-Lecturas para ¡Cuéntame más!* Carol Gaab & Kristy Placido, 2005 TPRS Publishing, Inc.

*¡Cuéntame más!* TPRS Curriculum. Student textbook. Carol Gaab & Kristy Placido, 2005 TPRS Publishing, Inc., ISBN 978-0-9777911-0-1

The New *¡Cuéntame más!* TPRS Curriculum. Teacher's Manual. Carol Gaab, 2005 TPRS Publishing, Inc., ISBN 978-0-9777911-1-8

*Cuéntame Mucho* Teacher Introductory Package, ISBN 978-1-934958-84-1

## **Spanish II**

### **Readers:**

*El viaje de su vida* Lisa Ray Turner and Blaine Ray, ISBN 0929724496

*La gran aventura de Alejandro* Abby Kanter, ISBN 87720-135-8

*Viviana y su gran aventura mexicana* Abby Kanter, ISBN 87720-475-4

*Cuentos con sazón* Lulu Delacre, ISBN 0-439-22649-X

*Mi propio auto* Lisa Ray Turner and Blaine Ray, ISBN 0-929724-74-7

*¿Dónde está Eduardo?* Lisa Ray Turner and Blaine Ray, ISBN 0929724690

*El Viaje Perdido* Lisa Ray Turner and Blaine Ray, ISBN 0929724593

*Viva el Toro!* Lisa Ray Turner and Blaine Ray, ISBN 0-929724-48-8

*Momentos Hispanos*, ISBN 0-87720-520-5

### **Plaza Mayor 1**

*El cartero no siempre llama dos veces*, ISBN 8487099122

### **Serie el Mediterraneo**

*Trapos sucios*, ISBN 8489344752

**Serie Hotel Veramar**

*Más se perdió en Cuba*, ISBN 8487099823

*Moros y cristianos*, ISBN 848709984X

**Serie Lola Lago, Detective**

*Vacaciones al sol*, ISBN 8484431010

*Una nota falsa*, ISBN 8484431029

*Poderoso caballero*, ISBN 8484431037

*Por amor al arte*, ISBN 8484431045

*La llamada de la Habana*, ISBN 8484431053

*Lejos de Casa*, ISBN 8484431061

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**Spanish III**

**Readers:**

**Aires de Fiesta**

*De fiesta en invierno*, ISBN 8487099955

*De fiesta en otoño*, ISBN 8489344051

*De fiesta en primavera*, ISBN 8487099971

*De fiesta en verano*, ISBN 8487099963

*Don Quixote de la Mancha Miguel de Cervantes* (comic book), ISBN 1-884473-00-8

*Leyendas de España*, ISBN 0-8442-7243-4

*Leyendas Mexicanas*, ISBN 0-8442-7387-2

*Los ojos de Carmen*, ISBN 0-929724-92-5

*Vida o muerte en el Cusco*, ISBN 1-60372-048-0

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## **Spanish IV/AP**

### **Readers:**

*Ladrón de guante negro*, ISBN 8487099017

*Doce rosas para Rosa*, ISBN 848709905X

*El Hidalgo de la Mancha*, ISBN 0-395-13390-4

*Macario*, ISBN 0-395-12427-1

*Spanish for Oral and Written Review*, ISBN 0-15-501093

*El Gesticulador*, ISBN 0-13-273771-X

*El coronel no tiene quien le escribe*, ISBN 950-07-0089-1

*Contextos*, ISBN 0-03-063844-5

**Magazines:**

*Motor Trend en Español*

*National Geographic en Español*

*Travel Leisure en Español*

*Discover en Español*

*People en Español*

*Readers Digest en Español*

# Year-at-a-Glance Plan: Chinese I

Quarter 1	Topic	Suggested Activities (Practice / Homework / Discussion / Etc.)	Suggested Assessments (Quiz / Test / Project)
<b>August</b>	Basics: <ul style="list-style-type: none"> <li>• Differences between Mandarin and Chinese</li> <li>• Chinese syllabic structure</li> <li>• Pronounce initials, finals and initials, finals combinations</li> <li>• Pronounce four tones and neutral tone</li> <li>• Comprehend Pinyin spelling rules</li> <li>• Learn the six categories of Chinese characters formation</li> <li>• Know the meanings and origins of 30 basic Chinese radicals</li> </ul>	1) Teacher guided instruction 2) Practice pronunciation: <ol style="list-style-type: none"> <li>a) Choral repetition</li> <li>b) Drilling with flashcards</li> <li>c) Drilling in pair</li> <li>d) Small white board game</li> </ol> 3) Practice tones <ol style="list-style-type: none"> <li>a) Choral repetition</li> <li>b) Tones with body movement</li> <li>c) Drilling with flashcards</li> <li>d) Drilling in pair</li> <li>e) Small white board game</li> </ol> 4) Learning videos <ol style="list-style-type: none"> <li>a) Note-taking</li> <li>b) Think-Pair-Share</li> <li>c) Discussion</li> </ol> 5) Character writing practice 6) Individual writing practice 7) Quiz Quiz trade 8) Small white board game 9) Character writing homework: <ol style="list-style-type: none"> <li>a) Character + pinyin + English definition</li> </ol>	1) Comprehension check by teacher 2) Oral test on Pinyin pronunciation 3) Dictation test on Pinyin and tones 4) Written test on Pinyin and tone differentiation 5) Written report on Chinese character formation understanding
<b>September</b>	Basics: <ul style="list-style-type: none"> <li>• Pronounce four tones and neutral tone</li> </ul>	1) Teacher guided instruction 2) Review Practice pronunciation: <ol style="list-style-type: none"> <li>a) Choral repetition</li> <li>b) Drilling with flashcards</li> </ol>	1) Comprehension check by teacher 2) Oral test on key characters pronunciation

	<ul style="list-style-type: none"> <li>• Comprehend Pinyin spelling rules</li> <li>• Know the meanings and origins of 30 basic Chinese radicals</li> </ul> <p>Personal information:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Chinese name order</li> </ul>	<ul style="list-style-type: none"> <li>c) Drilling in pair</li> <li>d) Small white board game</li> </ul> <p>3) Review Practice tones</p> <ul style="list-style-type: none"> <li>a) Choral repetition</li> <li>b) Tones with body movement</li> <li>c) Drilling with flashcards</li> <li>d) Drilling in pair</li> <li>e) Small white board game</li> </ul> <p>4) Interview classmates</p> <ul style="list-style-type: none"> <li>a) Introduce himself/herself</li> <li>b) Write down the partner's name in Pinyin</li> </ul> <p>5) Teach unit key characters</p> <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <p>6) Content dialogues</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> <p>7) Grammar</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> </ul>	<p>3) Dictation test on key characters writing</p> <p>4) Written report on Chinese name traditions and rules</p>
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		<ul style="list-style-type: none"> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>8) Language practice on key phrases and key grammar structures</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> <p>9) PPT presentation on culture knowledge: Chinese names and the differences of name order in Chinese names and English names</p> <ul style="list-style-type: none"> <li>a) Note-taking</li> <li>b) Pair discussion</li> <li>c) Group discussion</li> <li>d) Whole class discussion</li> <li>e) Role playing and feedback</li> </ul> <p>10) Character writing homework:</p> <ul style="list-style-type: none"> <li>a) his/her Chinese name</li> <li>b) Character + pinyin + English definition</li> </ul>	
<b>October</b>	<p>Family:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>1) Teach unit key characters <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> </li> <li>2) Content dialogues</li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Basic kinship terms multiple choice question quiz</li> </ul>

		<ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> <p>3) Grammar</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>4) Language practice on key phrases and key grammar structures</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> <p>5) Key characters writing homework:</p> <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul>	
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Quarter 2	Topic	Suggested Activities (Practice / Homework / Discussion / Etc.)	Suggested Assessments (Quiz / Test/ Project)
<b>October</b>	Family: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Basic kinship term</li> </ul>	<ol style="list-style-type: none"> <li>1) Review content dialogues               <ol style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) and teacher feedback</li> </ol> </li> <li>2) Review grammar               <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> <li>3) Review language practice on key phrases and key grammar structure               <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>4) Basic kinship terms               <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Note-taking</li> <li>c) Discuss and compare of Chinese kinship terms and western kinship terms</li> </ol> </li> <li>5) Sentence writing homework:               <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence.</li> </ol> </li> <li>6) Skit on Family               <ol style="list-style-type: none"> <li>a) Explanations on requirement: Characters/phrases/grammar structure</li> <li>b) Group preparation</li> <li>c) Group rehearsal</li> <li>d) Class performance</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Skit project</li> <li>5) Midterm culture aspect report project</li> </ol>
<b>November</b>	Dates and Time <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters               <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> </ol>

	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <ol style="list-style-type: none"> <li>2) Content dialogues <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> </li> <li>3) Grammar <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> </li> <li>4) Language practice on key phrases and key grammar struction <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Number 1-100 <ul style="list-style-type: none"> <li>a) Counting practice (all class, pair, individual)</li> <li>b) Counting game</li> <li>c) Basic addition and subtraction</li> <li>d) Number and movement game</li> </ul> </li> <li>6) Dates and time</li> </ol>	<ol style="list-style-type: none"> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> </ol>
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		<ul style="list-style-type: none"> <li>a) Whole class practice</li> <li>b) Pair practice and quiz</li> <li>c) Dates and time white board game</li> </ul> <p>7) Character writing homework</p> <ul style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ul>	
<b>December</b>	<p>Dates and Time</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Chinese birthday culture knowledge</li> <li>• Birthday song</li> </ul>	<p>1) Review unit key characters</p> <ul style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card writing</li> <li>i) Index card pair quiz</li> <li>j) Index card game</li> <li>k) Character writing competition game preparation and game</li> </ul> <p>2) Review content dialogues</p> <ul style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ul> <p>3) Review grammar</p> <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> <p>4) Review language practice on key phrases and key grammar structures</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Semester Final Exam</li> </ul>

		<ol style="list-style-type: none"> <li>5) Review number 1-100 <ol style="list-style-type: none"> <li>a) Counting practice (all class, pair, individual)</li> <li>b) Counting game</li> <li>c) Basic addition and subtraction</li> <li>d) Number and movement game</li> </ol> </li> <li>6) Review dates and time <ol style="list-style-type: none"> <li>a) Whole class practice</li> <li>b) Pair practice and quiz</li> <li>c) Dates and time white board game</li> </ol> </li> <li>7) Chinese birthday culture knowledge <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Note-taking</li> <li>c) Chinese birthday food item Youtube video</li> <li>d) Pair discussion</li> <li>e) Whole class discussion and compare ways of Chinese birthday celebration to American birthday celebration</li> </ol> </li> <li>8) Chinese Happy Birthday Song singing <ol style="list-style-type: none"> <li>a) Teacher guided singing practice</li> <li>b) Group singing practice</li> <li>c) Singing performance</li> </ol> </li> <li>9) Sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence.</li> </ol> </li> </ol>	
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<b>Quarter 3</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test/ Project)</b>
January	Hobbies <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> </ol>

		<ul style="list-style-type: none"> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <ul style="list-style-type: none"> <li>2) Content dialogues <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> </li> <li>3) Grammar <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> </li> <li>4) Language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Character writing homework <ul style="list-style-type: none"> <li>a) Characters + Pinyin +English definition</li> </ul> </li> </ul>	
February	<b>Hobbies</b> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>1) Review unit key characters <ul style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Chinese games: Xiangqi and Weiqi</li> </ul>	<ul style="list-style-type: none"> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> <li>j) Character writing competition game preparation and game</li> </ul> <ol style="list-style-type: none"> <li>2) Review content dialogues <ul style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ul> </li> <li>3) Review grammar <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> </li> <li>4) Review language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Learn to play Chinese games Xiangqi and Weiqi: <ul style="list-style-type: none"> <li>a) Direct instruction on history and culture knowledge of Xiangqi and Weiqi</li> <li>b) Note-taking</li> <li>c) Learn to play Xiangqi/Weiqi YouTube video</li> <li>d) Start the games</li> </ul> </li> <li>6) Sentence writing homework: <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence.</li> </ul> </li> <li>7) Using each key characters/phrase to make a Chinese sentence homework</li> </ol>	
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March	Visiting friends <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters             <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>2) Content dialogues             <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ol> </li> <li>3) Grammar             <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>4) Language practice on key phrases and key grammar struction             <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Midterm culture aspect report project</li> </ol>
<b>Quarter 4</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test/ Project)</b>

<p>March</p>	<p>Visiting friends</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Review unit key characters       <ol style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card writing</li> <li>i) Index card pair quiz</li> <li>j) Index card game</li> <li>k) Character writing competition game preparation and game</li> </ol> </li> <li>2) Review content dialogues       <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ol> </li> <li>3) Review grammar       <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>4) Review language practice on key phrases and key grammar structures       <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>5) Character writing homework       <ol style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ol> </li> <li>6) Skit on Visiting a Friend</li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Skit project</li> </ol>
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		<ul style="list-style-type: none"> <li>a) Explanations on requirement: Characters/phrases/grammar structure</li> <li>b) Group preparation</li> <li>c) Group rehearsal</li> <li>d) Class performance</li> </ul>	
April	<p>Visiting friends</p> <ul style="list-style-type: none"> <li>• Culture knowledge:</li> <li>• Chinese guest manners</li> <li>• Chinese tea culture</li> <li>• Taiwan bubble tea</li> </ul> <p>Making appointments</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>1) PPT presentation on culture knowledge: <ul style="list-style-type: none"> <li>a) Chinese guest manners, Chinese tea culture and Taiwan bubble tea</li> <li>b) Note-taking</li> <li>c) Pair discussion</li> <li>d) Group discussion</li> <li>e) Whole class discussion</li> </ul> </li> <li>2) Teach unit key characters <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> </li> <li>3) Content dialogues <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> </ul>

		<p>4) Grammar</p> <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> <p>5) Language practice on key phrases and key grammar structures</p> <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> <p>6) Sentence writing homework:</p> <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence.</li> </ol>	
May	<p>Making appointments</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: <ul style="list-style-type: none"> <li>○ Chinese phone etiquette and how to make long distance phone call in China and Taiwan</li> </ul> </li> </ul>	<p>1) Review unit key characters</p> <ol style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> <li>j) Character writing competition game preparation and game</li> </ol> <p>2) Review content dialogues</p> <ol style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ol> <p>3) Grammar</p> <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> </ol>	<p>1) Comprehension check by teacher</p> <p>2) Oral test on key characters pronunciation</p> <p>3) Dictation test on key character writing</p> <p>4) Semester Final Exam</p>

		<ul style="list-style-type: none"> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> <li>4) Language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> </ul> </li> <li>5) Phone etiquette and how to make long distance phone call in China <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Note-taking</li> <li>c) Pair discussion</li> <li>d) Whole class discussion</li> <li>e) Role playing on making phone calls</li> <li>f) Feedbacks</li> </ul> </li> <li>6) Sentence writing homework: <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence.</li> </ul> </li> </ul>	
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# Year-at-a-Glance Plan: Chinese II

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
August	Pinyin and tones review  Health: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	1) Review Pinyin and tones <ol style="list-style-type: none"> <li>a) Teacher review direct instruction</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair pinyin/tones pronunciation practice</li> <li>f) Group pinyin/tones pronunciation practice</li> <li>g) Small white board pinyin/tones writing practice</li> </ol> 2) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> 3) Content dialogues <ol style="list-style-type: none"> <li>a) Direct instruction + pair study presentation</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> </ol>	1) Comprehension check by teacher 2) Oral test on review Pinyin pronunciation and tone accuracy 3) Dictation test on Pinyin and tones 4) Character dictation writing test

		<ul style="list-style-type: none"> <li>f) Teacher feedback</li> </ul> <ol style="list-style-type: none"> <li>4) Grammar <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> </li> <li>5) Language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>6) Key characters writing homework: <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> </li> </ol>	
September	<p>Health:</p> <ul style="list-style-type: none"> <li>• Culture knowledge: <ul style="list-style-type: none"> <li>○ Chinese medicine</li> <li>○ Qi and Qigong</li> </ul> </li> </ul> <p>Travel and transportation:</p>	<ol style="list-style-type: none"> <li>1) PPT presentation on Chinese medicine: <ul style="list-style-type: none"> <li>a) Note-taking</li> <li>b) Pair discussion</li> <li>c) Group discussion</li> <li>d) Whole class discussion</li> </ul> </li> <li>2) Qi and Qigong <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Note-taking</li> <li>c) Youtube videos</li> <li>d) Closed reading on Qi and Qigong article</li> <li>e) Group discussion</li> <li>f) Teacher guided simple Qigong practice</li> </ul> </li> <li>3) Teach unit key characters <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on Key characters writing</li> <li>4) Written report on basic understanding about Chinese medicine</li> <li>5) Paragraph writing</li> </ol>

	<ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <p>4) Content dialogues</p> <ul style="list-style-type: none"> <li>a) Direct instruction +pair study presentation</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> <p>5) Grammar</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>6) Language practice on key phrases and key grammar structures</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> <p>7) Key characters writing homework:</p> <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> <p>8) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</p> <p>9) Simple paragraph (8 sentences) writing on: My dream travel destination</p>	
October	<p>Travel and transportation:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> </ul>	<p>1) Review content dialogues</p> <ul style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> </ul>	<p>1) Comprehension check by teacher</p> <p>2) Oral test on key characters pronunciation</p>

	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: <ul style="list-style-type: none"> <li>○ Transportation system</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ul> <p>2) Review grammar</p> <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> <p>3) Review language practice on key phrases and key grammar struction</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> <p>4) Sentence writing homework:</p> <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence.</li> </ul> <p>5) Chinese transportation system:</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Article close reading</li> <li>c) Youtube video</li> <li>d) Group discussion</li> <li>e) Class discussion</li> </ul>	<p>3) Dictation test on key character writing</p> <p>4) 4 Dictation test on sentence writing</p>
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Quarter 2	Topic	Activities (Practice/ Homework / Discussion/ Etc.)	Assessments (Quiz / Test/ Project)
October	Weather: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters               <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>2) Content dialogues               <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher+class feedback</li> <li>e) Reading comprehension check</li> <li>f) Dialogue reading</li> <li>g) Pair reading</li> <li>h) Group reading</li> </ol> </li> <li>3) Grammar               <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>4) Language practice on key phrases and key grammar struction               <ol style="list-style-type: none"> <li>a) Direct instruction</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Midterm culture aspect report project</li> </ol>

		<ul style="list-style-type: none"><li>b) Pair preparation</li><li>c) Role playing with feedback</li></ul> <p>5) Character writing homework</p> <ul style="list-style-type: none"><li>a) Characters + Pinyin + English definition</li></ul> <p>6) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</p>	
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November	<p><b>Weather:</b></p> <ul style="list-style-type: none"> <li>• Culture knowledge: China weather conditions</li> <li>• Chinese units of measurements</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) China weather condition <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Weather article reading</li> <li>c) Pair discussion</li> <li>d) Compare a Chinese region's weather to students' hometown's weather</li> </ol> </li> <li>2) PPT presentation on Chinese units of measurements <ol style="list-style-type: none"> <li>a) Direct discussion</li> <li>b) Compare Chinese and American units of measurements</li> <li>c) Class discussion</li> </ol> </li> <li>3) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>4) Content dialogues <ol style="list-style-type: none"> <li>a) Direct instruction + pair study presentation</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ol> </li> <li>5) Grammar <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Chinese units of measurements comprehension multiple choice test</li> <li>5) Paragraph writing</li> </ol>
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		<ul style="list-style-type: none"> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>6) Language practice on key phrases and key grammar structure</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> </ul> <p>7) Character writing homework</p> <ul style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ul> <p>8) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</p> <p>9) Paragraph (8 sentences) writing on My School Routine</p>	
December	<p>School:</p> <ul style="list-style-type: none"> <li>• Culture knowledge: Differences between Chinese schools and American schools</li> </ul> <p>Shopping:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<p>1) PPT presentation on the differences between Chinese schools and American schools</p> <ul style="list-style-type: none"> <li>a) Youtube video</li> <li>b) Pair discussion</li> <li>c) Group discussion</li> <li>d) Role playing on Chinese classroom manners</li> </ul> <p>2) Teach unit key characters</p> <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <p>3) Content dialogues</p> <ul style="list-style-type: none"> <li>a) Direct instruction + pair study presentation</li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Paragraph writing</li> <li>5) Semester final exam</li> </ul>

		<ul style="list-style-type: none"> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> <p>4) Grammar</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>5) Language practice on key phrases and key grammar structure</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> <p>6) Character writing homework</p> <ul style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ul> <p>7) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</p> <p>8) Sentences paragraph writing on Describing a shopping trip</p>	
<b>Quarter 3</b>	<b>Topic</b>	<b>Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Assessments (Quiz / Test / Project)</b>
January	<p>Shopping:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge:</li> </ul> <p>Compare and contrast traditional and modern</p>	<ul style="list-style-type: none"> <li>1) Review unit key characters <ul style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> </ul>

	<p>apparel styles of Chinese speaking countries and the United States</p>	<p>j) Character writing competition game preparation and game</p> <p>2) Review content dialogues</p> <p>a) Dialogue reading</p> <p>b) Pair reading</p> <p>c) Group reading</p> <p>d) Reading comprehension check</p> <p>e) and teacher feedback</p> <p>3) Review grammar</p> <p>a) Use grammar in a sentence</p> <p>b) Pair quiz and help</p> <p>c) Grammar writing comprehension check</p> <p>d) Grammar writing game</p> <p>4) Review language practice on key phrases and key grammar structures</p> <p>a) Direct instruction</p> <p>b) Pair preparation</p> <p>c) Role playing with feedback</p> <p>5) Character writing homework</p> <p>a) Characters + Pinyin +English definition</p> <p>6) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</p> <p>7) Group research project on: Chinese clothings and American clothing</p> <p>a) Close reading</p> <p>b) Note-taking</p> <p>c) Youtube video</p> <p>d) Group discussion</p> <p>e) Group preparation</p> <p>f) Group presentation</p>	
February	<p>Food</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> </ul>	<p>1) Teach unit key characters</p> <p>a) Explain origin</p> <p>b) Demonstrate usages</p> <p>c) Pronunciation drilling</p>	<p>1) Comprehension check by teacher</p> <p>2) Oral test on key characters pronunciation</p>

	<ul style="list-style-type: none"> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> <li>2) Content dialogues <ul style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> <li>f) Dialogue reading</li> <li>g) Pair reading</li> <li>h) Group reading</li> </ul> </li> <li>3) Grammar <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> </li> <li>4) Language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Key characters writing homework: <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> </li> <li>6) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</li> <li>7) Paragraph (10 sentences) writing on My Favorite Food</li> </ul>	<ul style="list-style-type: none"> <li>3) Dictation test on key character writing</li> <li>4) Paragraph writing on My favorite food</li> </ul>
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March	<p>Food</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Review unit key characters       <ol style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> <li>j) Character writing competition game preparation and game</li> </ol> </li> <li>2) Review content dialogues       <ol style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ol> </li> <li>3) Review grammar       <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> <li>4) Review language practice on key phrases and key grammar structures       <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>5) Character writing homework       <ol style="list-style-type: none"> <li>a) Characters + Pinyin +English definition</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Key character writing test</li> </ol>
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Quarter 4	Topic	Activities (Practice/ Homework / Discussion/ Etc.)	Assessments (Quiz / Test / Project)
March	Food <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge:               <ul style="list-style-type: none"> <li>○ Learn some regional cuisines of China</li> <li>○ Learn and discuss Chinese table manners and dining etiquette</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Review unit key characters               <ol style="list-style-type: none"> <li>a) Small white board writing practice</li> <li>b) Index card pair quiz</li> <li>c) Index card game</li> <li>d) Character writing competition game preparation and game</li> </ol> </li> <li>2) Grammar               <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> <li>3) Language practice on key phrases and key grammar structures               <ol style="list-style-type: none"> <li>a) Pair preparation</li> <li>b) Role playing with feedback</li> </ol> </li> <li>4) Key characters writing homework:               <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> </li> <li>5) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</li> <li>6) PPT presentation on regional cuisines of China               <ol style="list-style-type: none"> <li>a) Youtube video</li> <li>b) Group discussion</li> </ol> </li> <li>7) Restaurant dining skit on dishes ordering and dining etiquette               <ol style="list-style-type: none"> <li>a) Explanations on requirement: Characters/phrases/grammar structure/dining etiquette elements</li> <li>b) Group preparation</li> <li>c) Group rehearsal</li> <li>d) Class performance</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Skit project</li> <li>4) Midterm culture aspect report project</li> </ol>
April	<b>Holidays</b> <ul style="list-style-type: none"> <li>• Key characters</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters               <ol style="list-style-type: none"> <li>a) Explain origin</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> </ol>

