

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM
MANDARIN CHINESE, FRENCH, GERMAN, ITALIAN, AND SPANISH
LEVEL I
AUGUST 2021
GRADES 9 - 12**

Overview

The level I World Language Courses in Chinese, French, German, Italian, and Spanish are available to all students in grades 9-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

The broad objective of all the world languages courses is to develop target language proficiency in each of the three modes of communication: interpersonal, interpretive, and presentational. Teachers address students' individual needs through differentiation and implement a *Natural Approach* to second language acquisition where all students are immersed in the target language while in the classroom. In this setting, teachers address the development of all domains of language and emphasize the growth of language skills aligned to the novice-mid proficiency levels as defined by ACTFL (American Council on the Teaching of Foreign Languages). This approach facilitates the development of authentic, meaningful educational experiences by allowing teachers to integrate content from all subject areas while infusing linguistic and cultural awareness on a daily basis.

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Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
All About Me	Nice to Meet You: Alphabet/Greetings and Farewells/ Introductions / Courtesies/ Interrogative s/ Classroom Language	September /October (4-5 weeks)	<p>What can I learn about my own language and culture from the study of others?</p> <p>How do I begin, sustain and end a conversation when I am just beginning to learn a language?</p> <p>How do I make myself understood in the classroom?</p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - use the alphabet to spell out words and pronounce them correctly. - use greetings and farewells to begin and end a conversation. - introduce themselves briefly in the target language - identify expressions of courtesy used in introductions and basic conversations. - ask and respond to questions using the words who, what, when, where, etc. - give and respond to commands dealing with the classroom. - compare and contrast linguistic differences between their country and that of the target language. 	<p>Formative: -Teacher Observation -Exit Ticket -Electronic Games -Simple Conversation --Skit</p> <p>Summative: -IPA -Unit Test -Common Assessment 1: Dialogue everyday conversational questions</p> <p>Alternative: -Unit Project</p> <p>Benchmark: Common Assessment 1: Dialogue everyday conversational questions</p>	<p>21st Century Life & Career: 9.2.12.C.5 9.3.12.AR-JB.3 9.3.12.AR-AV.4</p> <p>Language Arts:3.9.K.2.NJSLSA.L3</p> <p>Technology:8.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and present ideas using digital platforms</p>
	Family/ People, Personal Descriptions	October/ November (4-5 weeks)	<p>What makes a family?</p> <p>What makes us different and makes us the same?</p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.27. 1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify key vocabulary of traditional and non-traditional family and family relations. - ask and answer questions related to family and family relations. - identify culturally specific customs in regard to family and family relations. - compare and contrast differences and similarities between the target culture and their own in relation to family and their relations. - describe one's family with details relating to physical appearance and personality. - identify key vocabulary of physical characteristics, personality qualities, and preferences. 	<p>Formative: -Pair/Share -Fingers Up--indicating how well a concept was understood -Digital Check--Google Form -Venn Diagram</p> <p>Summative: -IPA -Unit Test -Common Assessment 3: Describing family members</p> <p>Alternative: -Unit Project</p>	<p>21st Century Life & Career : 9.3.12.AR-JB.3 9.3.12.AR-AV.4</p> <p>Math: IA: Know number names and count sequence IB: count to tell the number of objects IC: Compare numbers</p> <p>Language Arts: 3.10.10.3.L.9-10.6</p> <p>Technology:8.1 Develop an innovative solution to a real world</p>