	<ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: tradition Chinese holidays</li> </ul>	<ul style="list-style-type: none"> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <ol style="list-style-type: none"> <li>2) Content dialogues <ul style="list-style-type: none"> <li>a) Direct instruction + pair study presentation</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> </li> <li>3) Grammar <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> </li> <li>4) Language practice on key phrases and key grammar structure <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Key characters writing homework: <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> </li> <li>6) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</li> <li>7) Write a one page report on my favorite Chinese holiday</li> </ol>	<ol style="list-style-type: none"> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) One pager on My favorite Chinese holiday</li> </ol>
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<p>May</p>	<p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: Compare Chinese holidays and American holidays</li> </ul>	<ol style="list-style-type: none"> <li>1) Review unit key characters <ol style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> <li>j) Character writing competition game preparation and game</li> </ol> </li> <li>2) Review content dialogues <ol style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ol> </li> <li>3) Review Grammar <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> <li>4) Review language practice on key phrases and key grammar structures <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> </ol> </li> <li>5) Compare Chinese holidays and American holidays <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) article reading</li> <li>c) Note-taking</li> <li>d) Youtube video</li> <li>e) Pair discussion</li> <li>f) Whole class discussion</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) One page report on comparison of holidays</li> <li>5) Final exam</li> </ol>
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		<ul style="list-style-type: none"><li>g) One page report on: Compare Chinese holidays and American holidays</li><li>6) Sentence writing homework:<ul style="list-style-type: none"><li>a) Use each key vocabulary to form a Chinese sentence</li></ul></li></ul>	
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# Year-at-a-Glance Plan: Chinese III

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
August	Enhancement of Personal Information: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters               <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>2) Content dialogues               <ol style="list-style-type: none"> <li>a) Direct instruction + pair study presentation</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ol> </li> <li>3) Grammar               <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on character recognition</li> <li>3) Dictation test on character writing</li> <li>4) Sentence writing dictation test</li> </ol>

		<p>4) Language practice on key phrases and key grammar structures</p> <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> <p>5) Key characters writing homework:</p> <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> <p>6) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</p>	
September	<p>Enhancement of Personal Information:</p> <ul style="list-style-type: none"> <li>• Culture knowledge: Chinese traditional recreation and pastimes</li> </ul> <p>Aminal:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> </ul>	<ol style="list-style-type: none"> <li>1) PPT presentation on Chinese traditional recreation and pastimes :       <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Note-taking</li> <li>c) Pair discussion</li> <li>d) Group discussion</li> <li>e) Whole class discussion</li> </ol> </li> <li>2) Compare Chinese pastimes and American pastimes       <ol style="list-style-type: none"> <li>a) Youtube videos</li> <li>b) Pair discussion</li> <li>c) Group discussion</li> <li>d) Class discussion</li> </ol> </li> <li>3) Teach unit key characters       <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key characters writing</li> <li>4) Written report on basic understanding about traditional Chinese pastimes</li> <li>5) 12 sentence paragraph writing</li> </ol>

	<ul style="list-style-type: none"> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>4) Content dialogues <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Dialogue reading</li> <li>f) Pair reading</li> <li>g) Group reading</li> </ol> </li> <li>5) Grammar <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>6) Language practice on key phrases and key grammar structures <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>7) Key characters writing homework: <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> </li> <li>8) 12 sentence paragraph writing on: My favorite pastime activity</li> </ol>	
October	<p>Animal:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Review content dialogues <ol style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ol> </li> <li>2) Review grammar <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on sentence writing</li> </ol>

		<ol style="list-style-type: none"> <li>3) Review language practice on key phrases and key grammar struction <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>4) Sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence.</li> </ol> </li> <li>5) Animal game: <ol style="list-style-type: none"> <li>a) Review character phrase for each animal</li> <li>b) Create body movement for each animal</li> <li>c) Teacher pronounce the character phrase, then students do the body moment</li> <li>d) A student does the movement, and the rest students say the phrase for the animal</li> <li>e) Extend the game from a phrase to a sentence</li> </ol> </li> </ol>	
<b>Quarter 2</b>	<b>Topic</b>	<b>Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Assessments (Quiz / Test / Project)</b>
October	Birthday Party: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>2) Content dialogues <ol style="list-style-type: none"> <li>a) Direct instruction + pair study presentation</li> <li>b) Dialogue reading</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on Chinese sentence writing</li> <li>5) Midterm culture aspect report project</li> </ol>

		<ul style="list-style-type: none"> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ul> <ul style="list-style-type: none"> <li>3) Grammar <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> </li> <li>4) Language practice on key phrases and key grammar structure <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Character writing homework <ul style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ul> </li> <li>6) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</li> </ul>	
November	<p><b>Birthday:</b></p> <ul style="list-style-type: none"> <li>• Culture knowledge: Chinese zodiac + Chinese birthday celebration</li> </ul> <p><b>Sports:</b></p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>1) Chinese zodiac <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) 12 animals article close reading</li> <li>c) YouTube video</li> <li>d) Figure out one's Chinese zodiac sign</li> <li>e) Pair discussion</li> <li>f) Whole class discussion</li> </ul> </li> <li>2) PPT presentation on traditional Chinese birthday celebration <ul style="list-style-type: none"> <li>a) Note-taking</li> <li>b) Compare Chinese celebration and American celebration</li> <li>c) Discussion as a class</li> </ul> </li> <li>3) Teach unit key characters <ul style="list-style-type: none"> <li>a) Explain origin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Chinese zodiac culture knowledge one page report</li> <li>5) 12 sentence paragraph writing</li> </ul>

		<ul style="list-style-type: none"> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <p>4) Content dialogues</p> <ul style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> <li>f) Dialogue reading</li> <li>g) Pair reading</li> <li>h) Group reading</li> </ul> <p>5) Grammar</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>6) Language practice on key phrases and key grammar structure</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> </ul> <p>7) Character writing homework</p> <ul style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ul> <p>8) Chinese sentence writing homework: Use each key vocabulary to form a Chinese sentence</p>	
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		9) 12 sentence paragraph writing on My favorite sports	
December	<p>Sports:</p> <ul style="list-style-type: none"> <li>• Culture knowledge: Tai Chi and Tai Chi moves</li> </ul> <p>TV shows and movies:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) PPT presentation on Tai Chi <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Note-taking</li> <li>c) Pair discussion</li> <li>d) Whole class discussion</li> <li>e) Teacher demonstrates the moves and the students follow</li> </ol> </li> <li>2) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>3) Content dialogues <ol style="list-style-type: none"> <li>a) Direct instruction + pair study presentation</li> <li>b) Dialogue reading</li> <li>c) Pair reading</li> <li>d) Group reading</li> <li>e) Reading comprehension check</li> <li>f) Teacher feedback</li> </ol> </li> <li>4) Grammar <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on sentence writing</li> <li>5) 12 sentence paragraph writing</li> <li>6) Semester final exam</li> </ol>

		e) Grammar writing game 5) Language practice on key phrases and key grammar structure a) Direct instruction b) Pair preparation c) Role playing with feedback 6) Character writing homework a) Characters + Pinyin + English definition 7) Chinese sentence writing homework: a) Use each key vocabulary to form a Chinese sentence 8) 12 sentence paragraph writing on My favorite TV shows/movies	
<b>Quarter 3</b>	<b>Topic</b>	<b>Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Assessments (Quiz / Test / Project)</b>
January	TV shows and movies: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: Compare Chinese opera and European opera</li> </ul>	1) Review unit key characters a) Demonstrate usages b) Pronunciation drilling c) Tone drilling d) Practice pronunciation with movement e) Pair character pronunciation practice f) Group character pronunciation practice g) Small white board writing practice h) Index card pair quiz i) Index card game j) Character writing competition game preparation and game 2) Review content dialogues a) Dialogue reading b) Pair reading c) Group reading d) Reading comprehension check e) Teacher feedback 3) Review grammar	1) Comprehension check by teacher 2) Oral test on key characters pronunciation 3) Dictation test on key character writing 4) Dictation test on sentence writing 5) Skit assessment

		<ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> <li>4) Review language practice on key phrases and key grammar structures <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>5) Character writing homework <ol style="list-style-type: none"> <li>a) Characters + Pinyin +English definition</li> </ol> </li> <li>6) Chinese sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ol> </li> <li>7) Compare Chinese opera and European opera <ol style="list-style-type: none"> <li>a) Close reading</li> <li>b) Note-taking</li> <li>c) YouTube video</li> <li>d) Whole class discussion</li> </ol> </li> <li>8) Skit on inviting friends to watch movie <ol style="list-style-type: none"> <li>a) Explanations on requirement: Characters/phrases/grammar structure</li> <li>b) Group preparation</li> <li>c) Group rehearsal</li> <li>d) Class performance</li> </ol> </li> </ol>	
February	<p>Summer vacation</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation on sentence writing</li> <li>5) 12 sentence paragraph writing on My favorite food</li> </ol>

		<ul style="list-style-type: none"> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <ul style="list-style-type: none"> <li>2) Content dialogues <ul style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> <li>f) Dialogue reading</li> <li>g) Pair reading</li> <li>h) Group reading</li> </ul> </li> <li>3) Grammar <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> </li> <li>4) Language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Key characters writing homework: <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> </li> <li>6) Chinese sentence writing homework: <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ul> </li> <li>7) Write 12 sentence paragraph on My favorite summer vacation</li> </ul>	
March	Summer vacation: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> </ul>	<ul style="list-style-type: none"> <li>1) Review unit key characters <ul style="list-style-type: none"> <li>a) Small white board writing practice</li> <li>b) Index card pair quiz</li> <li>c) Index card game</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> </ul>

	<ul style="list-style-type: none"> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>d) Character writing competition game preparation and game</li> <li>2) Grammar <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> </li> <li>3) Language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Pair preparation</li> <li>b) Role playing with feedback</li> </ul> </li> <li>4) Key characters writing homework: <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> </li> </ul>	3) Midterm culture aspect report project
<b>Quarter 4</b>	<b>Topic</b>	<b>Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Assessments (Quiz / Test / Project)</b>
March	Summer vacation: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: China's top attractions</li> </ul>	<ul style="list-style-type: none"> <li>1) Review unit key characters <ul style="list-style-type: none"> <li>a) Small white board writing practice</li> <li>b) Index card pair quiz</li> <li>c) Index card game</li> <li>d) Character writing competition game preparation and game</li> </ul> </li> <li>2) Grammar <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> </li> <li>3) Language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Pair preparation</li> <li>b) Role playing with feedback</li> </ul> </li> <li>4) Key characters writing homework: <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> </li> <li>5) Chinese sentence writing homework: <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Skit project</li> </ul>

		6) PPT presentation on China's top attractions a) Group discussion b) Class discussion 7) Skit on Planning a trip to China a) Explanations on requirement: Characters/phrases/grammar structure/pros and cons of the attraction elements b) Group preparation c) Group rehearsal d) Class performance	
April	Arts and Music: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: Arts and music in Chinese speaking world</li> </ul>	1) Teach unit key characters a) Explain origin b) Demonstrate usages c) Pronunciation drilling d) Tone drilling e) Practice pronunciation with movement f) Pair character pronunciation practice g) Group character pronunciation practice h) Small white board writing practice i) Index card writing j) Index card pair quiz k) Index card game l) Character writing competition game preparation and game 2) Content dialogues a) Assign section of dialogue to each group b) Group preparation and study c) Group teaching d) Teacher + class feedback e) Reading comprehension check f) Dialogue reading g) Pair reading h) Group reading 3) Grammar	1) Comprehension check by teacher 2) Oral test on key characters pronunciation 3) Dictation test on key character writing 4) Dictation test on sentence writing 5) Group song singing assessment

		<ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> <ol style="list-style-type: none"> <li>4) Language practice on key phrases and key grammar structure <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>5) Key characters writing homework: <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> </li> <li>6) Chinese sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ol> </li> <li>7) Chinese song singing project <ol style="list-style-type: none"> <li>a) Teacher introduces a variety of songs and provides lyrics with Pinyin, characters and English translation</li> <li>b) Each group picks a song and prepare</li> <li>c) Combine the song with body movements</li> <li>d) Class performance</li> </ol> </li> </ol>	
May	<b>Arts and Music:</b> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Review unit key characters <ol style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> <li>j) Character writing competition game preparation and game</li> </ol> </li> <li>2) Review content dialogues</li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on sentence writing</li> <li>5) Semester final exam</li> </ol>

		<ul style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) and teacher feedback</li> </ul> <ul style="list-style-type: none"> <li>3) Review Grammar <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> </li> <li>4) Review language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> </ul> </li> <li>5) Sentence writing homework: <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ul> </li> </ul>	
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# Year-at-a-Glance Plan: Chinese IV

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
August	Technology: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters               <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>2) Content dialogues               <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> </ol> </li> <li>3) Grammar               <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>4) Language practice on key phrases and key grammar structures</li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on character recognition</li> <li>3) Dictation test on character writing</li> <li>4) Dialogue translation</li> <li>5) 5. Sentence writing dictation test</li> </ol>

		<ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> <p>5) Key characters writing homework:</p> <ul style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ul> <p>6) Chinese sentence writing homework:</p> <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence with required sentence structure</li> </ul>	
September	<p>Technology:</p> <ul style="list-style-type: none"> <li>• Culture knowledge: Technology use in China and the United States</li> </ul> <p>Education:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<p>1) PPT presentation on Technology use in China:</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Youtube video</li> <li>c) Note-taking</li> <li>d) Pair discussion</li> <li>e) Group discussion</li> <li>f) Whole class discussion</li> </ul> <p>2) Compare technology use in China and the United States</p> <ul style="list-style-type: none"> <li>a) YouTube videos</li> <li>b) Pair discussion</li> <li>c) Group discussion</li> <li>d) Class discussion</li> </ul> <p>3) Teach unit key characters</p> <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> </ul>	<ul style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on Key characters writing</li> <li>4) Dialogue note-taking and translation</li> <li>5) 3 paragraph essay writing</li> </ul>

		<ol style="list-style-type: none"> <li>1) Character writing competition game preparation and game</li> <li>4) Content dialogues <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> </ol> </li> <li>5) Grammar <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing</li> <li>e) Comprehension check</li> <li>f) Grammar writing game</li> </ol> </li> <li>6) Language practice on key phrases and key grammar structures <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>7) Key characters writing homework: <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> </li> <li>8) 3 paragraph essay writing on: <ol style="list-style-type: none"> <li>a) Computer/cellphone and I</li> </ol> </li> </ol>	
October	<p>Education:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: Learn and compare education system of China and the United States + Compare and discuss school life of</li> </ul>	<ol style="list-style-type: none"> <li>1) Review content dialogues <ol style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) and teacher feedback</li> </ol> </li> <li>2) Review grammar <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on sentence writing</li> </ol>

	China and the United States	<ol style="list-style-type: none"> <li>3) Review language practice on key phrases and key grammar structure <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>4) Sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence with required sentence structure.</li> </ol> </li> <li>5) PPT presentation on Chinese education system: <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) YouTube video</li> <li>c) Note-taking</li> <li>d) Pair discussion</li> <li>e) Group discussion</li> <li>f) Whole class discussion</li> </ol> </li> <li>6) Compare technology use in China and the United States <ol style="list-style-type: none"> <li>a) YouTube videos</li> <li>b) Pair discussion</li> <li>c) Group discussion</li> <li>d) Class discussion</li> </ol> </li> </ol>	
<b>Quarter 2</b>	<b>Topic</b>	<b>Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Assessments (Quiz / Test / Project)</b>
October	Culture and history: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on Chinese sentence writing</li> <li>5) Midterm culture aspect report project</li> </ol>

		<ol style="list-style-type: none"> <li>1) Character writing competition game preparation and game</li> <li>2) Content dialogues <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teacher</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> </ol> </li> <li>3) Grammar <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>4) Language practice on key phrases and key grammar structure <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>5) Character writing homework <ol style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ol> </li> <li>6) Chinese sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence with required grammar structure</li> </ol> </li> </ol>	
November	<p>Culture and history:</p> <ul style="list-style-type: none"> <li>• Culture knowledge: <ul style="list-style-type: none"> <li>○ Chinese major dynasties- accomplishments and influence</li> <li>○ Learn and discuss basic Chinese</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Chinese dynasties <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Dynasties article close reading</li> <li>c) Youtube video</li> <li>d) Pair discussion</li> <li>e) Whole class discussion</li> </ol> </li> <li>2) PPT presentation on Chinese philosophy and tradition <ol style="list-style-type: none"> <li>a) Article close reading</li> <li>b) Note-taking</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Chinese dynasties culture knowledge one page report</li> <li>5) 12 sentence paragraph writing</li> </ol>

	<p>philosophy and traditions</p> <p>Location and Direction:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ul style="list-style-type: none"> <li>c) Compare Chinese celebration and American celebration</li> <li>d) Discussion as a class</li> </ul> <p>3) Teach unit key characters</p> <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> <p>4) Content dialogues</p> <ul style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> </ul> <p>5) Grammar</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>6) Language practice on key phrases and key grammar structure</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> </ul> <p>7) Character writing homework</p> <ul style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ul>	
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		8) Chinese sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence by using required sentence structure</li> </ol> 9) 12 sentence paragraph writing on My favorite Chinese dynasty	
December	Location and Direction: <ul style="list-style-type: none"> <li>• Culture knowledge: Chinese etiquette tips for tourist</li> </ul> Geography: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	1) PPT presentation on Chinese etiquette tips <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) YouTube video</li> <li>c) Note-taking</li> <li>d) Pair discussion</li> <li>e) Whole class discussion</li> <li>f) Etiquette role playing</li> </ol> 2) Teach unit key characters <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> 3) Content dialogues <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teaching</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> </ol> 4) Grammar <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> </ol>	1) Comprehension check by teacher 2) Oral test on key characters pronunciation 3) Dictation test on key character writing 4) Dictation test on sentence writing 5) 12 sentence paragraph writing 6) Semester final exam

		<ul style="list-style-type: none"> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ul> <p>5) Language practice on key phrases and key grammar structure</p> <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> <p>6) Character writing homework</p> <ul style="list-style-type: none"> <li>a) Characters + Pinyin + English definition</li> </ul> <p>7) Chinese sentence writing homework:</p> <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence by required grammar structure</li> </ul> <p>8) 12 sentence paragraph writing on My favorite Chinese city</p>	
<b>Quarter 3</b>	<b>Topic</b>	<b>Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Assessments (Quiz / Test / Project)</b>
January	<p>Geography:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge: Yangtze River Mount Tai</li> </ul>	<p>1) Review unit key characters</p> <ul style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> <li>j) Character writing competition game preparation and game</li> </ul> <p>2) Review content dialogues</p> <ul style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> </ul>	<p>1) Comprehension check by teacher</p> <p>2) Oral test on key characters pronunciation</p> <p>3) Dictation test on key character writing</p> <p>4) Dictation test on sentence writing</p>

		<ul style="list-style-type: none"> <li>e) Teacher feedback</li> </ul> <ol style="list-style-type: none"> <li>3) Review grammar <ul style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ul> </li> <li>4) Review language practice on key phrases and key grammar structures <ul style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ul> </li> <li>5) Character writing homework <ul style="list-style-type: none"> <li>a) Characters + Pinyin +English definition</li> </ul> </li> <li>6) Chinese sentence writing homework: <ul style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ul> </li> <li>7) PPT on Yangtze River and Mount Tai <ul style="list-style-type: none"> <li>a) Close reading</li> <li>b) Note-taking</li> <li>c) Youtube video</li> <li>d) Whole class discussion</li> </ul> </li> </ol>	
February	<b>Shopping:</b> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Teach unit key characters <ul style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation on sentence writing</li> <li>5) 12 sentence paragraph writing on My best shopping trip</li> </ol>

		<ol style="list-style-type: none"> <li>2) Content dialogues <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teacher</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> </ol> </li> <li>3) Grammar <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>4) Language practice on key phrases and key grammar structures <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>5) Key characters writing homework: <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> </li> <li>6) Chinese sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ol> </li> <li>7) Write 12 sentence paragraph on My best shopping trip</li> </ol>	
March	<p>Shopping:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Review unit key characters <ol style="list-style-type: none"> <li>a) Small white board writing practice</li> <li>b) Index card pair quiz</li> <li>c) Index card game</li> <li>d) Character writing competition game preparation and game</li> </ol> </li> <li>2) Grammar <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Midterm culture aspect report project</li> </ol>

		<ul style="list-style-type: none"><li>d) Grammar writing game</li><li>3) Language practice on key phrases and key grammar structures<ul style="list-style-type: none"><li>a) Pair preparation</li><li>b) Role playing with feedback</li></ul></li><li>4) Key characters writing homework:<ul style="list-style-type: none"><li>a) Character + Pinyin + English definition</li></ul></li></ul>	
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Quarter 4	Topic	Activities (Practice/ Homework / Discussion/ Etc.)	Assessments (Quiz / Test / Project)
March	Shopping: <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture knowledge:</li> </ul> Chinese negotiation tips: the art of bargaining	<ol style="list-style-type: none"> <li>1) Review unit key characters               <ol style="list-style-type: none"> <li>a) Small white board writing practice</li> <li>b) Index card pair quiz</li> <li>c) Index card game</li> <li>d) Character writing competition game preparation and game</li> </ol> </li> <li>2) Grammar               <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> <li>3) Language practice on key phrases and key grammar structures               <ol style="list-style-type: none"> <li>a) Pair preparation</li> <li>b) Role playing with feedback</li> </ol> </li> <li>4) Key characters writing homework:               <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> </li> <li>5) Chinese sentence writing homework:               <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence by required structure</li> </ol> </li> <li>6) PPT presentation on Chinese bargaining               <ol style="list-style-type: none"> <li>a) Group discussion</li> <li>b) Class discussion</li> <li>c) Role playing</li> <li>d) Feedback and comments</li> </ol> </li> <li>7) Skit on a shopping trip               <ol style="list-style-type: none"> <li>a) Explanations on requirement:                    Characters/phrases/grammar structure/Chinese art of bargaining</li> <li>b) Group preparation</li> <li>c) Group rehearsal</li> <li>d) Class performance</li> <li>e) Feedback and comments</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Skit project</li> </ol>