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					<ul style="list-style-type: none"> - understand descriptions about people as found in culturally authentic oral and written texts. - ask and answer questions related to physical characteristics, personality qualities, and preferences. 		problem or issue in collaboration with peers and present ideas using digital platforms
	Clothing/ Weather	November /December (4-5 weeks)	How does weather affect what we wear?	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.5 7.1.NM.PRES.6</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - describe themselves and others using oral and written texts. - understand and name articles of clothing. - describe the different seasons and the weather associated with them. - use appropriate weather expressions. - compare/ contrast the climate/ weather in the U.S. to the target countries. 	<p>Formative: - Vocabulary games -Do Nows/ Reflections -Comprehension Activities -Information gap activities Summative: -IPA -Unit Test -Common Assessment 2: weather/ seasons/ clothes/ colors. Alternative: -Unit Project</p>	<p>21st Century Life & Career: 9.3.12.AR-JB.3 9.3.12.AR-AV.4 Math:IA: Know number names and count sequence IB: count to tell the number of objects Language Arts: 3.9.K.3.NJLSA.L5 Technology:8.1 Social Studies:6.2.12.B.1.B Science & Art:1.MS-14.8.2.DCI-2</p>
My Day	School/ Schedules/ Calendar	December/ January (4-5 weeks)	How is school similar in the U.S. compared to schools in other countries?	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.4 7.1.NM.PRES.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - comprehend and tell time. - recognize/ know vocabulary related to school. - explain and understand descriptions of school days. - compare and contrast schooling in the U.S. and the target countries. - demonstrate understanding of commands related to school schedules. - identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts. 	<p>Formative: -Teacher Observation -Comprehension Activities -Information Gap Activities -4 corners Summative: -IPA -Unit Test Alternative: -Unit Project Benchmark:</p>	<p>21st Century Life & Career : 9.3.12.AR-JB.3 9.3.12.AR-AV.4 Math: IA: Know number names and count sequence IB: Count to tell the number of objects IC: Compare numbers Tell time on an analog and digital clocks Language Arts: 3.10.10.3.L.9-10.6 Technology:8.1 Develop an</p>

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					<ul style="list-style-type: none"> - ask and answer (memorized) questions related to school life and preferences. - label a calendar (months, days, years) - use numbers through 100. - express the dates of special events and holidays. 		innovative solution to a real world problem or issue in collaboration with peers and present ideas using digital platforms
Sports and Leisure/ Likes & Dislikes	After Midterms: February (4-5 weeks)	<p>How do I spend my day?</p> <p>What roles do leisure activities play in our lives?</p> <p>How do teens in other countries spend their free time?</p>	<p>Interpretive</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6</p> <p>Presentational</p> <p>7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.4 7.1.NM.PRES.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify sports and equipment - express how free time is spent - express preferences - identify a favorite sport or pastime - tell how often and where they do an activity. - identify and describe a typical day's schedule of activities. - demonstrate understanding of commands related to leisure activities - identify information related to daily activities as found in culturally authentic electronic information sources and other written texts. - ask (memorized) and answer (simple) questions related to leisure activities, preferences and typical days. - compare leisure activities in the United States' and target cultures. 	<p>Formative:</p> <ul style="list-style-type: none"> -Charades -Electronic Games -Quizizz -Illustrate a concept -Kahoot <p>Summative:</p> <ul style="list-style-type: none"> -IPA -Unit Test -Common Assessment 4: Interview a partner about their sports and leisure activities <p>Alternative:</p> <ul style="list-style-type: none"> -Unit Project 	<p>21st Century Life & Career :</p> <p>9.3.12.AR-JB.3 9.3.12.AR-AV.4</p> <p>Math: IA: Know number names and count sequence IB: count to tell the number of objects</p> <p>Language Arts: 3.10.10.2.L.9-10.3</p> <p>Technology:8.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and present ideas using digital platforms</p> <p>Science & Art:1.4.12.A.4</p>	