<p>April</p>	<p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> <li>• Culture</li> </ul> <p>knowledge: Chinese lifestyles and American lifestyles</p>	<ol style="list-style-type: none"> <li>1) Teach unit key characters       <ol style="list-style-type: none"> <li>a) Explain origin</li> <li>b) Demonstrate usages</li> <li>c) Pronunciation drilling</li> <li>d) Tone drilling</li> <li>e) Practice pronunciation with movement</li> <li>f) Pair character pronunciation practice</li> <li>g) Group character pronunciation practice</li> <li>h) Small white board writing practice</li> <li>i) Index card writing</li> <li>j) Index card pair quiz</li> <li>k) Index card game</li> <li>l) Character writing competition game preparation and game</li> </ol> </li> <li>2) Content dialogues       <ol style="list-style-type: none"> <li>a) Assign section of dialogue to each group</li> <li>b) Group preparation and study</li> <li>c) Group teacher</li> <li>d) Teacher + class feedback</li> <li>e) Reading comprehension check</li> </ol> </li> <li>3) Grammar       <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Use grammar in a sentence</li> <li>c) Pair quiz and help</li> <li>d) Grammar writing comprehension check</li> <li>e) Grammar writing game</li> </ol> </li> <li>4) Language practice on key phrases and key grammar structure       <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> <li>c) Role playing with feedback</li> </ol> </li> <li>5) Key characters writing homework:       <ol style="list-style-type: none"> <li>a) Character + Pinyin + English definition</li> </ol> </li> <li>6) Chinese sentence writing homework:       <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on sentence writing</li> </ol>
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		<p>7) PPT presentation on Chinese and American lifestyles:</p> <ol style="list-style-type: none"> <li>a) Close reading</li> <li>b) Note-taking</li> <li>c) YouTube video</li> <li>d) Whole class discussion</li> </ol>	
May	<p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Dialogues</li> <li>• Grammar</li> <li>• Language practice</li> </ul>	<ol style="list-style-type: none"> <li>1) Review unit key characters <ol style="list-style-type: none"> <li>a) Demonstrate usages</li> <li>b) Pronunciation drilling</li> <li>c) Tone drilling</li> <li>d) Practice pronunciation with movement</li> <li>e) Pair character pronunciation practice</li> <li>f) Group character pronunciation practice</li> <li>g) Small white board writing practice</li> <li>h) Index card pair quiz</li> <li>i) Index card game</li> <li>j) Character writing competition game preparation and game</li> </ol> </li> <li>2) Review content dialogues <ol style="list-style-type: none"> <li>a) Dialogue reading</li> <li>b) Pair reading</li> <li>c) Group reading</li> <li>d) Reading comprehension check</li> <li>e) Teacher feedback</li> </ol> </li> <li>3) Review Grammar <ol style="list-style-type: none"> <li>a) Use grammar in a sentence</li> <li>b) Pair quiz and help</li> <li>c) Grammar writing comprehension check</li> <li>d) Grammar writing game</li> </ol> </li> <li>4) Review language practice on key phrases and key grammar structures <ol style="list-style-type: none"> <li>a) Direct instruction</li> <li>b) Pair preparation</li> </ol> </li> <li>5) Sentence writing homework: <ol style="list-style-type: none"> <li>a) Use each key vocabulary to form a Chinese sentence</li> </ol> </li> <li>6) Chinese Mother's Day song singing project</li> </ol>	<ol style="list-style-type: none"> <li>1) Comprehension check by teacher</li> <li>2) Oral test on key characters pronunciation</li> <li>3) Dictation test on key character writing</li> <li>4) Dictation test on sentence writing</li> <li>5) Mother's Day song singing assessment</li> <li>6) Semester Final exam</li> </ol>

		<ul style="list-style-type: none"><li>a) Teacher introduces Chinese Mothers' Day song and provides lyrics with Pinyin, characters and English translation</li><li>b) Each group prepares</li><li>c) Combine the song with body movements</li><li>d) Class performance</li></ul>	
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# Year-at-a-Glance Plan: French I

Semester 1	Topics:	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
August (Week 1-3)	<ul style="list-style-type: none"> <li>A. Classroom routines and policies</li> <li>B. Icebreakers</li> <li>C. Alphabet and basic pronunciation</li> <li>D. Numbers 0-30</li> <li>E. Colors</li> <li>F. Calendar</li> <li>G. Grammar and Vocabulary Basics</li> <li>H. Comprehensible Input via Stories</li> <li>I. Songs</li> <li>J. Poems/Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>A. Classroom routines and policies               <ul style="list-style-type: none"> <li>• Go over syllabus and expected supplies</li> <li>• Go over classroom routines such as: turning in papers, prearranged absences, no-name work, selecting a reader, hall passes, etc.</li> <li>• Go over behavior and participation expectations</li> <li>• Teach Useful Expressions in French</li> <li>• pick French names</li> <li>• Worksheet to get to know students and their interests</li> <li>• Pretest to find out students' knowledge and background in French</li> <li>• Student jobs</li> </ul> </li> <li>B. Icebreakers               <ul style="list-style-type: none"> <li>• Circle name game</li> <li>• Give 1 Get 1</li> </ul> </li> <li>C. Alphabet and basic pronunciation               <ul style="list-style-type: none"> <li>• Spell out name, favorite color, day of the week</li> <li>• introduction to accents and how they change the pronunciation of the word</li> </ul> </li> <li>D. Numbers 0-30               <ul style="list-style-type: none"> <li>• Higher/Lower game</li> <li>• Basic math problems</li> <li>• Ask/tell their age</li> <li>• Spoons card game</li> </ul> </li> <li>E. Colors               <ul style="list-style-type: none"> <li>• Uno</li> <li>• Candyland</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>C. Alphabet               <ul style="list-style-type: none"> <li>• written or verbal quiz on the alphabet, numbers, colors</li> </ul> </li> <li>D. Numbers               <ul style="list-style-type: none"> <li>• written or verbal quiz on the alphabet, numbers, colors</li> </ul> </li> <li>E. Colors               <ul style="list-style-type: none"> <li>• written or verbal quiz on the alphabet, numbers, colors</li> </ul> </li> <li>F. Calendar               <ul style="list-style-type: none"> <li>• matching quiz with English/French vocabulary</li> </ul> </li> <li>H. Stories               <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Spoons card game: to win, a student must match four cards (2 are image of color, two are the French word for that color)</li> <li>• Game: Stand up if you are wearing (color)</li> <li>• Teach basic clothing items: <i>un pantalon, un chemisier, un pull, des chaussettes, des chaussures</i>. Play chair game: Change if you are wearing a blue shirt (white socks, black shoes)</li> <li>• Written: unscramble colors and number vocabulary</li> <li>• Hidden color game</li> </ul> <p>F. Calendar</p> <ul style="list-style-type: none"> <li>• days of the week</li> <li>• no capitalization for days of the week and months</li> </ul> <p>G. Grammar and Vocabulary Basics</p> <ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Teach <i>la bise</i>, and handshakes</li> <li>• Ask others how they are and answer</li> <li>• Introductions</li> <li>• Je m'appelle / il s'appelle / elle s'appelle</li> <li>• Je suis + adjective cognates</li> <li>• Commands - stand up, sit down, point to,</li> <li>• Body parts - Touch... head, nose, mouth, eyes, hair, feet, etc.</li> <li>• Discussion of general stereotypes of French and Americans</li> <li>• Introduction section</li> </ul> <p>H. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Martina Bex's "Dit": <i>c'est, un garçon, une fille, s'appelle</i></li> <li>• Martina Bex's "Marche et Court" : <i>marche, court, voit</i></li> </ul> <p>I. Songs</p> <ul style="list-style-type: none"> <li>• Frère Jacques</li> <li>• Khaled: C'est la vie</li> </ul> <p>J. Poem/Rhyme ideas</p> <ul style="list-style-type: none"> <li>• AmStramGram</li> </ul>	
September (Week 4-7)	<p>A. Culture</p> <p>B. Grammar and Vocabulary</p> <p>C. Adjectives</p>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• Basic geographic information about France</li> <li>• Basic information about France - population, currency, president, motto, etc.</li> </ul>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• written quiz on cultural information</li> </ul>

	<p>D. Comprehensible Input via Stories</p> <p>E. Songs</p> <p>F. Poems/Rhymes</p>	<ul style="list-style-type: none"> <li>• Basic information about the French school system and <i>la Rentrée</i></li> <li>• Students learn a simple recipe in French, such as la mousse au chocolat (from a mix), or chocolate fondue, and prepare in class, or at home</li> <li>• Discuss Saints Days and birthday celebrations</li> <li>• Introduce</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Teach the months, and how to tell the date</li> <li>• Daily weather</li> <li>• Explain the difference between <i>tu</i> and <i>vous</i></li> <li>• Conversation: how are you, how old are you, what is your name, when is your birthday, what is your favorite color, where are you from, etc.</li> <li>• Continue to teach useful expressions</li> <li>• Identifying classroom objects</li> <li>• Continue teaching commands and body parts</li> <li>• Negation with <i>ne...pas</i></li> <li>• Teacher conducts daily Special Student Interviews, which includes practicing je/tu/il/elle forms of verbs, description, likes and dislikes, family and pets</li> </ul> <p>C. Adjectives</p> <ul style="list-style-type: none"> <li>• Adjective agreement</li> <li>• Adjective cognates</li> <li>• Film: <u>Petit Nicolas</u> with character description assignment</li> <li>• Describe celebrities, best friend, family, etc.</li> <li>• Play “Guess the celebrity”: on a PowerPoint slide, write five simple clues in French about a celebrity. One student guesses who it is. Next slide reveals name and photo of celebrity.</li> </ul> <p>D. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• All story units include teaching and practicing the target vocabulary, reading and retelling stories with the vocabulary, writing stories, and a quiz.</li> <li>• Blaine Ray’s Cat Story from <u>Look I can Talk</u> : <i>méchant, le chat, prend, petit, grand, se sauve, jette, pleure, donne, rit, triste, content, par terre, vers, lui, autre, mais, parce que, qui, il y a</i></li> <li>• Martina Bex’s “Ferme la Porte” : <i>ne/jamais, ouvre, ferme, va à, avec, crie, imperative with tu</i></li> </ul>	<p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• written quiz on months and telling the date in the correct format</li> <li>• written quiz on Special Student interviews</li> <li>• written quiz on classroom objects</li> <li>• written quiz on useful expressions</li> </ul> <p>C. Adjectives</p> <ul style="list-style-type: none"> <li>• Verbal or written quiz: describe yourself or a celebrity, family member, etc</li> </ul> <p>D. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> </ul> <p>F. Poems</p> <ul style="list-style-type: none"> <li>• Perform a memorized poem in front of the class, teacher, or small group</li> <li>• Written quiz: teacher provides the poem with key words missing, and student fills in the words from memory.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Martina Bex’s “Paul et l’Avion” : introduction to telling time</li> </ul> <p>E. Songs</p> <ul style="list-style-type: none"> <li>• Alouette</li> <li>• Au Clair de la Lune</li> </ul> <p>F. Poems and Rhymes</p> <ul style="list-style-type: none"> <li>• Understand and memorize the required French I poem selected for the World Language Declamation competition. ex: <u>Le Dragon à Cinq Pattes</u> de Pascale Estellon</li> <li>• Other simple children’s rhymes or comptines, such as from <u>Petites Comptines pour Tous les Jours</u>.</li> </ul>	
October (Week 8-11)	<p>A. Culture/Holidays</p> <p>B. Grammar and Vocabulary</p> <p>C. Adjectives</p> <p>D. Comprehensible Input via Stories</p> <p>E. Songs</p>	<p>A. Culture / Holidays</p> <ul style="list-style-type: none"> <li>• Study the monuments of Paris</li> <li>• Watch the film: Le Petit Nicolas. Students write character descriptions of Nicolas and his friends.</li> <li>• Discussion of La Toussaint</li> <li>• Discussion of Halloween and how it is celebrated</li> <li>• Read and write stories using Halloween vocabulary</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Continue daily Special Student Interviews</li> <li>• Teach <i>j’ai, je n’ai pas, il a, il n’a pas</i></li> <li>• Tell about pets and describe family</li> <li>• Tell about likes and dislikes using verbs</li> </ul> <p>C. Adjectives</p> <ul style="list-style-type: none"> <li>• Continue to expand adjective vocabulary</li> <li>• Play Apples 2 Apples, with the adjective cards in French</li> <li>• Teach students how to look up words in a French/English dictionary.</li> <li>• Comparisons with <i>plus...que</i></li> <li>• Conversation: students can describe basic appearance and personality traits of self, best friend, family members, pets, celebrities</li> </ul> <p>D. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Blaine Ray’s Cow and Monkey story from <u>Look I can Talk</u> : <i>le lit, la maison, le singe, la vache, les chaussures, dans la rue, un verre d’eau, dort, ronfle, se réveille, cherche, trouve, aime,</i></li> </ul>	<p>A. Culture / Holidays</p> <ul style="list-style-type: none"> <li>• written quiz on cultural information</li> <li>• tell or write a story using Halloween vocabulary</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• written quiz on Special Student interviews</li> <li>• verbal or written quiz on telling likes/dislikes</li> </ul> <p>C. Adjectives</p> <ul style="list-style-type: none"> <li>• Create a book project: Grand, plus grand. (ex: A <u>butterfly</u> is small, but a <u>ladybug</u> is smaller. A <u>horse</u> is big, but a <u>hippopotamus</u> is bigger.) Present books in small groups.</li> </ul> <p>D. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> </ul>

		<p><i>sympa, fâché, mouillé, curieux, gros, surexcité, riche, pauvre, sec, bruyamment, maintenant</i></p> <ul style="list-style-type: none"> <li>• Martina Bex's "L'Université" : <i>parle, veut être, ne comprend rien, comprend un peu, a, seulement</i>, and some school subjects</li> </ul> <p>E. Songs</p> <ul style="list-style-type: none"> <li>• Fou da FaFa - on Youtube</li> <li>• Youtube: Babelzone la Chanson des Squelettes</li> <li>• Paris, Paris, qu'est-ce que c'est Paris - from the Bienvenue textbook Level 1 video</li> </ul>	<ul style="list-style-type: none"> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> </ul>
November (Week 12-15)	<p>A. Culture / Holidays</p> <p>B. Grammar and Vocabulary</p> <p>C. Prepositions</p> <p>D. Comprehensible Input via Stories</p> <p>E. Songs</p>	<p>A. Culture / Holidays</p> <ul style="list-style-type: none"> <li>• Study the geography, products, and practices of the regions of France</li> <li>• Fromage: discuss the importance of cheese in French meals and the economy, types of cheese, and how it is served. Learn some key phrases for expressing whether you like or dislike cheeses. Taste cheeses such as brie or camembert, chèvre, emmentaler or gruyère, and roquefort or other bleu. Serve with French bread, and serve Nutella after they taste the cheese.</li> <li>• Teach food vocabulary, including typical Thanksgiving foods</li> <li>• Discussion of French holiday specialities such as <i>foie gras</i></li> <li>• Discussion of what typical American foods are not eaten in France such as peanut butter, pecan pie, pumpkin pie, sweet potatoes, corn on the cob, cheesecake, stuffing, etc.</li> <li>• Read and write stories using Thanksgiving vocabulary</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Use the verb <i>faire</i> to talk about seasonal sports and activities</li> <li>• Tell the weather in different seasons, including using the verb <i>faire</i></li> <li>• Sports and activity vocabulary to tell what you do in different seasons, including <i>faire</i> and <i>ER</i> verbs.</li> <li>• vous/nous and <i>ER</i> verb endings</li> <li>• Continue daily Special Student Interviews</li> </ul> <p>C. Prepositions of location</p> <ul style="list-style-type: none"> <li>• Teach and practice prepositions such as: <i>dans, devant, sous, sur, derrière</i>, etc., using stuffed animals and classroom objects</li> <li>• Practice <i>être</i> (to be) to tell where people and things are located</li> </ul>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• written quiz on cultural information</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written quiz on Special Student interviews</li> <li>• verbal or written quiz on weather</li> <li>• verbal or written quiz on sports and activities</li> </ul> <p>C. Prepositions of location</p> <ul style="list-style-type: none"> <li>• Verbal or written quiz on prepositions and classroom objects</li> </ul> <p>A./D. Stories and Thanksgiving</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> </ul>

		<ul style="list-style-type: none"> <li>Describe (verbal or written practice) where objects are located in the classroom, pictures, or student’s bedroom</li> <li>Contractions of <i>du</i> and <i>des</i></li> </ul> <p>D. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>Martina Bex’s “Assieds-toi” : classroom objects and furniture, classroom commands, first person present tense, pronouns</li> <li>Martina Bex’s “La Créature” : nous conjugation</li> </ul> <p>E. Songs</p> <ul style="list-style-type: none"> <li>Joe Dassin: Les Champs-Élysées</li> </ul>	
December (Week 16-18)	<p>A. Culture/Holidays</p> <p>B. Grammar and Vocabulary</p> <p>C. Comprehensible Input via Stories</p> <p>D. Songs</p>	<p>A. Culture/Holidays</p> <ul style="list-style-type: none"> <li>Teach Christmas vocabulary, which students use to tell, read, and write stories</li> <li>students</li> <li>Discussion of French Christmas traditions and celebrations</li> <li>Discussion of holiday traditions from French-speaking countries</li> <li>Discussion of the historical role of the Catholic Church in French culture</li> <li>Use the futur proche to express what they are going to do during the winter break</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>Continue daily Special Student Interviews</li> <li>Review for the final exam with games such as Kahoot, tictactoe, flyswatter, and spoons</li> <li>Review for the final exam with speaking and writing activities</li> <li>Review for the final exam with partner quizzes</li> <li>Prepare and practice 4 minute dialogue or interview with a partner.</li> </ul> <p>C. Comprehensible Input via Stories - Review</p> <ul style="list-style-type: none"> <li>Students read and write stories to review the semester vocabulary</li> <li>Students look at pictures from the stories they have learned, and pull out pictures to tell or write a new story.</li> </ul>	<p>A./B./C. Final Exam Options</p> <ul style="list-style-type: none"> <li>Students write 8 sentences to describe themselves</li> <li>Matching from the French to English translation: verbs, adjectives, classroom objects, days of the week, weather</li> <li>Complete sentences with the best verb provided (multiple choice)</li> <li>Complete sentences with the correct form of the adjective provided (multiple choice)</li> <li>Answer multiple choice questions and culture</li> <li>Read stories and answer true/false comprehension questions</li> <li>Oral assessment: students perform a 4 minute dialogue or interview (with partner), or tell a 2 minute story.</li> </ul>

		<ul style="list-style-type: none"><li>• Write and practice telling a 2 minute story.</li></ul> <p>D. Songs</p> <ul style="list-style-type: none"><li>• Vive le Vent</li><li>• Tintez Cloches</li><li>• Other French Christmas carols</li></ul>	
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<b>Semester 2</b>	<b>Topics:</b>	<b>Suggested Activities</b> (Practice/ Homework / Discussion/ Etc.)	<b>Suggested Assessments</b> (Quiz / Test / Project)
January (Week 1-3)	A. Classroom routines and policies B. Culture / Holidays C. Grammar and Vocabulary D. Comprehensible Input via Stories E. Songs	A. Classroom routines and policies <ul style="list-style-type: none"> <li>Review syllabus, classroom routines, and expectations</li> <li>Handout and begin to practice French Rejoinders - useful expressions for conversation (ex: Good idea! No way! That's gross! etc.)</li> <li>Icebreakers such as the circle name game</li> </ul> B. Culture / Holidays <ul style="list-style-type: none"> <li>Study the geography, products, and practices of the regions of France.</li> <li>Discuss New Years traditions in France</li> <li>Saying: Bonne année et bonne santé</li> <li>Discuss Epiphanie.</li> <li>Make a king's cake.</li> <li>Watch youtube clips or read about how the French celebrate New Years and Epiphanie.</li> </ul> C. Grammar and Vocabulary <ul style="list-style-type: none"> <li>Use the futur proche to say or write what they are going or not going to do this semester to be successful</li> <li>Use the futur proche to tell what you are going or not going to do this weekend/this summer</li> <li>Practice talking about your school and school day, including the classes and teachers you like, don't like, and why.</li> <li>Use time vocabulary to talk about your school schedule</li> <li>Tell the time when activities occur</li> <li>Compare and contrast the American and French school systems.</li> </ul> D. Comprehensible Input via Stories <ul style="list-style-type: none"> <li>Read, write, and tell stories related to the holidays, school, time, and futur proche</li> </ul> E. Songs <ul style="list-style-type: none"> <li>Les Enfantastiques: Bonne et Heureuse Année</li> <li>Parlez-vous Freezpop</li> </ul>	B. Culture / Holidays <ul style="list-style-type: none"> <li>written quiz on cultural information</li> </ul> C. Grammar and Vocabulary <ul style="list-style-type: none"> <li>written or verbal quiz on school subjects, time, futur proche</li> <li>verbal quiz: describe your school. Tell which class is your favorite and why. Tell which class you don't like and why.</li> </ul> D. Stories <ul style="list-style-type: none"> <li>translation quiz: students read a similar story in French, and write the English translation</li> <li>students write the basic story using the vocabulary word bank</li> <li>students write sentences in French to describe provided pictures, using the vocabulary</li> <li>students put a similar story in order (the sentences are out of order)</li> <li>students tell a new story to the teacher or in small groups</li> </ul>
February (Week 4-7)	A. Culture/Holidays B. Grammar and Vocabulary	A. Culture / Holidays <ul style="list-style-type: none"> <li>Study the geography, products, and practices of the regions of France.</li> </ul>	A. Culture / Holidays <ul style="list-style-type: none"> <li>written quiz on cultural information</li> </ul>

	<p>C. Comprehensible Input via Stories</p> <p>D. Songs</p>	<ul style="list-style-type: none"> <li>• Learn about the meaning and traditions of La Chandeleur, February 2.</li> <li>• Learn a recipe for crêpes. Make crêpes in class. Offer extra credit for students who make a French crêpe filling recipe and bring it in to share.</li> <li>• Learn about different types of fondue. Make chocolate fondue in class.</li> <li>• Readings or video clips on Mardi Gras and Carnival celebrations in French speaking countries.</li> <li>• Valentine's: Learn French love expressions and terms of endearment.</li> <li>• Valentine's: Read a story of two students going on a date. Students write endings to the story and read each other's endings.</li> <li>• Valentine's: Students write a simple Valentines card to a family member or friend, expressing their love and appreciation.</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Through games, students practice numbers 40-1000. (Card games, bingo, spoons, etc.)</li> <li>• Students learn and practice IR Verb conjugation through a variety of games and activities, such as: notes, Kahoot, tictactoe, passalong stories, Battleship, verbal practice using a textbook, worksheet written practice, conversation, PQA PowerPoint practice.</li> </ul> <p>C. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Students read, write, and tell stories using Valentine's vocabulary</li> <li>• Martina Bex's "Ami Sympathique": doit, ne peut pas, sympathique, l'aide</li> <li>• Martina Bex's "Cherche-le": prepositions, places, chercher, trouver, savoir</li> <li>• FVR: Free and Voluntary Reading. Weekly reading from Level 1 student readers such as: <u>Pauvre Anne</u>, <u>Fama va en Californie</u>, <u>Brandon Brown Dit la Vérité</u>, <u>Les Aventures d'Isabelle</u>. (See appendix for more suggestions.) Complete at least one reader this semester.</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li>• French love songs such as: Plaisir d'Amour, La Vie en Rose</li> </ul>	<p>- in small groups, perform a skit with vocabulary learned from the Valentine's unit</p> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• written quiz on IR verb conjugation</li> <li>• verbal or written quiz on numbers 40-1000</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: write a 10 sentence summary of chapter you read; write 5 comprehension questions (and answers) about chapter you read; write a description of the main character and explain the conflict; write an alternate ending to the chapter; analyze a choice that the character made; write a journal entry from the point-of-view of a character; select 8 new vocabulary words and write original sentences with the words; tell about what you read, speaking for at least a minute;</li> </ul>
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<p>March (Week 8-11)</p>	<p>A. Culture B. Grammar and Vocabulary C. Comprehensible Input via Stories D. Songs</p>	<ul style="list-style-type: none"> <li>• folk song: A la Claire Fontaine</li> </ul> <p>A. Culture</p> <ul style="list-style-type: none"> <li>• Study the geography, products, and practices of the regions of France.</li> <li>• During storytelling unit, discuss sports in French speaking countries, especially the role of soccer.</li> <li>• Homes in French-speaking countries</li> <li>• Film: Astérix et Obélix contre César</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Students learn and practice Avoir and Expressions with Avoir through a variety of games and activities, such as: notes, Kahoot, tictactoe, passalong stories, Battleship, verbal practice using a textbook, worksheet written practice, conversation, PQA PowerPoint practice.</li> <li>• Notes and practice with Savoir/Connaître, verbs that mean “to know”</li> <li>• Describe your home and bedroom</li> <li>• Name the rooms and furniture in your home</li> <li>• Describe what is in your bedroom and where things are located in your room.</li> <li>• Watch video clips and read about homes in French speaking countries</li> </ul> <p>C. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Martina Bex’s “Girls Don’t Play”: savoir, connaître, ne/plus, ne/jamais, some clothing vocabulary. Reading and discussion of major sports in French-speaking countries. Learn about French soccer stars, Zinedine Zidane and Thierry Henri. Watch youtube clips of both players.</li> <li>• Martina Bex’s “Cornichons”: devoir, tout le monde, locations, aider</li> <li>• Weekly Free and Voluntary Reading.</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li>• Coup de Boule - song that accompanies story of Zidane in the World Cup 2006 final game.</li> </ul>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>- written quiz on cultural information</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written quiz on avoir verb conjugation and avoir expressions</li> <li>• verbal or written quiz on savoir/connaître, or assess as part of a story quiz</li> <li>• verbal or written quiz on house vocabulary</li> <li>• verbal quiz: describe your house and bedroom</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• multiple choice/matching quiz on the vocabulary of the stories</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: see suggestions listed for February</li> </ul>
<p>April (Week 12-15)</p>	<p>A. Culture / Holidays</p>	<p>A. Culture / Holidays</p> <ul style="list-style-type: none"> <li>• Study the geography, products, and practices of the regions of France.</li> </ul>	<p>A. Culture / Holidays</p> <ul style="list-style-type: none"> <li>• written quiz on cultural information</li> </ul>