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The World Around Me	Food/ Beverage/ Meals	March/ April (4-5 weeks)	How do cultures differ in eating practices?	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6</p> <p>Presentational 7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.4 7.1.NM.PRES.5 7.1.NM.PRES.6</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - present a basic presentation on meals and meal preferences. - describe the different meals of the day and the foods/beverages associated with them. - ask and respond to questions using the words who, what, when, where, etc. when speaking about meals, food and beverages. - use authentic materials to order food and drink from an authentic menu - compare and contrast differences in food, beverages and meals between their country and that of the target language. 	<p>Formative: -Skit -Collage/ Poster -Inside/Out Circle-Ask & Answer questions -Word Sort Summative: -IPA -Unit Test -Common Assessment 5: Talk about food Alternative: -Unit Project</p>	<p>21st Century Life & Career : 9.3.12.AR-JB.3 9.3.12.AR-AV.4 Math: Compare and Contrast prices on menus. Calculate tip on a bill in a restaurant. Language Arts: 3.10.10.2.L.9-10.3 Technology:8.1Develop an innovative solution to a real world problem or issue in collaboration with peers and present ideas using digital platforms</p>
	House/ Chores	April/May (4-5 weeks)	<p>What makes a home?</p> <p>How do the household responsibilities of adolescents around the world differ from the responsibilities of adolescents in the United States?</p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.4 7.1.NM.PRES.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify different rooms of the house and what chores are done in them. - compare and contrast the homes and chores in the target country as well as countries that speak the target language. - express preferences of chores, houses, etc. - ask and respond to questions based on chores and rooms of the house. - discuss basic information related to what chores are performed and what the student's house is like. - give and respond to commands dealing with chores. 	<p>Formative: -Gallery Walk -Skit -Venn Diagram -4 corners -Electronic Games Summative: -IPA -Unit Test -Common Assessment 6: Describing living places and chores Alternative: -Unit Project</p>	<p>21st Century Life & Career : 9.3.12.AR-JB.3 9.3.12.AR-AV.4 Language Arts:3.10.10.2.L.9-10.3 Technology:8.1Develop an innovative solution to a real world problem or issue in collaboration with peers and present ideas using digital platforms Social Studies:1.HS-15.12.3. CC-2</p>

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	Transport/ Buildings/ Directions	May/June (4-5 weeks)	How do I get around a city? How are cities and towns in the United States similar and different from cities and towns in other countries?	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRES.1 7.1.NM.PRES.2 7.1.NM.PRES.4 7.1.NM.PRES.5 7.1.NM.PRES.6</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - compare and contrast cities in the United States with cities in the countries of the target language. - Identify where different things are purchased in the city. - give directions to get from one place to another. - Identify methods of transportation. 	<p>Formative: -Choice Board -Exit Ticket -Pair/Share -Video Comprehension Activity</p> <p>Summative: -IPA -Unit Test -Common Assessment 7: Give directions to places around town</p> <p>Alternative: -Unit Project</p> <p>Benchmark: Common Assessment 7: Give directions to places around town</p>	<p>21st Century Life & Career : 9.3.HT-REC.8 9.3.12.AR-JB.3 9.3.12.AR-AV.4 9.3.HT-REC.11</p> <p>Math: IB: count to tell the number of objects</p> <p>Language Arts: 3.10.10.3.L.9-10.6</p> <p>Technology:8.1Develop an innovative solution to a real world problem or issue in collaboration with peers and present ideas using digital platforms</p> <p>Social Studies: 6.2.12.B.1.B 6.2.12.B.5.C</p> <p>Science & Art:1.HS-15.12.3.CC-4</p>
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For student accommodations see chart:

<https://docs.google.com/spreadsheets/d/1IEWciVZDXOUxmXCLD0hiwm7fuLgvybTewdAMH3SB4g7s/edit#gid=1426178898>

LEVEL 1 THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
All About Me	Novice Mid	Level 1 HS

Topics :	<p>Topic 1: <i>Alphabet</i> <i>Greetings and Farewells</i> <i>Introductions</i> <i>Courtesies</i> <i>Interrogatives</i> <i>Classroom Language</i></p> <p>Topic 2: <i>Family</i> <i>People</i> <i>Personal Descriptions</i> <i>Age</i></p> <p>Topic 3: <i>Clothing</i> <i>Weather</i></p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to understand and talk about basic information about themselves, others, weather, seasons and what to do in a classroom. They share what they have in common with the target culture(s) and understand that their experiences shape their personal identity.</i></p>	
Interpretive	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from videos that focus on first introductions and personal information.</i></p>
Interpersonal	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information or the weather and the seasons.</i></p>
Presentational	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<p>Topic 1: Nice to Meet You</p> <ul style="list-style-type: none"> ● Alphabet ● Beginning and ending a conversation ● Introducing yourself and others 	<ul style="list-style-type: none"> ● Communicating on very familiar topics using a variety of practiced and memorized words and phrases.