	<p>B. Grammar and Vocabulary</p> <p>C. Comprehensible Input via Stories</p> <p>D. Songs</p>	<ul style="list-style-type: none"> <li>• Poisson d’Avril: Readings or video clips on how April 1 is celebrated in France.</li> <li>• Pâques: Readings or video clips on Easter celebrations in France and French-speaking countries.</li> <li>• Discussion of typical French desserts. Make a French dessert, such as <i>mousse au chocolat</i> or <i>crème brûlée</i> in class, or have students try recipes at home and bring them in. Other easy at-home options are <i>clafoutis</i> and <i>tarte Tatin</i>.</li> <li>• Learn about how French and American towns stores, and shopping customs differ.</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Students learn and practice Aller through a variety of games and activities, such as: notes, Kahoot, tictactoe, passalong stories, Battleship, verbal practice using a textbook, worksheet written practice, hall races, conversation, PQA PowerPoint practice.</li> <li>• au / à la / aux</li> <li>• Learn basic compliments and insults</li> <li>• Expand vocabulary of animals</li> <li>• Describe your town, including what kind of stores; where places are located; which stores and restaurants you prefer and why.</li> <li>• Reading and video clips to learn about how French and American towns stores, and shopping customs differ.</li> <li>• Tell where French people typically go to buy certain food items.</li> <li>• Tell what people are going to do, using the futur proche.</li> </ul> <p>C. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Martina Bex’s “Cleptomane”: savoir, connaître, saisir, sortir, s’assied, se lève, personne ne..., même, génial, la main de (possession)</li> <li>• Martina Bex’s “Le Loup qui a faim” : food and other restaurant expressions</li> <li>• Weekly Free and Voluntary Reading.</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li>• Mange du Kebab by Lil Maaz (on YouTube)</li> <li>• Cornichons by Nino Ferrer</li> </ul>	<p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written quiz on Aller verb conjugation and the futur proche with Aller</li> <li>• verbal or written quiz on places in town and food vocabulary</li> <li>• verbal assessment: tell what you are going to do this summer (or this weekend)</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• multiple choice/matching quiz on the vocabulary of the stories</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: see suggestions listed for February</li> </ul>
<p>May (Week 16-18)</p>	<p>A. Grammar and Vocabulary: Final</p>	<p>A. Grammar and Vocabulary: Final Exam</p> <ul style="list-style-type: none"> <li>• Review for the final exam with games such as Kahoot, tictactoe, flyswatter, and spoons</li> </ul>	<p>A./C. Final Exam</p>

	<p>B. Final Book Project</p> <p>C. Comprehensible Input via Stories</p>	<ul style="list-style-type: none"> <li>• Review for the final exam with speaking and writing activities</li> <li>• Review for the final exam with partner quizzes</li> </ul> <p>B. Final Book Project</p> <ul style="list-style-type: none"> <li>• Students write 50 sentence story, using vocabulary they already learned.</li> <li>• Students rewrite, illustrate and make into a book.</li> <li>• Students write 4 comprehension questions about their own story, in English.</li> </ul> <p>C. Comprehensible Input via Stories - Review</p> <ul style="list-style-type: none"> <li>• Students read and write stories to review the semester vocabulary</li> <li>• Students look at pictures from the stories they have learned, and pull out pictures to tell or write a new story.</li> <li>• Weekly Free and Voluntary Reading: Complete at least one book this semester. Prepare to talk about the book for at least two minutes with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Matching from the French to English translation: verbs, town, house, food, school</li> <li>• Complete sentences with the best verb provided (multiple choice)</li> <li>• Complete sentences with the correct form of the adjective provided (multiple choice)</li> <li>• Answer multiple choice questions and culture</li> <li>• Read stories and answer true/false comprehension questions</li> <li>• Or read stories and translate into English.</li> <li>• FVR: speak with the teacher for at least two minutes about the book you read this semester.</li> </ul> <p>B. Final Book Project</p> <ul style="list-style-type: none"> <li>• On the day of the final exam, students read 5 books written by other French I students, and complete the comprehension questions. Students will also take a final written exam.</li> </ul>
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# Year-at-a-Glance Plan: French II

Semester 1	Topics:	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
August (Week 1-3)	A. Classroom routines and policies B. Culture C. Grammar & Vocabulary D. Comprehensible Input via Stories	A. Classroom routines and policies <ul style="list-style-type: none"> <li>• Go over syllabus and expected supplies</li> <li>• Go over classroom routines such as: turning in papers, prearranged absences, no-name work, selecting a reader, hall passes, etc.</li> <li>• Go over behavior and participation expectations</li> <li>• Teach Useful Expressions in French</li> <li>• Student jobs</li> <li>• Icebreakers such as the Circle name game and Give 1 Get 1</li> </ul> B. Culture <ul style="list-style-type: none"> <li>• French school names, le baccalauréat, French school system, la Rentrée</li> <li>• Fort-de-France, Martinique</li> <li>• Euros and the European Union</li> <li>• Review basic information about France such as motto, anthem, President, etc.</li> <li>• Discuss how la Bastille (July 14 holiday) is celebrated in France, and what it represents</li> </ul> C. Grammar and Vocabulary: Review of French I basics <ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Counting 1-100</li> <li>• Giving the date</li> <li>• Telling time</li> <li>• Telling the weather</li> <li>• Describing various things you own</li> <li>• School subjects</li> <li>• Talking about places where you often go</li> <li>• Talking about your daily activities</li> <li>• Saying what you like and don't like to do</li> </ul>	B./C. Culture, Grammar and Vocabulary <ul style="list-style-type: none"> <li>• verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the blank, writing stories with a word bank, interview with the teacher</li> </ul> D. Stories <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• multiple choice/matching quiz on the vocabulary of the stories</li> <li>• students tell a new story to the teacher or in small groups</li> </ul>

		<ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Telling where objects are located</li> <li>• Possessive adjectives</li> <li>• present tense of regular verbs</li> <li>• Negation</li> <li>• Subject pronouns and stress pronouns</li> <li>• Introduce and describe yourself</li> </ul> <p>D. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• All story units include teaching and practicing the target vocabulary, reading and retelling stories with the vocabulary, writing stories, and a quiz.</li> </ul>	
September (Week 4-7)	<p>A. Culture</p> <p>B. Grammar and Vocabulary</p> <p>C. Comprehensible Input via Stories</p> <p>D. Songs and Poems</p>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• Nationalities and professions in Francophone countries</li> <li>• Discussion of typical French desserts. Make a French dessert, such as <i>mousse au chocolat</i> or <i>crème brûlée</i> in class, or have students try recipes at home and bring them in. Other easy at-home options are <i>clafoutis</i> and <i>tarte Tatin</i>.</li> <li>• Invite returned Rotary and AFS exchange program students to make presentations on their experiences on exchange.</li> </ul> <p>B. Grammar and Vocabulary: Continue Review of French I, adding depth and increasing vocabulary</p> <ul style="list-style-type: none"> <li>• Review and expand use of IR and RE verbs.</li> <li>• Expand vocabulary of adjectives and understanding of adjective agreement. Describe self, family, friends, and celebrities.</li> <li>• Identify the nationalities of Francophone countries.</li> <li>• Discuss professions in Francophone countries.</li> <li>• Daily conversation and paired-speaking activities.</li> <li>• Conversations from the French 2 World Language Declamation Competition topic list</li> <li>• Handout and begin to practice French Rejoinders - useful expressions for conversation (ex: Good idea! No way! That's gross! etc.)</li> </ul> <p>C. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Carol Gaab's "Le Jeune Berger"</li> <li>• FVR: Free and Voluntary Reading. Weekly reading from Level 2 student readers such as: <u>Presque Mort</u>, <u>La Vraie Patricia</u>,</li> </ul>	<p>A./B. Culture, Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the blank, writing stories with a word bank, interview with the teacher</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: write a 10 sentence summary of chapter you read; write 5 comprehension questions (and answers) about chapter you read; write a description of the main character and explain the</li> </ul>

		<p><u>Problèmes au Paradis</u>, <u>Le Défi</u>. (See appendix for more suggestions.) Complete at least one reader this semester.</p> <p>D. Songs and Poems</p> <ul style="list-style-type: none"> <li>• Emmène-moi, by Boulevard des Airs, featuring LEJ. Listening activities such as: cloze; fill in using a word bank; put the lines in order; circle the words you hear in the song; comprehension questions. Teacher selects 4-7 target structures from the song. Teacher circles and PQAs (question asking technique) these structures. Students write original sentences or paragraphs with the structures. Teacher provides sentences in which the structure has been left out, and student selects the structure that best completes the sentence.</li> <li>• Understand and memorize the required French II poem selected for the World Language Declamation competition. ex: <u>Le Cancre</u> de Jacques Prévert.</li> </ul>	<p>conflict; write an alternate ending to the chapter; analyze a choice that the character made; write a journal entry from the point-of-view of a character; select 8 new vocabulary words and write original sentences with the words; tell about what you read, speaking for at least a minute;</p> <p>D. Songs and Poems</p> <ul style="list-style-type: none"> <li>• Perform a memorized poem in front of the class, teacher, or small group</li> <li>• Written quiz: teacher provides the poem with key words missing, and student fills in the words from memory.</li> <li>• Verbal or written quiz on the structures selected from the song.</li> </ul>
<p>October (Week 8-11)</p>	<p>A. Culture B. Grammar and Vocabulary C. Comprehensible Input via Stories D. Songs and Poems</p>	<p>A. Culture / Holidays</p> <ul style="list-style-type: none"> <li>• Watch the film: <i>Entre les Murs</i>. Students write character descriptions of students in the class. Discussion of the school system and how the students' cultures influence the situations in the film.</li> <li>• Read and write stories using Halloween vocabulary</li> </ul> <p>B. Grammar and Vocabulary:</p> <ul style="list-style-type: none"> <li>• Comparisons: <i>plus ... que, moins... que, aussi ... que, pire, mieux</i> - using familiar nouns, adjectives, and also comparing animals and clothing.</li> <li>• Use <i>être en train de</i> to express that you are in the middle of doing something</li> <li>• Use <i>il faut</i> to express what people must do.</li> <li>• Conversations from the French 2 World Language Declamation Competition topic list</li> </ul> <p>C. Comprehensible Input via Stories</p>	<p>A./B. Culture, Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the blank, writing stories with a word bank, interview with the teacher</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> </ul>

		<ul style="list-style-type: none"> <li>• Carol Gaab’s “Petit Rat des Champs”</li> <li>• Martina Bex’s: The Disobedient Child</li> <li>• Weekly Free and Voluntary Reading</li> </ul> <p>D. Songs and Poems</p> <ul style="list-style-type: none"> <li>• <i>Il faut manger</i>, by Manu Chao. See September for activity ideas using songs.</li> <li>• Folk song: <i>Il était une bergère</i></li> </ul>	<ul style="list-style-type: none"> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: see suggestions in September</li> </ul> <p>D. Songs and Poems</p> <ul style="list-style-type: none"> <li>• Verbal or written quiz on the structures selected from the song, including <i>il faut</i></li> </ul>
November (Week 12-15)	<p>A. Culture</p> <p>B. Grammar and Vocabulary</p> <p>C. Comprehensible Input via Stories</p> <p>D. Songs and Poems</p>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• Recognize some typical foods from French-speaking countries</li> <li>• Identify traditional French foods</li> <li>• Learn how grocery shopping is different in France and where to buy specific foods</li> <li>• Learn about the rules of politeness when shopping</li> <li>• Learn about French meals and eating habits</li> <li>• Speak or write about Thanksgiving traditions and foods</li> <li>• Make crêpes in class. Offer extra credit for students who make a French crêpe filling recipe and bring it in to share.</li> <li>• Conversation topic suggestions, based on the World Language Declamation contest topics: <ul style="list-style-type: none"> <li>• plan a surprise birthday party for a mutual friend</li> <li>• plan a picnic with a friend</li> <li>• describe your eating habits</li> <li>• describe your favorite restaurant and favorite meals</li> </ul> </li> </ul> <p>B. Grammar and Vocabulary:</p> <ul style="list-style-type: none"> <li>• Review the present tense of <i>vouloir</i>, <i>pouvoir</i>, and <i>devoir</i>.</li> <li>• Passé Composé with <i>avoir</i>. Learn how to express what people did (in the past tense). Talk about what you ate yesterday. Tell what you did last weekend. Play “Je n’ai jamais...” (Never have I ever). Play Two Truths and a Lie.</li> <li>• Expand vocabulary for speaking about food and meals</li> <li>• Use the partitive to express “some”: <i>du, de la, de l’, des</i></li> <li>• Understand that after negation, the partitive becomes <i>de</i> or <i>d’</i></li> </ul> <p>C. Comprehensible Input via Stories</p>	<p>A./B. Culture, Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the blank, writing stories with a word bank, interview with the teacher</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: see suggestions in September</li> </ul> <p>D. Songs and Poems</p> <ul style="list-style-type: none"> <li>• Verbal or written quiz on the structures selected from the song.</li> </ul>

		<ul style="list-style-type: none"> <li>• Martina Bex's: The Boy from Apartment 512</li> <li>• Martina Bex's: Mama's Boy</li> <li>• Weekly Free and Voluntary Reading</li> </ul> <p>D. Songs and Poems</p> <ul style="list-style-type: none"> <li>• <i>Non Non Non</i>, by Camelia Jordana. See September for activity ideas using songs.</li> <li>• Folk song: <i>A la Claire Fontaine</i></li> </ul>	
December (Week 16-18)	<p>A. Culture</p> <p>B. Grammar and Vocabulary</p> <p>C. Comprehensible Input via Stories</p> <p>D. Songs and Poems</p>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• Continue study of food from last month</li> <li>• Readings and conversation about French Christmas traditions and celebrations</li> </ul> <p>B. Grammar and Vocabulary:</p> <ul style="list-style-type: none"> <li>• Continue practicing with the passé composé</li> <li>• Continue with the food unit</li> <li>• Review for the final exam with speaking and writing activities</li> <li>• Review for the final exam with games such as Kahoot, tictactoe, flyswatter, and spoons</li> <li>• Review for the final exam with partner quizzes</li> <li>• Prepare and practice 4 minute dialogue or interview with a partner.</li> </ul> <p>C. Comprehensible Input via Stories - Review</p> <ul style="list-style-type: none"> <li>• Students read and write stories to review the semester vocabulary</li> <li>• Students look at pictures from the stories they have learned, and pull out pictures to tell or write a new story.</li> <li>• Write and practice telling a 2 minute story.</li> <li>• Weekly Free and Voluntary Reading</li> </ul> <p>D. Songs and Poems</p> <ul style="list-style-type: none"> <li>• <i>Les Cornichons</i>, by Nino Ferrer. See September for activity ideas using songs. (about food)</li> <li>• French Christmas Carols</li> </ul>	<p>A./B./C. Final Exam Options</p> <ul style="list-style-type: none"> <li>• Student writes 8 sentences about last weekend or last summer, in the past tense</li> <li>• Matching from the French to English translation for vocabulary</li> <li>• Change the verbs to the past tense</li> <li>• Write comparisonss</li> <li>• Answer multiple choice questions and culture</li> <li>• Read stories and answer true/false comprehension questions</li> <li>• Oral assessment: students perform a 4 minute dialogue or interview (with partner), or tell a 2 minute story.</li> </ul>

Semester 2	Topics:	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
January (Week 1-3)	A. Classroom routines and policies B. Culture C. Grammar and Vocabulary D. Comprehensible Input via Stories E. Songs and Poems	A. Classroom routines and policies <ul style="list-style-type: none"> <li>Review syllabus, classroom routines, and expectations</li> <li>Handout and begin to practice French Rejoinders - useful expressions for conversation (ex: Good idea! No way! That's gross! etc.)</li> <li>Icebreakers such as the circle name game</li> </ul> B. Culture <ul style="list-style-type: none"> <li>Watch youtube clips or read about how the French celebrate New Years and Epiphanie.</li> <li>Learn about the role of fashion in French culture</li> <li>Learn about the differences in American and French teens clothing</li> <li>Prepare an easy French recipe such as crème brûlée, in class.</li> <li>Weekly discussion or reading on French current events, celebrity, or a historical figure</li> </ul> C. Grammar and Vocabulary <ul style="list-style-type: none"> <li>Use the futur proche to say or write what they are going or not going to do this semester to be successful</li> <li>Practice conversation topics from the World Language Declamation Competition</li> <li>Use <i>venir de</i> to express what people just finished doing</li> <li>Practice describing clothing</li> <li>Practice the verbs <i>mettre</i> and <i>porter</i> to tell what people put on or wear.</li> <li>Practice possessive adjectives: <i>mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs</i></li> <li>House: identify and describe rooms, furniture, and appliances</li> <li>House: describe typical chores</li> </ul> D. Comprehensible Input via Stories <ul style="list-style-type: none"> <li>Martina Bex's: Mama's Boy</li> <li>Martina Bex's: Le Voyageur</li> <li>FVR: Free and Voluntary Reading. Weekly reading from Level 2 student readers such as: <u>Presque Mort</u>, <u>La Vraie Patricia</u>, <u>Problèmes au Paradis</u>, <u>Le Défi</u>. (See appendix for more suggestions.) Complete at least one reader this semester.</li> </ul>	B./C. Culture, Grammar and Vocabulary <ul style="list-style-type: none"> <li>verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the blank, writing stories with a word bank, interview with the teacher</li> </ul> D. Stories <ul style="list-style-type: none"> <li>translation quiz: students read a similar story in French, and write the English translation</li> <li>students write the basic story using the vocabulary word bank</li> <li>students write sentences in French to describe provided pictures, using the vocabulary</li> <li>students put a similar story in order (the sentences are out of order).</li> <li>students tell a new story to the teacher or in small groups</li> <li>FVR: see suggestions in September</li> </ul> E. Songs and Poems <ul style="list-style-type: none"> <li>Perform a memorized poem in front of the class, teacher, or small group</li> </ul> Written quiz: teacher provides the poem with key words missing, and student fills in the words from memory. <ul style="list-style-type: none"> <li>Verbal or written quiz on the structures selected from the song.</li> </ul>

		<p>E. Songs and Poems</p> <ul style="list-style-type: none"> <li>• <i>Mon Jardin d'Hiver</i>, by Keren Ann</li> <li>• Understand and memorize an alternative French II poem selected for the World Language Declamation competition.</li> </ul>	
<p>February (Week 4-7)</p>	<p>A. Culture B. Grammar and Vocabulary C. Comprehensible Input via Stories D. Songs and Poems</p>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• Weekly discussion or reading on French current events, celebrity, or a historical figure</li> <li>• Readings or video clips on Mardi Gras and Carnival celebrations in French speaking countries.</li> <li>• Readings or video clips on Louisiana and its French heritage (from Acadia in Canada)</li> <li>• Make a cajun dish for Mardi Gras and bring it in to share</li> <li>• Valentine's: Learn French love expressions and terms of endearment.</li> <li>• Valentine's: Students read and write stories in the past tense, using Valentine's vocabulary.</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Learn the passé composé with être verbs</li> <li>• Learn the present tense forms of <i>savoir</i> and <i>connaître</i> and when to use each verb</li> </ul> <p>C. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Students read, write, and tell stories using Valentine's vocabulary and the past tense</li> <li>• Martina Bex's "L'homme méprisable"</li> <li>• Martina Bex's "Un homme vient"</li> <li>• Movie Talk: Love Recipe</li> <li>• Weekly Free and Voluntary Reading</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li>• French love songs such as: <i>Plaisir d'Amour</i>, <i>La Vie en Rose</i></li> <li>• Folk song: <i>Auprès de ma blonde</i></li> </ul>	<p>A./B. Culture, Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the blank, writing stories with a word bank, interview with the teacher</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: see suggestions in September</li> </ul>
<p>March (Week 8-11)</p>	<p>A. Culture B. Grammar and Vocabulary C. Comprehensible Input via Stories D. Songs</p>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• Weekly discussion or reading on French current events, celebrity, or a historical figure</li> <li>• Film: <i>Les Vacances du Petit Nicolas</i>, or <i>Joyeux Noel</i>, or <i>La Gloire de mon père</i>, or <i>Astérix et Obélix Mission Cléopâtre</i> or <i>Kirikou et la Sorcière</i>, or <i>Les Choristes</i></li> </ul>	<p>A./B. Culture, Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand the French train system</li> <li>• Understand how French hotels and lodgings differ from American</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Direct Object Pronouns: <i>le, la, l', les, me, te, nous, vous</i></li> <li>• Indirect Object Pronouns: <i>lui, leur, me, te, nous, vous</i></li> <li>• Travel: practice making hotel reservations</li> <li>• Travel: practice purchasing plane and train tickets</li> <li>• Travel: practice exchanging money between dollars and euros</li> <li>• Travel: conversation about your past travels</li> <li>• Travel: conversation about your ideal vacation</li> <li>• Students read, write, and tell stories about travel and vacation.</li> </ul> <p>C. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>• Choose story scripts from Anne Matava's book. Suggestions: Rien à porter, Lettre d'Amour, Le Garçon qui a soif.</li> <li>• Weekly Free and Voluntary Reading</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li>• <i>Sur Ma Route</i>, by Black M</li> <li>• <i>Les Enfants de la Terre</i></li> </ul>	<p>blank, writing stories with a word bank, interview with the teacher</p> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> <li>• students write sentences in French to describe provided pictures, using the vocabulary</li> <li>• students put a similar story in order (the sentences are out of order).</li> <li>• students tell a new story to the teacher or in small groups</li> <li>• FVR: see suggestions in September</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li>• Verbal or written quiz on the structures selected from the song.</li> </ul>
<p>April (Week 12-15)</p>	<p>A. Culture B. Grammar and Vocabulary C. Comprehensible Input via Stories D. Songs</p>	<p>A. Culture</p> <ul style="list-style-type: none"> <li>• Weekly discussion or reading on French current events, celebrity, or a historical figure</li> <li>• Make a French dessert, such as <i>mousse au chocolat</i> or <i>crème brûlée</i> in class, or have students try recipes at home and bring them in. Other easy at-home options are <i>clafoutis</i> and <i>tarte Tatin</i>.</li> <li>• Learn about <i>la pharmacie</i>, and basic health care in France</li> </ul> <p>B. Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• Reflexive verb construction in present</li> <li>• Reflexive verb construction in passé composé</li> <li>• Name body parts</li> <li>• Describe symptoms of common illnesses</li> </ul>	<p>A./B. Culture, Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>• verbal or written exam, which may include short answer, matching, multiple choice, dictation, translation, fill in the blank, writing stories with a word bank, interview with the teacher</li> </ul> <p>C. Stories</p> <ul style="list-style-type: none"> <li>• translation quiz: students read a similar story in French, and write the English translation</li> <li>• students write the basic story using the vocabulary word bank</li> </ul>

		<ul style="list-style-type: none"> <li>Describe daily routines for self-care</li> <li><i>parce que</i> v. <i>à cause de</i></li> <li>Daily warmups with the past tense</li> </ul> <p>C. Comprehensible Input via Stories</p> <ul style="list-style-type: none"> <li>Martina Bex's: Une Aventure de camping</li> <li>Movie Talk: Monstre de l'armoire</li> <li>Choose story scripts from Anne Matava's book. Suggestions: Rien à porter, Lettre d'Amour, Le Garçon qui a soif.</li> <li>Weekly Free and Voluntary Reading</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li><i>Emmène-moi</i> by L.E.J and Boulevard des Airs</li> <li><i>Le Sud</i> by Nino Ferrer</li> </ul>	<ul style="list-style-type: none"> <li>students write sentences in French to describe provided pictures, using the vocabulary</li> <li>students put a similar story in order (the sentences are out of order).</li> <li>students tell a new story to the teacher or in small groups</li> <li>FVR: see suggestions in September</li> </ul> <p>D. Songs</p> <ul style="list-style-type: none"> <li>Verbal or written quiz on the structures selected from the song.</li> </ul>
May (Week 12-15)	<p>A. Culture</p> <p>B. Grammar and Vocabulary</p> <p>C. Comprehensible Input via Stories</p> <p>D. Songs</p>	<p>A. Grammar and Vocabulary: Final Exam</p> <ul style="list-style-type: none"> <li>Imperfect tense of regular and selected irregular verbs.</li> <li>Use of the imperfect tenses as opposed to the passé composé</li> <li>Review for the final exam with games such as Kahoot, tictactoe, flyswatter, and spoons</li> <li>Review for the final exam with speaking and writing activities</li> <li>Review for the final exam with partner quizzes</li> </ul> <p>B. Final Book Project</p> <ul style="list-style-type: none"> <li>Students write 50 sentence story, using vocabulary they already learned, and the past tense.</li> <li>Students rewrite, illustrate and make into a book.</li> <li>Students write 4 comprehension questions about their own story, in English.</li> </ul> <p>C. Comprehensible Input via Stories - Review</p> <ul style="list-style-type: none"> <li>Students read and write stories to review the semester vocabulary</li> <li>Students look at pictures from the stories they have learned, and pull out pictures to tell or write a new story.</li> </ul>	<p>A./C. Final Exam</p> <ul style="list-style-type: none"> <li>Matching from the French to English translation</li> <li>Complete sentences with the best verb provided (multiple choice)</li> <li>Complete sentences with the correct form of the adjective provided (multiple choice)</li> <li>Answer multiple choice questions and culture</li> <li>Read stories and answer true/false comprehension questions</li> <li>Or read stories and translate into English.</li> <li>Oral assessment: students perform a 4 minute dialogue or interview (with partner), or tell a 2 minute story.</li> <li>FVR: speak with the teacher for at least two minutes about the book you read this semester.</li> </ul>

		<ul style="list-style-type: none"> <li>• Weekly Free and Voluntary Reading: Complete at least one book this semester. Prepare to talk about the book for at least two minutes with the teacher.</li> </ul>	<p>B. Final Book Project</p> <ul style="list-style-type: none"> <li>• On the day of the final exam, students read 5 books written by other French II students, and complete the comprehension questions. Students also take a written final exam.</li> </ul>
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# Year-at-a-Glance Plan: Japanese I

Quarter 1 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test/ Project)
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Personal Information</li> <li>• Classroom</li> <li>• School Life</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
Quarter 2 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• School Life</li> <li>• Family &amp; Friends</li> </ul>	<p>Vocabulary building</p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> </ul>

	<ul style="list-style-type: none"> <li>working on the recognition and memory w/ card games, including flash card</li> <li>use of slates for spelling and recognition</li> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> <li>visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>viewing movie clips on the selected topics in each theme</li> <li>note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc.</li> </ul>	<ul style="list-style-type: none"> <li>unit test</li> <li>cultural notes &amp; summary</li> <li>dialogue / skit presentation</li> <li>oral presentation</li> <li>semester project</li> <li>semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
<b>Quarter 3 Themes</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>
<ul style="list-style-type: none"> <li>Families &amp; Friends</li> <li>Time</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>working on the recognition and memory w/ card games, including flash card</li> <li>use of slates for spelling and recognition</li> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>unit test</li> <li>cultural notes &amp; summary</li> <li>dialogue / skit presentation</li> <li>oral presentation</li> </ul> <p>Formative Assessment:</p>

	<ul style="list-style-type: none"> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul>	<p>It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
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Quarter 4 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Time</li> <li>• Weather &amp; Seasons</li> <li>• Pastimes</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc.</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• semester project</li> <li>• semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

\* Suggested Activities are organized in a recursive process of “Recall, Basic Application, Strategic Thinking and Extended Thinking” from Norman Webb’s “Depth of Knowledge”.

# Year-at-a-Glance Plan: Japanese II

Quarter 1 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Travel &amp; Vacation</li> <li>• School Life</li> <li>• Shopping</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
Quarter 2 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Home &amp; Daily Activities</li> </ul>	<p>Vocabulary building</p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> </ul>

<ul style="list-style-type: none"> <li>• Town</li> </ul>	<ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul>	<ul style="list-style-type: none"> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• semester project</li> <li>• semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
<p><b>Quarter 3 Themes</b></p>	<p><b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b></p>	<p><b>Suggested Assessments (Quiz / Test / Project)</b></p>
<ul style="list-style-type: none"> <li>• Health</li> <li>• Clothing</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> </ul> <p>Formative Assessment:</p>

	<ul style="list-style-type: none"> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul>	<p>It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
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Quarter 4 Themes	Suggested Activities (Practice / Homework / Discussion / Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Holidays &amp; Festivities</li> <li>• Food &amp; Drink</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• semester project</li> <li>• semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

\* Suggested Activities are organized in a recursive process of “Recall, Basic Application, Strategic Thinking and Extended Thinking” from Norman Webb’s “Depth of Knowledge”.

# Year-at-a-Glance Plan: Japanese III

Quarter 1 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Cities, Towns &amp; Villages</li> <li>• Folktale</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• impromptu speaking</li> <li>• improvised dialogue</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

Quarter 2 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>Nature &amp; the Environment</li> <li>Communication &amp; Media</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>working on the recognition and memory w/ card games, including flash card</li> <li>use of slates for spelling and recognition</li> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> <li>visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>viewing movie clips on the selected topics in each theme</li> <li>note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>preparing for impromptu speaking and improvised dialogue</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>unit test</li> <li>cultural notes &amp; summary</li> <li>dialogue / skit presentation</li> <li>oral presentation</li> <li>impromptu speaking</li> <li>improvised dialogue</li> <li>semester project</li> <li>semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
Quarter 3 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>Technology</li> <li>Work &amp; Career</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>working on the recognition and memory w/ card games, including flash card</li> <li>use of slates for spelling and recognition</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>unit test</li> <li>cultural notes &amp; summary</li> </ul>

	<ul style="list-style-type: none"> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> <li>visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>viewing movie clips on the selected topics in each theme</li> <li>note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>preparing for impromptu speaking and improvised dialogue</li> </ul>	<ul style="list-style-type: none"> <li>dialogue / skit presentation</li> <li>oral presentation</li> <li>impromptu speaking</li> <li>improvised dialogue</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
<b>Quarter 4 Themes</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>
<ul style="list-style-type: none"> <li>Work &amp; Career</li> <li>Japan &amp; the World</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>working on the recognition and memory w/ card games, including flash card</li> <li>use of slates for spelling and recognition</li> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>unit test</li> <li>cultural notes &amp; summary</li> <li>dialogue / skit presentation</li> <li>oral presentation</li> <li>impromptu speaking</li> <li>improvised dialogue</li> <li>semester project</li> <li>semester exam</li> </ul>

	<ul style="list-style-type: none"> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul>	<p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
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\* Suggested Activities are organized in a recursive process of “Recall, Basic Application, Strategic Thinking and Extended Thinking” from Norman Webb’s “Depth of Knowledge”.

# Year-at-a-Glance Plan: Japanese IV

Quarter 1 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Summer Vacation</li> <li>• Folktale</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• impromptu speaking</li> <li>• improvised dialogue</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

Quarter 2 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• My Hometown</li> <li>• Recycling</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• impromptu speaking</li> <li>• improvised dialogue</li> <li>• semester project</li> <li>• semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
Quarter 3 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Winter Holiday Seasons</li> <li>• My Treasure</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> </ul>

	<ul style="list-style-type: none"> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> <li>visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>viewing movie clips on the selected topics in each theme</li> <li>note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>preparing for impromptu speaking and improvised dialogue</li> </ul>	<ul style="list-style-type: none"> <li>dialogue / skit presentation</li> <li>oral presentation</li> <li>impromptu speaking</li> <li>improvised dialogue</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
<b>Quarter 4 Themes</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>
<ul style="list-style-type: none"> <li>Traveling in Japan</li> <li>Ten Years from Now</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>working on the recognition and memory w/ card games, including flash card</li> <li>use of slates for spelling and recognition</li> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>unit test</li> <li>cultural notes &amp; summary</li> <li>dialogue / skit presentation</li> <li>oral presentation</li> <li>impromptu speaking</li> <li>improvised dialogue</li> <li>semester project</li> <li>semester exam</li> </ul>

	<ul style="list-style-type: none"> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul>	<p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>
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\* Suggested Activities are organized in a recursive process of “Recall, Basic Application, Strategic Thinking and Extended Thinking” from Norman Webb’s “Depth of Knowledge”.

# Year-at-a-Glance Plan: AP Japanese

Quarter 1 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Summer Vacation</li> <li>• Folktale</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul> <p>AP Test preparation</p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• impromptu speaking</li> <li>• improvised dialogue</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

	<ul style="list-style-type: none"> <li>preparing for AP Test w/ workbook and online materials</li> </ul>	
<b>Quarter 2 Themes</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>
<ul style="list-style-type: none"> <li>My Hometown</li> <li>Recycling</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>working on the recognition and memory w/ card games, including flash card</li> <li>use of slates for spelling and recognition</li> <li>interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>pattern practices w/ slates, workbook work and QQT</li> <li>visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>viewing movie clips on the selected topics in each theme</li> <li>note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>preparing for impromptu speaking and improvised dialogue</li> </ul> <p>AP Test preparation</p> <ul style="list-style-type: none"> <li>preparing for AP Test w/ workbook and online materials</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>unit test</li> <li>cultural notes &amp; summary</li> <li>dialogue / skit presentation</li> <li>oral presentation</li> <li>impromptu speaking</li> <li>improvised dialogue</li> <li>semester project</li> <li>semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

Quarter 3 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Winter Holiday Seasons</li> <li>• My Treasure</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul> <p>AP Test preparation</p> <ul style="list-style-type: none"> <li>• preparing for AP Test w/ workbook and online materials</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• impromptu speaking</li> <li>• improvised dialogue</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

Quarter 4 Themes	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)
<ul style="list-style-type: none"> <li>• Traveling in Japan</li> <li>• Ten Years from Now</li> </ul>	<p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• working on the recognition and memory w/ card games, including flash card</li> <li>• use of slates for spelling and recognition</li> <li>• interpersonal activities w/ workbook exercises and Quizz Quizz Trade (QQT)</li> </ul> <p>Introduction of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• pattern practices w/ slates, workbook work and QQT</li> <li>• visualization w/ illustrations</li> </ul> <p>Cultural components</p> <ul style="list-style-type: none"> <li>• viewing movie clips on the selected topics in each theme</li> <li>• note taking, summarizing, and sharing in groups and class</li> </ul> <p>Applications of the new expressions and syntax</p> <ul style="list-style-type: none"> <li>• demonstrating the understanding of the content w/ role plays, dialogue, skit, oral presentation on the topic, etc</li> </ul> <p>Strategic thinking for more authentic situations</p> <ul style="list-style-type: none"> <li>• preparing for impromptu speaking and improvised dialogue</li> </ul> <p>AP Test preparation</p> <ul style="list-style-type: none"> <li>• preparing for AP Test w/ workbook and online materials</li> </ul>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• unit test</li> <li>• cultural notes &amp; summary</li> <li>• dialogue / skit presentation</li> <li>• oral presentation</li> <li>• impromptu speaking</li> <li>• improvised dialogue</li> <li>• semester project</li> <li>• semester exam</li> </ul> <p>Formative Assessment: It takes place during any of the suggested activities in order to give students feedbacks on the spot for understanding and future improvements.</p>

\* Suggested Activities are organized in a recursive process of “Recall, Basic Application, Strategic Thinking and Extended Thinking” from Norman Webb’s “Depth of Knowledge”

**Key**

Orange: Suggested guidelines to repeat in each unit  
 Black: Suggested activities  
 Blue: Suggested video, audio, readings, technology, or information to find list of vocabulary  
 Green: Refer back to suggested guidelines from the theme

# Year-at-a-Glance Plan: Spanish I

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
August (weeks 1-3)	Basics	<p><b>Suggested Video Activities:</b></p> <ul style="list-style-type: none"> <li>see video</li> <li>take notes</li> </ul> <p><b>Suggested Video Activities:</b></p> <ul style="list-style-type: none"> <li>students listen</li> <li>students sing in groups</li> <li>group karaoke: “you think you can sing” in groups or individually</li> </ul> <p><b>Teacher’s direct practice of the vocabulary. List of vocabulary and flashcards:</b></p> <ul style="list-style-type: none"> <li>drilling- students repeat after teacher</li> <li>teacher asks individual students using flashcards</li> <li>pair up students practice with flashcards</li> <li>groups of four students with flashcards</li> <li>circle activity: make a circle and students use</li> </ul>	<p><b>Vocabulary and grammar project or quiz:</b> verbal or written</p> <p>Oral presentation (options): story, interview, or dialogue</p> <p>Written exam (options): written paragraph using the material covered, multiple choice questions, etc.</p>	<p>Why you should take Spanish?</p> <ul style="list-style-type: none"> <li><i>9 Reasons to Learn Spanish; Lindsay Does. YouTube</i>, uploaded by Lindsay Williams, 2 May 2014, <a href="https://www.youtube.com/watch?v=GVcTr4OMKEU">https://www.youtube.com/watch?v=GVcTr4OMKEU</a></li> <li><i>Why Study Spanish in the 21st Century. YouTube</i>, uploaded by etakbo, 3 May 2011, <a href="https://www.youtube.com/watch?v=wk5v2WMd7tQ">https://www.youtube.com/watch?v=wk5v2WMd7tQ</a></li> </ul> <p>Song related to the theme @ youtube:</p> <ul style="list-style-type: none"> <li><i>Spanish Alphabet Song (military style) by Barbara MacArthur. YouTube</i>, uploaded by provdoll, 3 Jan. 2009, <a href="https://www.youtube.com/watch?v=JUcu9PUh9_A">https://www.youtube.com/watch?v=JUcu9PUh9_A</a></li> </ul> <p>For fun:</p> <ul style="list-style-type: none"> <li>Spanish Love Song--for fun <a href="https://www.youtube.com/watch?v=ngRq82c8Baw">https://www.youtube.com/watch?v=ngRq82c8Baw</a></li> </ul> <p>Vocabulary, readings, and grammar:  <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series:  <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>REACH - own culture</p>

		<p>the flashcards and ask the question to the person seated next to him/her. Then pass the cards around for 1 minute. Stop and repeat the activity.</p> <ul style="list-style-type: none"> <li>students prepare drawing of the vocabulary and practice with each other[</li> </ul> <p>Vocabulary exercise with teacher's guided open ended questions:</p> <ul style="list-style-type: none"> <li>teacher asks students the questions</li> <li>students practice with a partner</li> <li>students practice in groups of four</li> </ul> <p>Students prepare own presentation:</p> <ul style="list-style-type: none"> <li>story, interview a classmate, or a dialogue</li> <li>use notes and study guide</li> <li>turn in to teacher for feedback and grade</li> </ul> <p>REACH - own culture: see blue</p> <p>Write own story: see blue</p>		<ul style="list-style-type: none"> <li><a href="https://ccc.uci.edu/resources/reach-workshop-request.php">https://ccc.uci.edu/resources/reach-workshop-request.php</a></li> <li>see activity --such as the “culture bag”</li> </ul> <p>Comprehensible Input via Stories:</p> <ul style="list-style-type: none"> <li>Teaching Spanish w/ Comprehensible Input- Story Listening <a href="http://palmyraspanish1.blogspot.com/2017/01/story-listening-youre-probably-are.html">palmyraspanish1.blogspot.com/2017/01/story-listening-youre-probably-are.html</a></li> <li>Lesson plans for “Dice” unit – The Comprehensible Classroom <a href="https://martinabex.com/2013/08/23/lesson-plans-for-dice-unit">https://martinabex.com/2013/08/23/lesson-plans-for-dice-unit</a></li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li><i>Rosetta Stone</i>® - Language Learning - Learn a Language <a href="http://www.rosettastone.com/">www.rosettastone.com/</a></li> <li><i>Duolingo</i>: Aprenda inglês, espanhol e outros idiomas gratuitamente <a href="https://pt.duolingo.com/">https://pt.duolingo.com/</a></li> <li><i>Kahoot</i> <a href="https://kahoot.com/">https://kahoot.com/</a></li> </ul>
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		<p><b>Practice presentation</b> (story, interview a classmate or a dialogue)</p> <ul style="list-style-type: none"> <li>• pair up students to practice the presentation</li> <li>• groups of four students to practice</li> <li>• practice with teacher</li> </ul> <p><b>Technology:</b> see blue</p> <p><b>Homework (activity):</b></p> <ul style="list-style-type: none"> <li>• homework is due (set up a date)</li> <li>• relates to the material covered</li> <li>• options to send the homework online or use paper</li> </ul>		
September (weeks 4-6)	<p>Personal Information</p> <p>Geography and Culture: Hispanic Heritage Month</p>	<p>Review basic information and culture</p> <ul style="list-style-type: none"> <li>• correct the written exam.</li> <li>• use flashcards</li> <li>• use <i>Duolingo</i> or <i>Kahoot!</i></li> </ul> <p><b>Suggested video:</b> see blue</p> <ul style="list-style-type: none"> <li>• See suggested guidelines from Basics to use the video</li> </ul> <p><b>Introduce theme: Video:</b></p> <ul style="list-style-type: none"> <li>• describe yourself and others: see blue</li> </ul>	<p>Vocabulary and grammar quiz: verbal or written</p> <p>Verbal presentation (options): prepare own story, interview, dialogue, song, poem</p> <p>Written exam (options): written paragraph using the material covered; multiple choice questions, etc.</p>	<p>Song on YouTube related to the culture, Hispanic Heritage Month:</p> <ul style="list-style-type: none"> <li>• <i>Superman is Illegal. YouTube</i>, uploaded by Blanket Studios, 19 May 2011, <a href="https://www.youtube.com/watch?v=06th03z3Cyo">https://www.youtube.com/watch?v=06th03z3Cyo</a>.</li> </ul> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• students see the video without sound and guess the meaning of the dialogue (notes or discussion)</li> <li>• see video with sound and subtitles in Spanish and take notes (teacher must pause the video on the main points to help students take notes)</li> </ul> <p>Teacher’s direct practice of the vocabulary . List of vocabulary and flashcards: Suggested list: see blue</p> <p>See guidelines from “Basics”</p> <p>Teacher’s guided practice: direct practice of grammar and vocabulary in simple reading passages. Suggested practice: see blue</p> <ul style="list-style-type: none"> <li>• teacher reads the basic text in Spanish</li> <li>• teacher asks students to write the underlined grammar points on a separate piece of paper</li> </ul>	<p>Hispanic Heritage Month (September 15th - October 15th)</p>	<p>“La Chica Quiere Café: Teacher Notes.” Bryce Hedstrom, <a href="http://www.brycehedstrom.com/wp-content/uploads/LA-CHICA-QUIERE-CAFE1.pdf">www.brycehedstrom.com/wp-content/uploads/LA-CHICA-QUIERE-CAFE1.pdf</a>.</p> <p>Bex, Martina. “Cierra la Puerta Script.” <i>The Comprehensible Classroom</i>, 19 Sept 2011, <a href="https://martinabex.com/2011/09/19/cierra-la-puerta/">https://martinabex.com/2011/09/19/cierra-la-puerta/</a>.</p> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Rosetta Stone <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• Duolingo <a href="https://pt.duolingo.com/">https://pt.duolingo.com/</a></li> <li>• Kahoot! <a href="https://kahoot.com/">https://kahoot.com/</a></li> </ul> <p>Presentation using <a href="https://www.google.com">Google.com</a> – National Hispanic Heritage Month</p> <p>National Hispanic Heritage Month <a href="http://www.hispanicheritagemonth.gov/">http://www.hispanicheritagemonth.gov/</a></p> <p>Riggen, Patricia, director. <i>Under the Same Moon</i>. Screenplay by Ligiah Villalobos, performances by Eugenio Derbex, Kate del Castillo, and Adrian Alonso, Crenando Films, Fidecine, and Potomac Pictures, 2008. <i>IMDb</i>, <a href="http://www.imdb.com/title/tt0796307/">http://www.imdb.com/title/tt0796307/</a></p>
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		<ul style="list-style-type: none"> <li>• teacher asks students to use their devices, dictionary, or the study guide to find the meaning of the words</li> <li>• teacher explains the grammar points covered, such as pronouns, verbs, adjectives, etc.</li> </ul> <p>Vocabulary and verb exercise with teacher's guided open ended questions: See guidelines from "Basics"</p> <p>Students prepare own presentation: Prepare as a story, interview a classmate or a dialogue See guidelines from "Basics"</p> <p>To write own story: see blue</p> <p>Practice presentation (a story, interview a classmate or a dialogue) See guidelines from "Basics"</p>		
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		<p>Technology to practice the vocabulary and grammar: see blue</p> <p>Google : prepare presentation - Hispanic Heritage Month (September 15th - October 15th ) see blue</p> <p>Homework related to the theme: See the guidelines from “Basics”</p>		
October (weeks 7-9)	School – Continue Hispanic Heritage Month	<p>Review basic, personal information, (go over the written exam, use apps such as <i>Duolingo</i> or <i>Kahoot!</i>, flashcards, etc)</p> <p>Song: see blue; see guidelines from “Basics”</p> <p>Video: high school and activities See blue; see guidelines from “Family”</p> <p>Teacher’s direct practice of the vocabulary; list of vocabulary and flashcards: see guidelines from “Basics”</p>	<p>Vocabulary and grammar quiz: verbal or written</p> <p>Verbal presentation (options): prepare own story, interview, dialogue, song, or poem</p> <p>Written exam (options): write paragraph using the material covered, multiple choice questions, etc.</p> <p>Google docs: Hispanic Heritage Month (September 15th - October 15th)</p>	<p><i>Spanish for Kids- School Supplies- Utiles Escolares. YouTube</i>, uploaded by Let’s Play in Spanish, 27, Jul 2012, <a href="https://www.youtube.com/watch?v=G6EqUXGI-NY">https://www.youtube.com/watch?v=G6EqUXGI-NY</a></p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s/?keyword=moo">https://www.teachersdiscovery.com/category/s/?keyword=moo</a></p> <p>Blaine and Von Ray. “Blaine Ray’s Cat Story.” <i>Mini-Stories for Look, I can Talk Spanish 1</i>. TPRS, 2016.</p> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Rosetta Stone <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• Duolingo <a href="https://pt.duolingo.com/">https://pt.duolingo.com/</a></li> <li>• Kahoot! <a href="https://kahoot.com/">https://kahoot.com/</a></li> </ul>