- Interrogatives
- Classroom language

Topic 2: Family, Personal Descriptions

- Family members
- Family relationships
- Physical characteristics
- Personality qualities

Topic 3: Clothing and Weather

- Articles of clothing
- Colors
- Weather
- Seasons of the year
- Weather expressions

- Using appropriate greetings and leave takings from the target culture(s).
- Presenting information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
- Writing lists and memorized phrases on familiar topics.
- Recognizing some familiar words and phrases when I hear them spoken.
- Recognizing some letters or characters. I can understand some learned or memorized words and phrases when I read.
- Comparing and contrasting differences and similarities.
- Describing self in an introduction.
- Demonstrating understanding of simple classroom commands.

- Identify culturally specific customs in regard to family, family relations, and preferences.
- Present information about families and family relationships.
- Identify learned words and phrases in an authentic text.
- Name the members of the student's family.
- Use adjectives to describe self and others.
- Write brief descriptions of self and others using memorized words and phrases.
- Understand simple questions and statements relating descriptions of people and personality traits.
- Asking and answering questions related to physical characteristics and personality qualities using memorized phrases and expressions.
- Identify learned words and phrases in an authentic text.

- Produce short messages regarding climate and weather.
- Create lists of clothing corresponding to seasonal weather conditions.
- Identify learned words and phrases in an authentic text.

	<ul style="list-style-type: none"> • Understand simple questions and statements relating descriptions of weather and clothing.
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
Topic 1		
1	SWBAT use the alphabet to spell out words and pronounce them correctly.	7.1.NM.IPRET.1 7.1.NM.IPERS.3 7.1.NM.IPERS.2
2	SWBAT present a basic introductions of him/herself and others.	7.1.NM.IPRET.2 7.1.NM.IPERS.2 7.1.NM.IPERS.1
3	SWBAT use greetings and farewells to begin and end a conversation.	7.1.NM.IPRET.1 7.1.NM.IPERS.3 7.1.NM.PRSNT.1
4	SWBAT identify expressions of courtesy used in introductions and basic conversations.	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NM.IPERS.2
5	SWBAT ask and respond to questions using the words who, what, when, where, etc.	7.1.NM.IPERS.4 7.1.NM.IPERS.3 7.1.NM.IPERS.2
6	SWBAT give and respond to commands dealing with the classroom.	7.1.NM.IPRET.1 7.1.NM.IPERS.4 7.1.NM.IPERS.3 7.1.NM.IPERS.2
7	SWBAT compare and contrast differences between their country and that of the target language.	7.1.NM.IPERS.3 7.1.NM.IPERS.2
Topic 2		
1	SWBAT answer questions related to family and family relations.	7.1.NM.IPRET.2 7.1.NM.IPERS.4 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.4
2	SWBAT compare and contrast differences and similarities between the target culture (s) and their own in relation to family and family relations.	7.1.NH.A.5 7.1.NM.IPERS.3 7.1.NM.PRSNT.4
3	SWBAT identify key vocabulary relating to traditional and non-traditional families and relationships.	7.1.NM.IPRET.2 7.1.NH.A.4 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.2
4	SWBAT describe one's family with details relating to physical appearance and personality.	7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4
5	SWBAT identify culturally specific customs in regard to family and family relations.	7.1.NM.IPRET.1 7.1.NM.A.3 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.2

6	SWBAT describe themselves and others using oral and written texts.	7.1.NM.IPRET.2 7.1.NM.IPERS.2 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4
7	SWBAT identify key vocabulary of physical characteristics, personality qualities, and preferences.	7.1.NM.IPRET.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.4
8	SWBAT understand descriptions about people as found in culturally authentic oral and written texts.	7.1.NM.IPRET.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NM.IPERS.3 7.1.NM.PRSNT.4
9	SWBAT ask questions related to physical characteristics, personality qualities, and preferences.	7.1.NM.IPERS.3 7.1.NM.IPERS.2
Topic 3		
1	SWBAT compare and contrast the climate/ weather in different countries.	7.1.NM.IPERS.3 7.1.NM.IPERS.2
2	SWBAT describe the different seasons and the weather associated with them.	7.1.NMA.2 7.1.NMA.4 7.1.NM.IPERS.3 7.1.NM.IPERS.2
3	SWBAT understand and name articles of clothing.	7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPERS.3
4	SWBAT use appropriate weather expressions.	7.1.NM.IPRET.3 7.1.NM.IPERS.2