		<p>Vocabulary and verb exercise with teacher's guided, open ended questions: see guidelines from "Basics"</p> <p>Students prepare their own presentation: prepare as a story, interview a classmate or a dialogue; see guidelines from "Basics"</p> <p>Comprehensible input via stories: to write the story; see blue</p> <p>Practice presentation: a story, interview a classmate, or a dialogue. See guidelines from "Basics"</p> <p>Technology and practice the vocabulary and grammar: See blue</p> <p>Google: presentation Hispanic Heritage Month and activities Present: Google docs See blue</p>		<p>Presentation using <a href="http://www.google.com">Google.com</a> – National Hispanic Heritage Month</p> <p>National Hispanic Heritage Month – PowerPoint Presentation Guidelines <a href="http://abc.eznettools.net/powerschool/Teachers/Lastra/HispanicHeritageMonthProjectGuidelines.pdf">http://abc.eznettools.net/powerschool/Teachers/Lastra/HispanicHeritageMonthProjectGuidelines.pdf</a></p>
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Quarter 2	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
October (weeks 10- 12)	Family Culture: Day of the Dead	<p>Review basic information, personal information, school and country, capitals, monetary units, culture, and grammar (go over the written exam, use apps such as <i>Duolingo</i> and <i>Kahoot!</i>)</p> <p><b>Song:</b> see blue See guidelines from 'Basics'</p> <p><b>Introduce theme:</b> Video: see blue See guidelines from the theme 'School'</p> <p><b>Teacher's direct practice of the vocabulary. List of vocabulary and flashcards:</b> see blue See guidelines from the theme 'School'</p> <p><b>Teacher's guided practice of grammar and vocabulary</b></p>	<p>Vocabulary and grammar quiz: verbal or written</p> <p>Verbal presentation (options): prepare own story, interview, dialogue, song, or poem</p> <p>Written exam (options): write paragraph using the material covered, multiple choice questions, etc.</p>	<p><i>La Familia, Spanish Family Members Song and Video. Learn Family Members in Spanish for Kids. YouTube</i>, uploaded by Rockalingua, 29 Sept. 2015, <a href="https://www.youtube.com/watch?v=T1svGpYS28">https://www.youtube.com/watch?v=T1svGpYS28</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Hitz, Cynthia. "El Día de los Muertos- Videos &amp; Reading Materials." <i>Teaching Spanish w/Comprehensive Input</i>, 28 Oct. 2014, <a href="http://palmyraspanish1.blogspot.com/2014/10/el-dia-de-los-muertos-reading-materials.html">http://palmyraspanish1.blogspot.com/2014/10/el-dia-de-los-muertos-reading-materials.html</a>.</p> <ul style="list-style-type: none"> <li>Write and read stories using vocabulary from Halloween and Día de los Muertos.</li> </ul> <p><i>Van Y Vienen: Día de Muertos video. Teacher's Discovery</i>, 2017, <a href="https://www.teachersdiscovery.com/product/van-y-vienen-day-of-the-dead-video/holidays">https://www.teachersdiscovery.com/product/van-y-vienen-day-of-the-dead-video/holidays</a>.</p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li><i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li><i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> </ul>

		<p>in simple reading passages: see blue See guidelines from the theme 'School'</p> <p>Students prepare own presentation: See guidelines from the theme 'School'</p> <p>Write and read stories: see blue</p> <p>Culture - Day of the Dead: see blue</p> <p>Technology and practice the vocabulary and grammar: see blue</p> <p>Homework related to the theme: See the guidelines from 'Basics'</p>		<ul style="list-style-type: none"> <li>Kahoot! <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul>
November (weeks 13-14)	Food and Culture: Continue Day of the Dead	<p>Review basic information, personal information, school and country, capitals, monetary units, family, culture, and grammar (go over the written exam, use apps such as <i>Duolingo</i>, <i>Kahoot!</i>, and songs, poems, flashcards, etc).</p> <p><i>Song @ YouTube</i> see blue</p>	<p>Vocabulary and grammar quiz: verbal or written</p> <p>Verbal presentation (options): prepare own story, interview, dialogue, song, or poem</p> <p>Written exam (options): written</p>	<p><i>La Comida: Spanish Foods Song</i>. YouTube, uploaded by LondonRose Sellars, 31 Jan. 2016, <a href="https://www.youtube.com/watch?v=dLuP7Fmk7MQ">https://www.youtube.com/watch?v=dLuP7Fmk7MQ</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Prepare a story (comprehensive input via stories):</p>

		<p>See guidelines from “Basics”</p> <p>Introduce theme with video: see blue</p> <p>See guidelines from “Personal Information”</p> <p>Teacher’s direct practice of the vocabulary, and list of vocabulary and flashcards: see blue</p> <p>See guidelines from “Basic”</p> <p>Teacher’s guided practice: direct practice of grammar and vocabulary in simple reading passages. See guidelines from “Personal Information”</p> <p>Vocabulary and verb exercise with teacher’s guided, open-ended questions: See guidelines from “Basic”</p> <p>Prepare a story, interview a classmate, or a dialogue: See guidelines from “Basic”</p> <p>To prepare story: see blue</p> <p>Practice presentation</p>	<p>paragraph using the material covered, multiple choice questions, etc.</p> <p>Google: prepare presentation for the final</p>	<p>Bex, Martina. “Las Novias de Mi Hermano Script.” <i>The Comprehensible Classroom</i>, 9 Dec. 2012, <a href="https://martinabex.com/2012/12/09/las-novias-de-mi-hermano-script/">https://martinabex.com/2012/12/09/las-novias-de-mi-hermano-script/</a>.</p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• Rosetta Stone: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• Duolingo: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• Kahoot! <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p><i>The Book of Life- Full Movie.</i> YouTube, uploaded by ima dewantari, 19 Jun. 2016, <a href="https://www.youtube.com/watch?v=1b6X7EVOqWo">https://www.youtube.com/watch?v=1b6X7EVOqWo</a>.</p>
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		<p>See guidelines from “Basics”</p> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Video: Book of life : Day of the Dead: see blue</p> <p>Homework related to the theme:</p> <p>See the guidelines from ‘Basics’</p>		
December (weeks 15-16)	Review Basic Information, Personal Information, School and Country, Capitals, Monetary Units, Family, Food, and Culture	<p>Review basic information, personal information, school, country, capitals, monetary units, family, food, culture, and grammar (go over the written exam, use apps such as <i>Duolingo</i>, <i>Kahoot!</i> and songs, poems, flashcards, etc).</p> <p><b>Songs @ YouTube:</b> La Navidad and activities</p> <p>Learn about the holidays: <i>La Navidad y el Año Nuevo</i>: see blue</p> <p>Google: prepare presentation for the final: see blue</p>	<p><b>Final Semester I Exam</b></p> <p><b>Present @ Google Docs</b> verbal presentation (options): prepare own story, interview, and dialogue using the material covered throughout the semester</p> <p><b>Written exam</b> (options): written paragraph using the material covered, or multiple choice questions and paragraph.</p>	<p><i>Canciones Naideñas. YouTube</i>, uploaded by Javier Meza, 30 Nov. 2008, <a href="https://www.youtube.com/watch?v=8hZ6eKk1498">https://www.youtube.com/watch?v=8hZ6eKk1498</a>.</p> <p><i>La Navidad y el Año Nuevo</i> video. <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p> <p>Create and edit documents online: Google Docs <a href="https://www.google.com/docs/about/">https://www.google.com/docs/about/</a>.</p> <p>Comprehensive input via stories: Bex, Martina. “Siéntate Lesson Plans.” <i>The Comprehensible Classroom</i>, 8 Oct. 2013, <a href="https://martinabex.com/2013/10/08/sientate-lesson-plans/">https://martinabex.com/2013/10/08/sientate-lesson-plans/</a>.</p>

		4. Comprehensible input via stories: <i>see blue</i>		
Quarter 3	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
January (weeks 1-3)	Sports/Hobbies and Culture: Tres Reyes Magos	<p>Review basic information, personal information, school, country, capitals, monetary units, family, food, culture and grammar (go over the written exam from semester I, use apps such as <i>Duolingo, Kahoot!</i>).</p> <p><b>Song @ YouTube and activities:</b> <i>see blue</i> See guidelines from “Basics”</p> <p><b>Introduce the theme video:</b> <i>see the video</i> See guidelines from “Personal Information”</p> <p><b>Teacher’s direct practice of the vocabulary. List of vocabulary and flashcards:</b> <i>see blue</i> See guidelines from “Basics”</p>	<p>Vocabulary and grammar quiz: verbal or written</p> <p>Verbal presentation (options): prepare own story, interview, dialogue, song, or poem</p> <p>Written exam (options): written paragraph using the material covered, multiple choice questions, etc.</p>	<p><i>What is Your Favorite Sport? – Qué Deporte te Gusta? – Calico Spanish Songs for Kids. YouTube</i>, uploaded by kidsimmersion, 9 Aug. 2012, <a href="https://www.youtube.com/watch?v=eU08NsctMf4">https://www.youtube.com/watch?v=eU08NsctMf4</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>To prepare a story: “Explore Spanish Classroom, Teaching Spanish, and More!” <i>Pinterest</i>, <a href="https://www.pinterest.com/pin/428053139557482577/">https://www.pinterest.com/pin/428053139557482577/</a>.</p> <p><i>Mi Bolivia. Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/Product/Grammar-notes-and-cultural-reading-Possessive-adjectives-and-Bolivia-2130444">https://www.teacherspayteachers.com/Product/Grammar-notes-and-cultural-reading-Possessive-adjectives-and-Bolivia-2130444</a>.</p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul>

		<p>Teacher's guided practice; practice of grammar and vocabulary in simple reading passage: see blue</p> <p>See guidelines from "Personal Information"</p> <p>Vocabulary and verb exercise with teacher's guided, open-ended questions: See guidelines from "Basics" for activities.</p> <p>Students prepare own presentation: See guidelines from "Personal Information"</p> <p>To prepare story: see blue</p> <p>Practice presentation: story, interview, or dialogue See guidelines from "Basics"</p> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Culture: Tres Reyes Magos: see blue</p>		<p><i>Tres Reyes Magos</i> video and activities. <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p>
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		<p>Homework related to the theme: See guidelines from “Basics”</p>		
February (weeks 4-6)	Weather/Seasons/Calendar and Culture: Carnaval, Cuaresma y Páscoa	<p>Review basic information, personal information, school and country, capitals, monetary units, family, sports/hobbies, culture, and grammar (go over the written exam, use apps such as <i>Duolingo</i> and <i>Kahoot!</i>)</p> <p>Song @ youtube. see blue See guidelines from “basics” See activities</p> <p>Introduce the theme video: weather, seasons and calendar. see blue See guidelines from “family”</p> <p>Teacher’s direct practice of the vocabulary, list of vocabulary, and flashcards: see blue See guidelines from “basics”</p> <p>Vocabulary and verb exercise with teacher’s guided, open-ended questions</p>	<p>Vocabulary and grammar quiz: verbal or written</p> <p>Verbal presentation (options): prepare own story, interview, dialogue, song, or poem</p> <p>Written exam (options): written paragraph using the material covered, multiple choice questions, etc.</p>	<p><i>The Weather Song in Spanish/ La Canción del Tiempo y el Clima.</i> Youtube, uploaded by Senor Jordan, 6 Nov. 2015, <a href="https://www.youtube.com/watch?v=orSIEorzUHU">https://www.youtube.com/watch?v=orSIEorzUHU</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Bex, Martina. <i>The Comprehensible Classroom</i>, <a href="https://martinabex.com/">https://martinabex.com/</a>.</p> <p>The following blog posts:</p> <ul style="list-style-type: none"> <li>• “Búscalo”</li> <li>• “Buscando un Animal Doméstico”</li> <li>• “Mi Bolivia”</li> <li>• “El Lobo Hambriento”</li> </ul> <p>Blaine Ray TPRS Storytelling Foreign Language Teaching <a href="https://tprsbooks.com/">https://tprsbooks.com/</a></p> <ul style="list-style-type: none"> <li>• <i>Pobre Ana</i>, Lisa Ray Turner and Blaine Ray</li> </ul> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p>Cuaresma (Carnaval) videos and activities</p>

		<p>See guidelines from “basics”</p> <p>Student prepare own presentation See guidelines from “basics”</p> <p>Write own story: see blue</p> <p>Students practice presentation See guidelines ‘basics’</p> <p>Read short story: see blue</p> <ul style="list-style-type: none"> <li>• go over the vocabulary using TPR</li> <li>• students take turns reading the short story</li> <li>• students in groups answer the comprehension questions</li> </ul> <p>Technology and practice the vocabulary and grammar: see blue</p> <p>Culture: <b>Páscoa</b> see blue</p> <p>Homework related to the theme: See guidelines from ‘Basics’</p>		<p><a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a></p>
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Quarter 4	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
March (weeks 7- 9)	Communities	<p>Review basic information, personal information, school, country, capitals, monetary units, family, food, sports/ hobbies, weather/ seasons/ calendar, culture, and grammar (go over the written exam, flashcards, and use apps such as <i>Duolingo</i>, <i>Kahoot!</i>, etc.)</p> <p>Song @ <i>YouTube</i> related to the theme: see blue See guidelines from “Basics”</p> <p>Video to introduce the theme: see blue See guidelines “family” Teacher’s direct practice of the vocabulary, list of vocabulary, and flashcards. See guidelines “basics”</p> <p>Vocabulary and verb exercise with teacher’s guided, open-ended questions.</p>	<p>Vocabulary and grammar quiz: verbal or written</p> <p>Verbal presentation (options): prepare own story, interview, dialogue, song, or poem</p> <p>Written exam (options): written paragraph using the material covered, multiple choice questions, etc.</p>	<p><i>Bingo: Neighborhood Song. YouTube</i>, uploaded by TheMachineTree, 3 Mar. 2010, <a href="https://www.youtube.com/watch?v=M3_6qtuipA8">https://www.youtube.com/watch?v=M3_6qtuipA8</a>.</p> <p><i>La Ciudad</i> video. <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Spanish grammar online: “Episode #426.” <i>News in Slow Spanish</i>, <a href="https://www.newsinslowspanish.com/spanish-grammar/426/2017/may1117/grammar">https://www.newsinslowspanish.com/spanish-grammar/426/2017/may1117/grammar</a>.</p> <p>Blaine Ray TPRS Storytelling Foreign Language Teaching <a href="https://tprsbooks.com/">https://tprsbooks.com/</a></p> <ul style="list-style-type: none"> <li>• <i>Traduzir esta Página</i></li> <li>• <i>Patricia va a California</i>, Lisa Ray Turner and Blaine Ray.</li> </ul> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul>

		<p>See guidelines “family”</p> <p>Student prepares own presentation: See guidelines “basics”</p> <p>To prepare story: see blue Comprehensible input via stories:</p> <p>Students practice presentation See guidelines “basics”</p> <p>6.Read short story : See guidelines <b>Weather/Seasons/Calendar</b></p> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Homework related to the theme: See guidelines from “Basics”</p>		
April (weeks 10-12)	Clothes, Shopping, and Culture	Review basic information, personal information, school, country, capitals, monetary units, family, food, sports/ hobbies, weather/ seasons/ calendar, communities, culture, and	Vocabulary and grammar quiz: verbal or written  Verbal presentation (options): prepare	<p><i>Spanish Vocabulary – Clothing Vocabulary in Spanish. YouTube, uploaded by LittleSpanishCastle, 8 Dec. 2011, <a href="https://www.youtube.com/watch?v=O-0mUY-IJ94">https://www.youtube.com/watch?v=O-0mUY-IJ94</a>.</i></p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></i></p>

		<p>grammar (go over the written exam, flashcards, and use apps such as <i>Duolingo</i>, <i>Kahoot!</i>, etc.)  <b>Song @ YouTube related to the community: see blue</b>  See guidelines from “Basics”</p> <p><b>Introduce theme with the shopping video: see blue</b>  See guidelines from “Personal Information”</p> <p><b>Teacher’s direct practice of the vocabulary, list of vocabulary, and flashcards.</b>  See guidelines from “Personal Information”</p> <p><b>Teacher’s direct practice of grammar and vocabulary in simple reading passages.</b>  See guidelines from “Personal Information”</p> <p><b>Vocabulary and verb exercise with teacher’s guided, open-ended questions.</b>  See guidelines from “Basics”</p> <p><b>Students prepare own presentation:</b></p>	<p>own story, interview, dialogue, song, poem</p> <p>Written exam (options):  written paragraph using the material covered, multiple choice questions, etc.</p>	<p>“Moo” video series:  <i>Teacher’s Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Comprehensive input via stories:</p> <ul style="list-style-type: none"> <li>• Bex, Martina. “El Chico del Apartamento 512 Lesson Plans.” <i>The Comprehensible Classroom</i>, 19 Feb. 2013, <a href="https://martinabex.com/2013/02/19/el-chico-del-apartamento-512-lesson-plans/">https://martinabex.com/2013/02/19/el-chico-del-apartamento-512-lesson-plans/</a>.</li> <li>• <i>Los Niños Prisioneros de Bolivia: SOMOS Level 1 Unit 14. Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/Product/SOMOS-Spanish-1-Unit-14-Los-ninos-prisioneros-de-Bolivia-1149986">https://www.teacherspayteachers.com/Product/SOMOS-Spanish-1-Unit-14-Los-ninos-prisioneros-de-Bolivia-1149986</a>.</li> </ul> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul>
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		<p>See guidelines from “Personal Information”</p> <p>Write a story. see blue</p> <p>Students practice the presentation</p> <p>See guidelines from “Basics”</p> <p>Read short story: see blue</p> <p>Technology and practice the vocabulary and grammar: see blue</p> <p>Homework related to the theme: See guidelines from ‘Basics’</p>		
<p>May (weeks 13-15)</p>	<p><b>Review</b> Basic Information, Personal Information, School, Country, Capitals, Monetary Units, Family, Food, Sports/Hobbies, Weather/Seasons/Calendar, Communities, Clothes and Shopping, Culture, and Grammar</p> <p>Culture: 5 de Mayo – see blue</p>	<p>Review basic information, personal information, school, country, capitals, monetary units, family, food, sports/hobbies, weather/seasons/calendar, communities, clothes and shopping, culture, and grammar.</p> <p>Direct review of vocabulary and grammar</p>	<p><b><u>Final Semester Exam</u></b></p> <p>Prepare a book about yourself, and present it to the class</p> <p>Written exam - use the second semester vocabulary and grammar points:</p> <ul style="list-style-type: none"> <li>• paragraph using the</li> </ul>	<p>Culture video: 5 de Mayo video. <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p>

			material covered <ul style="list-style-type: none"><li>• multiple choice questions</li><li>• multiple choice and a paragraph</li></ul>	
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**Key**

Orange: Informal assessment- practices: verbal & written

Black: Suggested activities

Blue: Suggested video, audio, readings, technology, or information to find list of vocabulary

# Year-at-a-Glance Plan: Spanish II

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information Find Lists of Vocabulary
August (weeks 1-3)	Review Spanish I:  Vocabulary, Culture, and Grammar	Review: vocabulary, culture, and grammar from Spanish I, semester 1 and 2.  Games and review with apps  Written review using the final written exam from Spanish I, semester I and II  <b>Dialogues based on the Declamation theme</b>  <b>Homework:</b> <ul style="list-style-type: none"><li>• homework is due (set up a date)</li><li>• relates to the material covered</li><li>• options to send the</li></ul>	Vocabulary and grammar quiz: verbal or written  Verbal presentation (options): prepare own story, interview, dialogue, song, or poem  Written exam (options): written paragraph using the material covered, multiple choice questions, etc.	Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i> , <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>  “Moo” video series: <i>Teacher’s Discovery</i> , <a href="https://www.teachersdiscovery.com/category/s?keyword">https://www.teachersdiscovery.com/category/s?keyword</a>  Practice vocabulary and grammar using the following technology: <ul style="list-style-type: none"><li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li><li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li><li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li></ul>

		homework online or use a paper		
September (weeks 4-6)	Health and Culture	<p>Review vocabulary, culture, and grammar from Spanish I</p> <p>Introduction of the material using a video related to the theme. see blue (<i>Teacher's Discovery</i> website)</p> <p>Music related to health @ YouTube</p> <ul style="list-style-type: none"> <li>• students listen</li> <li>• students sing in groups</li> <li>• karaoke: "You Think you can Sing" in groups or individually</li> </ul> <p>Introduction of the vocabulary: read text related to health and culture</p> <ul style="list-style-type: none"> <li>• teacher reads the intermediate text in Spanish</li> <li>• teacher asks students to write the underlined vocabulary on a separate piece of paper</li> <li>• teacher asks students to use their devices, dictionary, or the study guide to find the meaning of the words</li> <li>• teacher then asks students to prepare</li> </ul>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to the topic of health.</p> <p>Multiple choice exam with the material related to health, or a paragraph related to the theme.</p> <p>Prepare presentation using Google: Hispanic Heritage Month (September 15-October 15) – see blue</p>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword">https://www.teachersdiscovery.com/category/s?keyword</a></p> <p><i>Dolor de Cabeza – Barbara MacArthur – Learn Spanish Body Parts. YouTube</i>, uploaded by Señora McPeak Span Oct. 2010, <a href="https://www.youtube.com/watch?v=h_PAr2I">https://www.youtube.com/watch?v=h_PAr2I</a></p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p>Prepare presentation on the topic of National Hispanic Heritage Month (September 15-October 15) using <a href="http://www.Google.com">www.Google.com</a>.</p> <p><i>National Hispanic Heritage Month</i>. <a href="http://www.hispanicheritagemoth.gov/">http://www.hispanicheritagemoth.gov/</a>.</p> <p><i>Selena</i> (full movie). <i>YouTube</i>, uploaded by YouTube M 15 Apr. 2011, <a href="https://www.youtube.com/watch?v=4AVpbfA6w">https://www.youtube.com/watch?v=4AVpbfA6w</a>.</p>

		<p>flashcards with the vocabulary</p> <p>Practice the vocabulary related to the theme:</p> <ul style="list-style-type: none"> <li>• use flashcards prepared by the students</li> <li>• pair up students to practice</li> <li>• circle activity- make a circle and students use flashcards and ask questions to the person seated next to him/her. Then pass the cards around for 1 minute. Stop and repeat the activity.</li> </ul> <p>Introduction of the grammar points related to the theme:</p> <ul style="list-style-type: none"> <li>• teacher reads the same intermediary text used for the vocabulary in Spanish.</li> <li>• teacher asks students to write the underlined grammar points on a separate piece of paper</li> <li>• teacher asks students to use their devices, dictionary, or the study guide to find the meaning of the words</li> <li>• teacher then explains the grammar points covered, such as</li> </ul>		
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		<p>pronouns, verbs, adjectives, etc.</p> <p>Students prepare a dialogue, skit, or interview with a partner using the health theme:</p> <ul style="list-style-type: none"> <li>• use notes and study guide</li> <li>• turn these into the teacher for feedback and grade</li> </ul> <p>Students practice the dialogue, skit, or interview with the partner:</p> <ul style="list-style-type: none"> <li>• pairs practice the presentation</li> <li>• pairs work with other pairs and practice</li> <li>• pairs practice with teacher</li> </ul> <p>Technology and practice the vocabulary and grammar: see blue</p> <p>Homework related to the theme:</p> <ul style="list-style-type: none"> <li>• homework is due (set up a date)</li> <li>• relates to the material covered</li> <li>• options to send the homework online or use paper</li> </ul>		
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<p>October (weeks 7-9)</p>	<p>Travel, Transportation, and Celebrations</p>	<p>Review: vocabulary, culture, and grammar from Spanish II health and culture theme.</p> <p>Review vocabulary, culture, and grammar from Spanish I.</p> <p>Introduction of the material using a video related to travel and transportation : see blue</p> <p>Music related to the theme (see <i>YouTube</i> video)</p> <ul style="list-style-type: none"> <li>• Students listen</li> <li>• Students sing in groups</li> <li>• Karaoke, group or individual – “You think you can sing”</li> </ul> <p>Introduction of the vocabulary:</p> <p>Read text related to Travel, transportation, and culture: see blue (<i>Teacher’s Discovery</i> website)</p> <ul style="list-style-type: none"> <li>• Teacher reads the intermediate text in Spanish</li> <li>• Teacher asks students to</li> </ul>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to the topic of health.</p> <p>Multiple choice exam with the material related to the theme.</p> <p>Written paragraph</p> <p>Short story</p> <p>Poem</p> <p>Google: present a famous Hispanic American – National Hispanic Heritage Month (September 15th - October 15th)</p> <p><i>Selena</i> (full movie). <i>YouTube</i>, uploaded by YouTube Movies, 15 Apr. 2011, <a href="https://www.youtube.com/watch?v=4AVp2-bfA6w">https://www.youtube.com/watch?v=4AVp2-bfA6w</a>.</p>	<p><i>Spanish Travel Song. YouTube</i>, uploaded by Tony Fieldson, 9 Oct. 2017, <a href="https://www.youtube.com/watch?v=MIWobTrZx-g">https://www.youtube.com/watch?v=MIWobTrZx-g</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword">https://www.teachersdiscovery.com/category/s?keyword</a></p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul>
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		<p>write the underlined vocabulary on a separate piece of paper</p> <ul style="list-style-type: none"> <li>• Teacher asks students to use their devices, dictionary, or study guide to find the meaning of words</li> <li>• Teacher asks students to prepare flashcards with vocabulary</li> </ul> <p>Practice the vocabulary related to travel and transportation:</p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by the students</li> <li>• Teacher pairs up students to practice</li> <li>• Circle activity- make a circle and students use the flashcards and asks questions</li> </ul>		
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		<p>to the person seated next to him/her. Then pass the cards around for one minutes. Stop and repeat activity.</p> <p>Introduction of the grammar points related to travel and transportation: <a href="#">see blue</a></p> <p>Students <a href="#">prepare</a> a dialogue, skit, or interview with a partner using the theme of travel and transportation.</p> <p>Students <a href="#">practice</a> the dialogue, skit, or interview with the partner</p> <p>Technology and practice the vocabulary and grammar: <a href="#">see blue</a></p> <p>Homework related to the theme:</p> <ul style="list-style-type: none"> <li>• set date homework is due</li> <li>• relates to the material covered</li> <li>• options to send the homework</li> </ul>		
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Quarter 2	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information Find Lists of Vocabulary
October	Childhood and Culture	<p>online or use paper</p> <p>Review: vocabulary, culture, and grammar from Spanish II health and culture theme.</p> <p>Review vocabulary, culture, and grammar from Spanish I.</p> <p>Introduction of the material using a video related to travel and transportation : see blue</p> <p>Music related to the theme (see <i>YouTube</i> video)</p> <ul style="list-style-type: none"> <li>• Students listen</li> <li>• Students sing in groups</li> <li>• Karaoke, group or individual – “You think you can sing”</li> </ul> <p>Introduction of the vocabulary:</p>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to the topic.</p> <p>Multiple choice exam with the material related to the theme.</p> <p>Written paragraph</p> <p>Short story</p> <p>Poem</p>	<p><i>Estrellita, Teaching Music, Spanish Song for Children. YouTube</i>, uploaded by Traposo US, 29 Jun. 2011, <a href="https://www.youtube.com/watch?v=he8C0aOiR3E">https://www.youtube.com/watch?v=he8C0aOiR3E</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword">https://www.teachersdiscovery.com/category/s?keyword</a></p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p><i>Dia de los Muertos</i> video. <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p> <p><i>Macario – 1960 – Mexican Film About Day of the Death</i> <i>YouTube</i>, uploaded by aldo Rodriguez, 31 Oct. 2012, <a href="https://www.youtube.com/watch?v=vQiyQacK4oA">https://www.youtube.com/watch?v=vQiyQacK4oA</a>.</p>

		<p>Read text related to Travel, transportation, and culture: <a href="#">see blue (Teacher's Discovery website)</a></p> <ul style="list-style-type: none"> <li>• Teacher reads the intermediate text in Spanish</li> <li>• Teacher asks students to write the underlined vocabulary on a separate piece of paper</li> <li>• Teacher asks students to use their devices, dictionary, or study guide to find the meaning of words</li> <li>• Teacher asks students to prepare flashcards with vocabulary</li> </ul> <p>Practice the vocabulary related to travel and transportation:</p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by the students</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Teacher pairs up students to practice</li> <li>• Circle activity- make a circle and students use the flashcards and asks questions to the person seated next to him/her. Then pass the cards around for one minutes. Stop and repeat activity.</li> </ul> <p>Introduction of the grammar points related to travel and transportation: see blue</p> <p>Students <u>prepare</u> a dialogue, skit, or interview with a partner using the theme of travel and transportation.</p> <p>Students <u>practice</u> the dialogue, skit, or interview with the partner</p> <p>Technology and practice the vocabulary and grammar: see blue</p> <p>Homework related to the theme:</p>		
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		<ul style="list-style-type: none"> <li>• set date homework is due</li> <li>• relates to the material covered</li> <li>• options to send the homework online or use paper</li> </ul>		
November (weeks 10-12)	Holidays and Celebrations	<p>Review Spanish I vocabulary, grammar, and culture. Review the following topics: health, travel, transportation, and childhood.</p> <p><b>Introduction of the material using a video related to holidays and celebrations: see blue-Teacher's Discovery website</b></p> <p>Music related to the theme at <i>YouTube</i>:</p> <ul style="list-style-type: none"> <li>• Students listen</li> <li>• Students sing in groups</li> <li>• Karaoke-group or</li> </ul>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to the theme.</p> <p>Multiple choice exam with the material related to the topic, or a paragraph related to the theme.</p> <p>Day of the Dead (complete option 1 the first year and option two the following year):</p> <ul style="list-style-type: none"> <li>• present a mask prepared using the information</li> <li>• honor someone with an “ofrenda”</li> </ul>	<p><i>Holidays and Celebrations in Spanish. YouTube</i>, uploaded by seniorbelles, 29 Nov. 2010, <a href="https://www.youtube.com/watch?v=AUX_yrmtd1E">https://www.youtube.com/watch?v=AUX_yrmtd1E</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword">https://www.teachersdiscovery.com/category/s?keyword</a></p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p><i>Macario – 1960 – Mexican Film About Day of the Death</i> <i>YouTube</i>, uploaded by aldo Rodriguez, 31 Oct. 2012, <a href="https://www.youtube.com/watch?v=vQiyQacK4oA">https://www.youtube.com/watch?v=vQiyQacK4oA</a>.</p>

		<p>individual – “You think you can sing”</p> <p><b>Introduction of the vocabulary:</b> read text related to holidays and celebrations. (<i>Teacher’s Discovery website</i>)</p> <ul style="list-style-type: none"> <li>• Teacher reads the intermediate text in Spanish</li> <li>• Teacher asks students to write the underlined vocabulary on a separate piece of paper</li> <li>• Teacher asks students to use their devices, dictionary, or study guide to find the meaning of words</li> <li>• Teacher asks students to prepare flashcards with</li> </ul>		
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	<p>Practice vocabulary related to holidays and celebrations: see blue</p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by the students</li> <li>• Teacher pairs up students to practice</li> <li>• Circle activity- make a circle and students use the flashcards and asks questions to the person seated next to him/her. Then pass the cards around for one minutes. Stop and repeat activity.</li> </ul> <p>Introduction of the grammar points related to holidays and celebrations: see blue</p> <p>Students prepare a dialogue, skit, or interview with a</p>		
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		<p>partner using the theme of holidays and celebrations: see blue</p> <ul style="list-style-type: none"> <li>• Use notes and study guide</li> </ul> <p>Students practice the dialogue, skit, or interview with the partner:</p> <ul style="list-style-type: none"> <li>• Pairs practice presentation</li> <li>• Pairs work with other pairs and practice</li> <li>• Pairs practice with teacher</li> </ul> <p>Technology and practice the vocabulary and grammar</p> <p>Homework related to the theme:</p> <ul style="list-style-type: none"> <li>• Set date homework is due</li> <li>• Relates to the material covered</li> </ul>		
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		<ul style="list-style-type: none"> <li>Options to send homework online or use paper</li> </ul>		
December (weeks 13-15)	<p>Review Spanish I Vocabulary, Grammar, and Culture.</p> <p>Review Health, Travel, Transportation, Childhood, Holidays, and Celebrations.</p>	<p>Prepare interview questions related to the themes covered this semester.</p> <p>Direct review of vocabulary and grammar.</p>	<p>Verbal I final: an interview using the themes covered this semester.</p> <p>Prepare a book</p> <p>Comprehensive reading final with multiple choice questions</p>	

Quarter 3	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
January (weeks 1- 3)	Food, Shopping, and Culture	<p>Review the material from semester one.</p> <p><b>Introduction of the material using a video related to the theme: see blue (Teacher's Discovery website)</b></p> <p>Music related to the theme at <i>YouTube</i>:</p> <ul style="list-style-type: none"> <li>• Students listen</li> <li>• Students sing in groups</li> <li>• Karaoke- group or individual- "You think you can sing"</li> </ul> <p><b>Introduction of the vocabulary: read text related to the theme: see blue</b></p> <ul style="list-style-type: none"> <li>• Teacher reads the intermediate text in Spanish</li> <li>• Teacher asks students to write the underlined vocabulary on a separate piece of paper</li> <li>• Teacher asks students to use their devices, dictionary, or study</li> </ul>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to food and shopping.</p> <p>Multiple choice exam with the material related to food and shopping, or a paragraph related to the theme.</p>	<p><i>La Comida: Spanish Foods Song. YouTube</i>, uploaded by LondonRose Sellars, 31 Jan. 2016, <a href="https://www.youtube.com/watch?v=dLuP7Fmk7MQ">https://www.youtube.com/watch?v=dLuP7Fmk7MQ</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Blaine Ray TPRS Storytelling Foreign Language Teaching <a href="https://tprsbooks.com/">https://tprsbooks.com/</a></p> <ul style="list-style-type: none"> <li>• <i>El Viaje de su Vida</i>, Lisa Ray Turner and Blaine Ray</li> </ul> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p>Culture video: <i>Dia de los Tres Reyes Magos. Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p>

		<p>guide to find the meaning of the words</p> <ul style="list-style-type: none"> <li>• Teacher asks students to prepare flashcards with the vocabulary</li> </ul> <p>Practice the vocabulary related to the theme: <a href="#">see blue</a></p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by students</li> <li>• Students pair up and use flashcards</li> <li>• Circle activity: students sit in a circle and use the flashcards to ask questions to the person seated next to him/her. Pass the cards around the circle for one minute, stop, and repeat.</li> </ul> <p>Introduction of the grammar points related to the theme:</p> <ul style="list-style-type: none"> <li>• Teacher reads in Spanish the same intermediate text used for vocabulary</li> <li>• Teacher asks student to write the underlined grammar points on a separate piece of paper</li> <li>• Students use their devices, dictionary, or</li> </ul>		
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		<p>study guide to find the meaning of the words</p> <ul style="list-style-type: none"> <li>• Teacher explains the grammar points covered, such as pronouns, verbs, adjectives, etc.</li> </ul> <p>Students prepare a dialogue, skit, or interview with a partner using the theme.</p> <p>Students practice a dialogue, skit, or interview with the partner:</p> <ul style="list-style-type: none"> <li>• students practice vocabulary</li> <li>• pairs of students work with other pairs and practice</li> <li>• pairs practice with the teacher</li> </ul> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Homework related to the theme:</p> <ul style="list-style-type: none"> <li>• Set due date for homework</li> <li>• Relates to the material covered</li> </ul>		
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		<ul style="list-style-type: none"> <li>Options to send homework online or use paper</li> </ul>		
February (weeks 4-6)	House and chores	<p>Review the material from semester one and previous theme.</p> <p>Introduction of the material using a video related to the theme: see blue (<i>Teacher's Discovery website</i>)</p> <p>Music related to the theme at <i>YouTube</i>:</p> <ul style="list-style-type: none"> <li>Students listen</li> <li>Students sing in groups</li> <li>Karaoke- group or individual- "You think you can sing"</li> </ul> <p>Introduction of the vocabulary: read text related to the theme: see blue</p> <ul style="list-style-type: none"> <li>Teacher reads the intermediate text in Spanish</li> <li>Teacher asks students to write the underlined vocabulary on a separate piece of paper</li> <li>Teacher asks students to use their devices, dictionary, or study</li> </ul>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to house and chores.</p> <p>Multiple choice exam with the material related to house and chores, or a paragraph related to the theme.</p>	<p><i>House Chores! In Spanish. YouTube</i>, uploaded by Kayla Lloyd, 13 Sept. 2016, <a href="https://www.youtube.com/watch?v=fLB4IDvpJP8">https://www.youtube.com/watch?v=fLB4IDvpJP8</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Blaine Ray TPRS Storytelling Foreign Language Teaching, <a href="https://tprsbooks.com/">https://tprsbooks.com/</a></p> <ul style="list-style-type: none"> <li><i>Traduzir esta página</i></li> <li><i>La Gran Aventura de Alejandro</i>, Abby Kanter</li> </ul> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li><i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li><i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li><i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p>Culture Video <i>Carnaval. Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p> <p><i>Carnivals Around the World – Mocomi Kids. YouTube</i>, uploaded by MocomiKids, 14 Mar. 2014, <a href="https://www.youtube.com/watch?v=3h17wvYOISo">https://www.youtube.com/watch?v=3h17wvYOISo</a>.</p>

		<p>guide to find the meaning of the words</p> <ul style="list-style-type: none"> <li>• Teacher asks students to prepare flashcards with the vocabulary</li> </ul> <p>Practice the vocabulary related to the theme: <a href="#">see blue</a></p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by students</li> <li>• Students pair up and use flashcards</li> <li>• Circle activity: students sit in a circle and use the flashcards to ask questions to the person seated next to him/her. Pass the cards around the circle for one minute, stop, and repeat.</li> </ul> <p>Introduction of the grammar points related to the theme:</p> <ul style="list-style-type: none"> <li>• Teacher reads in Spanish the same intermediate text used for vocabulary</li> <li>• Teacher asks student to write the underlined grammar points on a separate piece of paper</li> <li>• Students use their devices, dictionary, or</li> </ul>		
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		<p>study guide to find the meaning of the words</p> <ul style="list-style-type: none"> <li>• Teacher explains the grammar points covered, such as pronouns, verbs, adjectives, etc.</li> </ul> <p>Students prepare a dialogue, skit, or interview with a partner using the theme.</p> <p>Students practice a dialogue, skit, or interview with the partner:</p> <ul style="list-style-type: none"> <li>• students practice vocabulary</li> <li>• pairs of students work with other pairs and practice</li> <li>• pairs practice with the teacher</li> </ul> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Homework related to the theme:</p> <ul style="list-style-type: none"> <li>• Set due date for homework</li> <li>• Relates to the material covered</li> </ul>		
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		<ul style="list-style-type: none"> <li>Options to send homework online or use paper</li> </ul>		
March (weeks 7-9)	Animals and Ecosystems  Culture: Lent and Easter	<p>Review the material from semester one and previous themes.</p> <p>Introduction of the material using a video related to the theme: see blue (<i>Teacher's Discovery website</i>)</p> <p>Music related to the theme at <i>YouTube</i>:</p> <ul style="list-style-type: none"> <li>Students listen</li> <li>Students sing in groups</li> <li>Karaoke- group or individual- "You think you can sing"</li> </ul> <p>Introduction of the vocabulary: read text related to the theme: see blue</p> <ul style="list-style-type: none"> <li>Teacher reads the intermediate text in Spanish</li> <li>Teacher asks students to write the underlined vocabulary on a separate piece of paper</li> <li>Teacher asks students to use their devices, dictionary, or study</li> </ul>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to animals and ecosystems.</p> <p>Multiple choice exam with the material related to animals and ecosystems, or a paragraph related to the theme.</p>	<p><i>Sistemas Ecológicos o Ecosistemas. YouTube</i>, uploaded by Annayrf, 10 Mar. 2013, <a href="https://www.youtube.com/watch?v=-JJeQ6e5_30">https://www.youtube.com/watch?v=-JJeQ6e5_30</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Hoyt, Linda. "Language, Literacy &amp; Vocabulary!" <i>National Geographic Learning</i>, <a href="http://ngl.cengage.com/assets/downloads/llv_wol_pro0000000274/llv_bro_ovr_9781133842309.pdf">http://ngl.cengage.com/assets/downloads/llv_wol_pro0000000274/llv_bro_ovr_9781133842309.pdf</a>.</p> <p>"Animals in Spanish." <i>Spanish Vocabulary</i>, <a href="http://www.spanishvocabulary.ca/animals/animals_in_Spanish.htm">http://www.spanishvocabulary.ca/animals/animals_in_Spanish.htm</a>.</p> <p>Batchelor, R.E. <i>Using Spanish Vocabulary</i>. Cambridge Press, 2003. Google Books, <a href="https://books.google.com/books/about/Using_Spanish_Vocabulary.html?id=axAkPuxb_I4C">https://books.google.com/books/about/Using_Spanish_Vocabulary.html?id=axAkPuxb_I4C</a>.</p> <p>Blaine Ray TPRS Storytelling Foreign Language Teaching, <a href="https://tprsbooks.com/">https://tprsbooks.com/</a></p> <ul style="list-style-type: none"> <li><i>Traduzir esta página</i></li> <li><i>Viva el Toro!</i> Lisa Ray Turner and Blaine Ray</li> </ul>

		<p>guide to find the meaning of the words</p> <ul style="list-style-type: none"> <li>• Teacher asks students to prepare flashcards with the vocabulary</li> </ul> <p>Practice the vocabulary related to the theme: <a href="#">see blue</a></p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by students</li> <li>• Students pair up and use flashcards</li> <li>• Circle activity: students sit in a circle and use the flashcards to ask questions to the person seated next to him/her. Pass the cards around the circle for one minute, stop, and repeat.</li> </ul> <p>Introduction of the grammar points related to the theme:</p> <ul style="list-style-type: none"> <li>• Teacher reads in Spanish the same intermediate text used for vocabulary</li> <li>• Teacher asks student to write the underlined grammar points on a separate piece of paper</li> <li>• Students use their devices, dictionary, or</li> </ul>		<p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• Rosetta Stone: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• Duolingo: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• Kahoot! <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul> <p><i>Para Comprender Mejor... La Unidad Cuaresma- Triduo Pascual – Pascua. YouTube.</i> Uploaded by Fray Sergio Mendoza Amaro, 27 Mar. 2014, <a href="https://www.youtube.com/watch?v=XfYCheVePKk">https://www.youtube.com/watch?v=XfYCheVePKk</a>.</p>
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		<p>study guide to find the meaning of the words</p> <ul style="list-style-type: none"> <li>• Teacher explains the grammar points covered, such as pronouns, verbs, adjectives, etc.</li> </ul> <p>Students prepare a dialogue, skit, or interview with a partner using the theme.</p> <p>Students practice a dialogue, skit, or interview with the partner:</p> <ul style="list-style-type: none"> <li>• students practice vocabulary</li> <li>• pairs of students work with other pairs and practice</li> <li>• pairs practice with the teacher</li> </ul> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Homework related to the theme:</p> <ul style="list-style-type: none"> <li>• Set due date for homework</li> <li>• Relates to the material covered</li> </ul>		
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		<ul style="list-style-type: none"> <li>Options to send homework online or use paper</li> </ul>		
Quarter 4	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
March (weeks 10-12)	History, Legends, and Narratives	<p>Review the material from semester one and previous themes.</p> <p>Introduction of the material using a video related to the theme: see blue (<i>Teacher's Discovery website</i>)</p> <p>Music related to the theme at <i>YouTube</i>:</p> <ul style="list-style-type: none"> <li>Students listen</li> <li>Students sing in groups</li> <li>Karaoke- group or individual- "You think you can sing"</li> </ul> <p>Introduction of the vocabulary: read text related to the theme: see blue</p> <ul style="list-style-type: none"> <li>Teacher reads the intermediate text in Spanish</li> <li>Teacher asks students to write the underlined</li> </ul>	<p>Students present a skit, dialogue, or interview based on notes and vocabulary relating to history, legends, and narratives.</p> <p>Multiple choice exam with the material related to history, legends, and narratives, or a paragraph related to the theme.</p> <p>Give student a legend from a Spanish-speaking country</p> <ul style="list-style-type: none"> <li>Student prepares presentation based on the legend</li> </ul>	<p><i>Leyenda del Maíz. YouTube</i>, uploaded by Beatriz Lopez Gomez, 8 Mar. 2015, <a href="https://www.youtube.com/watch?v=QgoLddp6HxA">https://www.youtube.com/watch?v=QgoLddp6HxA</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li><i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li><i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li><i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul>

		<p>vocabulary on a separate piece of paper</p> <ul style="list-style-type: none"> <li>• Teacher asks students to use their devices, dictionary, or study guide to find the meaning of the words</li> <li>• Teacher asks students to prepare flashcards with the vocabulary</li> </ul> <p>Practice the vocabulary related to the theme: see blue</p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by students</li> <li>• Students pair up and use flashcards</li> <li>• Circle activity: students sit in a circle and use the flashcards to ask questions to the person seated next to him/her. Pass the cards around the circle for one minute, stop, and repeat.</li> </ul> <p>Introduction of the grammar points related to the theme:</p> <ul style="list-style-type: none"> <li>• Teacher reads in Spanish the same intermediate text used for vocabulary</li> <li>• Teacher asks student to write the underlined</li> </ul>	<ul style="list-style-type: none"> <li>• Student shares with the class</li> </ul>	
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		<p>grammar points on a separate piece of paper</p> <ul style="list-style-type: none"> <li>• Students use their devices, dictionary, or study guide to find the meaning of the words</li> <li>• Teacher explains the grammar points covered, such as pronouns, verbs, adjectives, etc.</li> </ul> <p>Students prepare a dialogue, skit, or interview with a partner using the theme.</p> <p>Students practice a dialogue, skit, or interview with the partner:</p> <ul style="list-style-type: none"> <li>• students practice vocabulary</li> <li>• pairs of students work with other pairs and practice</li> <li>• pairs practice with the teacher</li> </ul> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Homework related to the theme:</p>		
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		<ul style="list-style-type: none"> <li>• Set due date for homework</li> <li>• Relates to the material covered</li> <li>• Options to send homework online or use paper</li> </ul>		
April (weeks 13-15)	Professions and Nationalities	<p>Review the material from semester one and previous themes.</p> <p>Introduction of the material using a video related to the theme: see blue (<i>Teacher's Discovery</i> website)</p> <p>Music related to the theme at <i>YouTube</i>:</p> <ul style="list-style-type: none"> <li>• Students listen</li> <li>• Students sing in groups</li> <li>• Karaoke- group or individual- "You think you can sing"</li> </ul> <p>Introduction of the vocabulary: read text related to the theme: see blue</p> <ul style="list-style-type: none"> <li>• Teacher reads the intermediate text in Spanish</li> <li>• Teacher asks students to write the underlined</li> </ul>	<p>Students prepare collage about the future and give verbal presentation</p> <p>Students prepare an interview about a job and talk about their future plans</p> <p>Written exam or paragraph</p>	<p><i>Spanish Jobs and Professions – Group 1. YouTube</i>, uploaded by Learn How to Speak Spanish Online Fast!, 8 Jan 2007, <a href="https://www.youtube.com/watch?v=9raVW3BMrW4">https://www.youtube.com/watch?v=9raVW3BMrW4</a>.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>"Moo" video series: <i>Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p> <p>Cabat, Robert &amp; Louis. <i>Momentos Hispanos</i>. AMSCO School Publications, 1999, 2<sup>nd</sup> ed. <i>Perfect Learning</i>, <a href="https://www.perfectionlearning.com/momentos-hispanos-second-edition.html">https://www.perfectionlearning.com/momentos-hispanos-second-edition.html</a>.</p> <p>Practice vocabulary and grammar using the following technology:</p> <ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i>: <a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a></li> <li>• <i>Duolingo</i>: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <i>Kahoot!</i> <a href="https://kahoot.it/">https://kahoot.it/</a></li> </ul>

		<p>vocabulary on a separate piece of paper</p> <ul style="list-style-type: none"> <li>• Teacher asks students to use their devices, dictionary, or study guide to find the meaning of the words</li> <li>• Teacher asks students to prepare flashcards with the vocabulary</li> </ul> <p>Practice the vocabulary related to the theme: see blue</p> <ul style="list-style-type: none"> <li>• Teacher uses flashcards prepared by students</li> <li>• Students pair up and use flashcards</li> <li>• Circle activity: students sit in a circle and use the flashcards to ask questions to the person seated next to him/her. Pass the cards around the circle for one minute, stop, and repeat.</li> </ul> <p>Introduction of the grammar points related to the theme:</p> <ul style="list-style-type: none"> <li>• Teacher reads in Spanish the same intermediate text used for vocabulary</li> <li>• Teacher asks student to write the underlined</li> </ul>		
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		<p>grammar points on a separate piece of paper</p> <ul style="list-style-type: none"> <li>• Students use their devices, dictionary, or study guide to find the meaning of the words</li> <li>• Teacher explains the grammar points covered, such as pronouns, verbs, adjectives, etc.</li> </ul> <p>Students prepare a dialogue, skit, or interview with a partner using the theme.</p> <p>Students practice a dialogue, skit, or interview with the partner:</p> <ul style="list-style-type: none"> <li>• students practice vocabulary</li> <li>• pairs of students work with other pairs and practice</li> <li>• pairs practice with the teacher</li> </ul> <p>Technology and practice the vocabulary and grammar : see blue</p> <p>Homework related to the theme:</p>		
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		<ul style="list-style-type: none"> <li>• Set due date for homework</li> <li>• Relates to the material covered</li> <li>• Options to send homework online or use paper</li> </ul>		
May (weeks 16-17)	<p>Review Spanish I and II Vocabulary, Grammar, and Culture.</p> <p>Review Health, Travel, Transportation, Childhood, Holidays, Celebrations, Food, Shopping, House, Chores, Animals, Ecosystems, History, Legends, Narratives, Professions, and Nationalities.</p>	<p><b>Student prepares a presentation about his/her life: childhood, today, future, and desires .</b></p> <p>Direct review of vocabulary and grammar</p>	<p>Verbal final: when student was a child, past vacation, and plans for summer</p> <p>Written final: comprehensive reading final with multiple choice questions</p>	<p>Culture - video: <i>Cinco de Mayo. Teacher's Discovery</i>, <a href="https://www.teachersdiscovery.com/">https://www.teachersdiscovery.com/</a>.</p>

**Key**

Orange: Suggested guidelines to repeat in each unit

Black: Suggested activities

Blue: Suggested video, audio, readings, technology, or information to find list of vocabulary

# Year-at-a-Glance Plan: Spanish III

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
August (weeks 1-3)	Review Spanish I and II	<p><b>Utilize vocabulary related to the following themes:</b></p> <ul style="list-style-type: none"> <li>• use the present progressive tense to describe what family members are doing (going to school, working, etc.)</li> <li>• use the present perfect tense to describe what has happened during travel</li> <li>• use the imperfect tense to describe childhood</li> </ul> <p>Make comparisons between present and past:</p> <ul style="list-style-type: none"> <li>• daily routine</li> <li>• eating habits</li> <li>• family member's professions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p><i>Don Quixote de la Mancha – Cómics</i>. Romagosa International Merchandising, 29 Sept. 2010.</p> <p>Barlow, Genevieve and William Stivers. <i>Leyendas de España: Legends Reflecting the History of Spain</i>. National Textbook Company, 1999, 2<sup>nd</sup> ed.</p> <p>Barlow, Genevieve. <i>Leyendas Mexicanas</i>. National Textbook Co, 1980.</p> <p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
September (weeks 4-6)	Personal Information, Opinions,	<p><b>Students will recognize and orally express vocabulary and grammatical patterns related to personal</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p>

	Hobbies, and Vacations	<p>information, opinions, hobbies, and vacations.</p> <ul style="list-style-type: none"> <li>• Use the preterite tense to describe actions that took place once</li> <li>• Use the imperfect tense to describe background information</li> <li>• Describe past vacations</li> <li>• Ask and answer questions related to the vacations</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>“Moo” video series:  <i>Teacher’s Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
October (weeks 7-9)	Healthy Lifestyle/ Lifestyles of Today and Yesterday	<p>Students will recognize and orally express vocabulary and grammatical patterns related to healthy lifestyle and lifestyles of today and yesterday.</p> <ul style="list-style-type: none"> <li>• Use the present tense to ask for and to give advice</li> <li>• Use the reflexive verbs to talk about taking care one’s self</li> <li>• Read and discuss articles about lifestyles in Spanish-speaking countries</li> <li>• Contrast the health habits of Spanish speakers to own habits</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar:  <i>Teachers Pay Teachers</i>,  <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series:  <i>Teacher’s Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		<b>Cultural aspect:</b> Compare and contrast lifestyles/roles in Spanish speaking countries and the local community		
<b>Quarter 2</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>	<b>Suggested Videos, Audio, and Information to Find Lists of Vocabulary</b>
October	Friendship and Interpersonal Relationships	<p>Students will recognize and orally express vocabulary and grammatical patterns related to friendship.</p> <ul style="list-style-type: none"> <li>Describe what makes someone a good friend or a bad friend</li> <li>Use the subjunctive mood with the unknown/imaginary to express what a good friend would or would not do</li> <li>Use the subjunctive mood to express feelings about a certain event or action</li> <li>Ask and answer questions related to arguments within a relationship</li> <li>Use the future tense to express what will happen</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary quiz</li> <li>Unit test</li> <li>Cultural notes and summary</li> <li>Dialogue or skit presentation</li> <li>Oral presentation</li> <li>Improvised/ impromptu speaking</li> <li>Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		<ul style="list-style-type: none"> <li>• Use the conditional tense to express what would happen</li> <li>• Apologize for a wrongdoing</li> </ul>		
November (weeks 10-12)	<p>Culture: Past, Present, and Future</p> <p>Technology and its Influence</p>	<p><b>Students will recognize and orally express vocabulary and grammatical patterns related to past, present, and future. Students will also discuss technology and its influence.</b></p> <ul style="list-style-type: none"> <li>• Talk about what has happened in the past using the present perfect tense of the indicative</li> <li>• Discuss the advantages and disadvantages of modern life using the present tense of the indicative</li> <li>• Debate a topic related to technology</li> <li>• Talk about future events using the future tense</li> <li>• Write about inventions that have affected your life</li> <li>• Create a presentation of a notable Spanish scientist or inventor</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue/skit presentation</li> <li>• Oral presentation</li> <li>• Improvised, impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

December (weeks 13-15)	Media: Influence in the Local Community, USA, and Spanish-Speaking World  Review Spanish III, semester 1	<p>Students will recognize and orally express vocabulary and grammatical patterns related to the Media.</p> <ul style="list-style-type: none"> <li>Utilize vocabulary related to various forms of media</li> <li>Ask and answer questions related news/entertainment, television, articles and/or radio</li> <li>Use the indicative mood to express certainty</li> <li>Use the subjunctive mood to express doubt</li> <li>Create a presentation about the influence of the media in your life</li> </ul> <p>Review of Spanish III, semester 1:</p> <ul style="list-style-type: none"> <li>student prepares a presentation</li> <li>direct review of vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary quiz</li> <li>Unit test</li> <li>Cultural notes and summary</li> <li>Dialogue or skit presentation</li> <li>Oral presentation</li> <li>Improvised/ impromptu speaking</li> <li>Improvised dialogue</li> </ul> <p>Spanish III – Verbal Final: prepare a presentation incorporating the themes from Spanish III, semester 1.</p> <p>Comprehensive reading final with multiple choice questions</p>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
<b>Quarter 3</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>	<b>Suggested Videos, Audio, and Information to Find Lists of Vocabulary</b>
January (weeks 1-3)	Around the Table	<p>Students will recognize and orally express vocabulary and grammatical patterns related to the topic of</p>	<ul style="list-style-type: none"> <li>Vocabulary quiz</li> <li>Unit test</li> <li>Cultural notes and summary</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series:</p>

		<p>around the table with their families:</p> <ul style="list-style-type: none"> <li>• expand vocabulary related to foods</li> <li>• describe and identify a greater variety of foods</li> <li>• identify traditional Hispanic food</li> <li>• ask and answer questions related to how food tastes and how it is prepared</li> <li>• read and respond to food criticism</li> <li>• research and prepare recipes from the target country</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p><i>Teacher's Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
February (weeks 4-6)	Music and Art: Spanish-Speaking Countries; Influence of Spanish Music and Art	<p>Students will recognize and orally express vocabulary and grammatical patterns related to music and art:</p> <ul style="list-style-type: none"> <li>• utilize vocabulary related to art and music</li> <li>• read about and describe various works of art</li> <li>• use the subjunctive mood with desires to express artworks the students hope to see</li> <li>• use the passive voice to describe where/how something was made</li> <li>• present information about artworks from Spanish-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar:  <i>Teachers Pay Teachers</i>,  <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series:  <i>Teacher's Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

March (weeks 7-9)	Cultural Heritage: Stereotypes in the Local Community and Influence of Spanish Speakers	<p>Students will recognize and orally express vocabulary and grammatical patterns related to Cultural heritage:</p> <ul style="list-style-type: none"> <li>• use the present tense of the subjunctive to express disagreement</li> <li>• use the present tense of the subjunctive to express assumptions</li> <li>• use the present tense of the subjunctive to use hypothetical statements</li> <li>• use the present tense of the indicative to explore stereotyping</li> <li>• use the future tense of the indicative to talk about accomplishments/ success</li> <li>• use the past tense of the indicative to talk about ancestral roots</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
<b>Quarter 4</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>	<b>Suggested Videos, Audio, and Information to Find Lists of Vocabulary</b>
March (weeks 10- 12)	Cultural Heritage: Stereotypes in the Local Community and Influence of Spanish Speakers	<p>Cultural aspect:</p> <ul style="list-style-type: none"> <li>• prepare a project about the influence of the Hispanic culture in our community</li> </ul>		
April (weeks 13- 15)	Environmental, Social, and Global Issues	<p>Students will recognize and orally express vocabulary and grammatical patterns</p>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p>

		<p>related to environmental, social and global issues:</p> <ul style="list-style-type: none"> <li>• use the present tense of subjunctive to express cause and effect</li> <li>• use the present tense of the subjunctive to talk about hypothetical statements and situations</li> <li>• compare and contrast the social and environmental issues in Spanish countries and your community</li> </ul> <p>See appendix for suggested books and videos.</p>	<ul style="list-style-type: none"> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>“Moo” video series:  <i>Teacher’s Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
<p>May (weeks 16-17)</p>	<p>Review Themes from Spanish III, semester 2</p>	<p>Student prepares a presentation:  see appendix for suggested activity</p> <p>Direct review of vocabulary and grammar:  see appendix for suggested activity</p>	<p>Spanish III verbal final: prepare a presentation incorporating the themes from Spanish III, semester 2.</p> <p>Comprehensive reading final with multiple choice questions</p> <p>See appendix for suggested activity</p>	<p>Vocabulary, readings, and grammar:  <i>Teachers Pay Teachers</i>,  <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series:  <i>Teacher’s Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>



**Key**

Orange: Suggested guidelines to repeat in each unit

Black: Suggested activities

Blue: Suggested video, audio, readings, technology, or information to find list of vocabulary

# Year-at-a-Glance Plan: Spanish IV

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
August (weeks 1-3)	Spanish III Review: Personal Information; Opinions; Hobbies; Vacations; Healthy Lifestyles and Lifestyles of Today and Yesterday; Culture: Past, Present, and Future; and Technology and its Influences	<p><b>Students will recognize and orally express vocabulary and grammatical patterns related to the themes:</b></p> <ul style="list-style-type: none"><li>• use the present tense to compare the opinions and hobbies of others</li><li>• use the preterit tense to compare the past vacations of others with your own your past vacations</li><li>• use the present tense of the indicative of reflexive verbs to compare your health to the health of others</li><li>• use the present tense and the imperfect tense of the indicative to make comparisons between your lifestyles of today and yesterday</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary quiz</li><li>• Unit test</li><li>• Cultural notes and summary</li><li>• Dialogue or skit presentation</li><li>• Oral presentation</li><li>• Improvised/ impromptu speaking</li><li>• Improvised dialogue</li></ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		<ul style="list-style-type: none"> <li>compare your technology usage with the technology of others</li> </ul>		
September (weeks 4-6)	<p>Around the Table</p> <p>Legends: Local Community and Spanish-Speaking Countries</p> <p>Music and Art</p> <p>Friendship and Interpersonal Relationships</p> <p>Cultural Heritage: Stereotypes in the Local Community and Influence of Spanish Speakers</p>	<ul style="list-style-type: none"> <li>Use the preterit of the indicative to compare restaurant visits</li> <li>Compare legends from the USA and legends of Spanish-speaking countries</li> <li>Compare the music and art from a Spanish-speaking country with the music and art of your community</li> <li>Compare your relationship with your mom and your dad</li> <li>Compare the stereotypes in your community with stereotypes from one Spanish-speaking country</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary quiz</li> <li>Unit test</li> <li>Cultural notes and summary</li> <li>Dialogue or skit presentation</li> <li>Oral presentation</li> <li>Improvised/ impromptu speaking</li> <li>Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
October (weeks 7-9)	Literature	<p>Students will recognize and orally express vocabulary and grammatical patterns related to literature:</p>	<ul style="list-style-type: none"> <li>Vocabulary quiz</li> <li>Unit test</li> <li>Cultural notes and summary</li> <li>Dialogue or skit presentation</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series:</p>

		<ul style="list-style-type: none"> <li>• apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension <ul style="list-style-type: none"> <li>○ short stories in Spanish</li> <li>○ folklore tales in Spanish</li> </ul> </li> <li>• analyze and write compositions that apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension related to the short stories and folklore tales.</li> <li>• write compositions comparing and contrasting the folktale from Spanish-speaking countries and the folktales of your community.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<i>Teacher's Discovery,</i> <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a>
<b>Quarter 2</b>	<b>Topic</b>	<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>Suggested Videos, Audio, and Information to Find Lists of Vocabulary</b>

		<b>(Practice/ Homework / Discussion/ Etc.)</b>	<b>(Quiz / Test / Project)</b>	
October (weeks 10- 12)	Art	<ul style="list-style-type: none"> <li>• See videos about the life of famous artists in Spanish-speaking countries <ul style="list-style-type: none"> <li>○ Apply knowledge of grammar, vocabulary, syntax, and other contextual clues to write a composition comparing the lives of famous artists</li> </ul> </li> <li>• Read biographies of famous artists in Spanish-speaking countries <ul style="list-style-type: none"> <li>○ Apply knowledge of grammar, vocabulary, syntax, and other contextual clues to comprehend the biographies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i> , <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>  “Moo” video series: <i>Teacher’s Discovery</i> , <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a>
November (weeks 13- 14)	Art	<ul style="list-style-type: none"> <li>• Apply knowledge of grammar, vocabulary, syntax, and other contextual clues to write composition comparing the lives of famous artists.</li> <li>• Prepare a virtual tour of famous Spanish – speaking countries museums</li> </ul>		Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i> , <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>  “Moo” video series: <i>Teacher’s Discovery</i> , <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a>
December (weeks 15- 16)	Special Projects	<b>Student prepares a project</b>	Comprehensive reading final with multiple choice questions	Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i> , <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>

	<p>Themes may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Travel- Geography &amp; History</li> <li>• Government/ Politics</li> <li>• Cuisine/ Food</li> <li>• Social Order and Education</li> <li>• Environment</li> <li>• Architecture</li> </ul>	Direct review of culture and grammar		<p>“Moo” video series:  <i>Teacher’s Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>
<b>Quarter 3</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>	<b>Suggested Videos, Audio, and Information to Find Lists of Vocabulary</b>
January (weeks 1-3)	Communication	<p><b>Students will recognize and orally express vocabulary and grammatical patterns related to communication:</b></p> <ul style="list-style-type: none"> <li>• listen and understand native speakers on familiar topics</li> <li>• speak and be understood by native speakers on familiar topics</li> <li>• prepare an interview by applying knowledge of grammar, vocabulary,</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar:  <i>Teachers Pay Teachers</i>,  <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series:  <i>Teacher’s Discovery</i>,  <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		<p>syntax, and other contextual clues for effective writing</p>		
<p>February &amp; March (weeks 4-9)</p>	<p>Travel in Spanish-Speaking Countries</p>	<p><b>Students will recognize and orally express vocabulary and grammatical patterns related to travel in Spanish-speaking countries:</b></p> <ul style="list-style-type: none"> <li>• watch videos about travel <ul style="list-style-type: none"> <li>○ apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of the video</li> </ul> </li> <li>• listen to understand popular tourist destinations in Spanish-speaking countries <ul style="list-style-type: none"> <li>○ apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of the listening passage</li> </ul> </li> <li>• read about travel</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		<ul style="list-style-type: none"> <li>○ apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of the reading passage</li> </ul>		
Quarter 4	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
March (weeks 10-12)	Travels in Spanish-Speaking Countries	<p>Exchange the facts, thoughts, and ideas on the topic of travel:</p> <ul style="list-style-type: none"> <li>• apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of the description</li> </ul> <p>Write about participating on an immersion experience, such as an exchange or travel in a Spanish-speaking country:</p> <ul style="list-style-type: none"> <li>• apply knowledge of grammar, vocabulary, syntax, and other</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> </ul>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		contextual clues for effective writing		
April (weeks 13-15)	Communities in Spanish-Speaking Countries	<ul style="list-style-type: none"> <li>• See the Spanish speakers describing their own town. Apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of the description.</li> <li>• Read the Spanish speakers describing their own town. Apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of the descriptions.</li> <li>• Verbally compare and contrast your community with the communities in one Spanish-speaking country.</li> <li>• Write compositions that apply knowledge of grammar, vocabulary, syntax,</li> </ul>		<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

		<p>and other contextual clues for effective writing of the descriptions.</p> <ul style="list-style-type: none"> <li>• Write compositions that apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective writing related to your community with the communities in the Spanish-speaking countries.</li> </ul>		
<p>May (weeks 16-17)</p>	<p>Special Projects or Studies</p>	<p><b>Student prepares a project</b> Direct review of culture and grammar</p>	<p>Spanish IV verbal final: prepare a project</p> <p>Comprehensive reading final with multiple choice questions</p>	<p>Vocabulary, readings, and grammar: <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a></p> <p>“Moo” video series: <i>Teacher’s Discovery</i>, <a href="https://www.teachersdiscovery.com/category/s?keyword=moo">https://www.teachersdiscovery.com/category/s?keyword=moo</a></p>

**Key**

Orange: Suggested guidelines to repeat in each unit

Black: Suggested activities

Blue: Suggested video, audio, readings, technology, or information to find list of vocabulary

# Year-at-a-Glance Plan: AP Spanish

Quarter 1	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
August (weeks 1-3)	Geography and History	<p><b>Discuss:</b> current events and social issues from Spanish-speaking countries' newspapers or magazines related to history and geography</p> <p><b>Writing:</b> apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of edited and authentic materials related to geography and history</p>	<ul style="list-style-type: none"><li>• Vocabulary quiz</li><li>• Unit test</li><li>• Cultural notes and summary</li><li>• Dialogue or skit presentation</li><li>• Oral presentation</li><li>• Improvised/ impromptu speaking</li><li>• Improvised dialogue</li><li>• Project</li></ul>	<p>Soler-Espiauba, Dolores. <i>Ladrón de Guante Negro (Hotel Veramar)</i>. Difusión, 2012, 1st ed.</p> <p>Soler-Espiauba, Dolores. <i>Doce Rosas Para Rosa (Hotel Veramar)</i>. Klett, 1999.</p> <p>Castillo, Audrey. <i>El Hidalgo de la Mancha: Aventures de don Quijote</i>. Houghton Mifflin, 1973.</p>
September (weeks 4-6)	Geography and History	<p><b>Virtual travel project:</b> experience authentic Spanish music, art, and dance through virtual travel.</p>		
October (weeks 7-9)	Government/Politics, Economics, and Social Order and Education	<p><b>Discuss:</b> current events and social issues from Spanish-speaking countries' newspapers or magazines related to government, politics, economics, and education.</p>	<ul style="list-style-type: none"><li>• Vocabulary quiz</li><li>• Unit test</li><li>• Cultural notes and summary</li><li>• Dialogue or skit presentation</li><li>• Oral presentation</li><li>• Improvised/ impromptu speaking</li><li>• Improvised dialogue</li><li>• Project</li></ul>	

		<p><b>Writing</b> - apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of edited and authentic materials related to:</p> <ul style="list-style-type: none"> <li>• government/politics</li> <li>• economics</li> <li>• social order and education</li> </ul>		
<b>Quarter 2</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>	<b>Suggested Videos, Audio, and Information to Find Lists of Vocabulary</b>
October (weeks 10-12)	Government/Politics, Economics, and Social Order and Education	<p><b>Project</b> - develop a project related to the following in a Spanish-speaking country:</p> <ul style="list-style-type: none"> <li>• government/ politics</li> <li>• economics</li> <li>• social order and education</li> </ul>		
November (weeks 13-14)	Environment	<p><b>Discuss and evaluate:</b> authentic readings of increasing complexity related to the environment</p> <p><b>Writing:</b> apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of edited and authentic materials related to the environment.</p>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> <li>• Project</li> </ul>	
December (weeks 15-16)	Special Projects or Studies (as approved by instructor)	<p><b>Prepare a project about the environment</b></p> <p>See appendix for suggested activity</p>	<p>AP Spanish verbal final: <b>Present the project</b></p> <p>See appendix for suggest activity</p>	


Quarter 3	Topic	Suggested Activities (Practice/ Homework / Discussion/ Etc.)	Suggested Assessments (Quiz / Test / Project)	Suggested Videos, Audio, and Information to Find Lists of Vocabulary
January (weeks 1-3)	Communication: Listening and Speaking	<p><b>Communicate:</b></p> <ul style="list-style-type: none"> <li>• familiar topics with increasing fluency and grammatical accuracy</li> <li>• with native speakers on familiar topics with increasing oral proficiency</li> </ul> <p><b>Comprehend:</b></p> <ul style="list-style-type: none"> <li>• native speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> <li>• Project</li> </ul>	

<p>February (weeks 4-6)</p>	<p>Communicate: Listening and Speaking</p>	<p><b>Understand</b> longer and more abstract verbal exchanges, similar to those on the AP exam.</p> <p><b>Learn</b> about career opportunities in which knowledge of Spanish is a supportive skill.</p> <p><b>Participate</b> in multicultural events in the community or school to use the Spanish language.</p>		
<p>March (weeks 7-9)</p>	<p>Literature: Stories, Novels, Poetry, and Plays</p>	<p><b>Read</b> selections with increasing fluency and accuracy.</p> <p><b>Write:</b></p> <ul style="list-style-type: none"> <li>• compositions which develop fairly complex topics comparable to those on the AP exams.</li> <li>• more abstract and complex topics from literary selections with increasing fluency and accuracy.</li> </ul> <p><b>Respond</b> to audio and visual cues similar to those on the AP exam</p> <p><b>Evaluate:</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> <li>• Project</li> </ul>	

		<ul style="list-style-type: none"> <li>• authentic readings of increasing complexity</li> <li>• own compositions of original works in Spanish</li> </ul>		
<b>Quarter 4</b>	<b>Topic</b>	<b>Suggested Activities (Practice/ Homework / Discussion/ Etc.)</b>	<b>Suggested Assessments (Quiz / Test / Project)</b>	<b>Suggested Videos, Audio, and Information to Find Lists of Vocabulary</b>
March (weeks 10-12)	Cuisine/Food	<p><b>Research</b> the history of an authentic dish.</p> <p><b>Prepare</b> the dish and a presentation about the dish.</p> <p><b>Sample</b> Spanish cuisine and give an opinion of the food.</p>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> <li>• Project</li> </ul>	
April (weeks 13-15)	The Arts: Music, Art, Theater, and Dance	<p><b>Improve</b> comprehension of audio communication such as: music, film or television programs .</p> <p><b>Writing:</b> apply knowledge of grammar, vocabulary, syntax, and other contextual clues for effective comprehension of edited and authentic materials related to the Arts.</p>	<ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Unit test</li> <li>• Cultural notes and summary</li> <li>• Dialogue or skit presentation</li> <li>• Oral presentation</li> <li>• Improvised/ impromptu speaking</li> <li>• Improvised dialogue</li> <li>• Project</li> </ul>	

<p>May (weeks 16-17)</p>	<p>Special Project or Studies (as approved by instructor)</p>	<p>Prepare a project about the Arts  See appendix for suggested activity</p>	<p>AP Spanish verbal final: Present the project  See appendix for suggested activity</p>	
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# Public Notice of Nondiscrimination



## PUBLIC NOTICE

Fairbanks North Star Borough School District

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The Fairbanks North Star Borough School District does not discriminate on the basis of race, ethnicity, color, religion, creed, sex, age, national origin, physical or mental disability, marital status, changes in marital status, pregnancy, parenthood, sexual orientation, gender identity or veteran status.

The Fairbanks North Star Borough School District does not discriminate on the basis of sex in violation of Title IX of the Education Amendments of 1972 in the educational programs or activities which it operates.

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