VOCABULARY:

Topic 1: Vocabulary necessary for introductions, greetings and farewells, courtesies, interrogatives, commands and requests relating to classroom actions, and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

Topic 2: Vocabulary relating to people, physical characteristics, personality qualities, family members, relations between family members, and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

Topic 3: Vocabulary relating to clothing items, seasons, weather, weather expressions, and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE:

Topic 1:

- How people in different cultures greet each other.
- Courtesies in different countries.
- Formal and informal address.
- Linguistic differences between target language and English.

Topic 2:

- Differences and similarities between the target culture(s) and their own in relation to family and family relations.
- Customs relating to family relationships.

Topic 3:

- Differences of climate in different countries from the U.S.
- Culturally specific customs relating to clothing.

Suggested Activities Topic 1

NAME	DESCRIPTION
Skits	Create skits based on theme
Spelling Bee	Spell words based on phonetics
Question/Answer	Interviewing each other using memorized words/phrases
Recordings	Use Voki, Video or Voicethread to create a recording based on current theme.
Fly Swatter	Identify the correct answer/vocabulary word.
Vocabulary games	Quizlet, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Think/pair/share	Answer questions in pairs or groups
Presentation	Powerpoint, poster, etc. based on current topic.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, such as postcards, emails, short stories, summarizations, study guides, and more.

Topic 2

NAME	DESCRIPTION
Family Tree	Presenting own or celebrity family through a "traditional" family tree
Who's Who	Guessing people according to their descriptions
Presentation	Powerpoint/ poster/ etc. based on current topic
Videos	Videos with comprehension questions, e.g. EdPuzzle,...
Vocabulary Games	Quizlet, fly/finger swatter, charades, taboo, kahoot/quizziz, memory, hangman, guessing words from context in crosswords, Pictionary, etc...
Questions/answers	Interview each other using current themes
Information Gap Activity	Students answer questions based on information their partner has
Skits	Create skits based on theme

Recordings	Use Voki, Videos or Voicethread based on current theme
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, such as postcards, emails, short stories, summarizations, study guides, and more.

Topic 3

NAME	DESCRIPTION
Fashion Show	Presenting clothes through a moderated show
Weather forecast	Give the weather forecast based on a specific month or season.
Presentation	Powerpoint/ poster/ etc. based on current topic
Videos	Videos with comprehension questions, e.g. EdPuzzle,...
Vocabulary Games	Quizlet, fly/finger swatter, charades, taboo, kahoot/quizizz, memory, hangman, guessing words from context in crosswords, Pictionary, etc...
Questions/answers	Interview each other using current themes
Think/pair/share	Answering higher thinking questions together
Skits	Create skits based on theme
Recordings	Use Voki, Videos or Voicethread based on current theme
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, such as postcards, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading and writing strategies

Social Studies: Cultural comparison of people, climates, fashion and family of the target countries and the U.S.

Technology: Research on topic with use of various programs and apps on the Chromebook.

21st Century Careers Standards: Plan and deliver a media production (e.g., broadcast, video, internet or mobile) and design an audio, video and/or film production that requires knowledge of world languages and diverse cultures.

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.
2. Teacher will use exit tickets to determine student comprehension of material and concepts.
3. Teacher will utilize a variety of digital games and resources (Kahoot, Quizizz, Quizlet, Gimkit, etc.) to assess student progress.

4. Students will prepare simple conversations and/or skit to demonstrate ability to manipulate language.
5. Students will engage in comprehension activities such as think/pair/share, information gap activity, question/answer.
6. Teacher will check for understanding throughout a lesson using hand signals (thumbs-up/down), etc.
7. Teachers will use Venn Diagrams and other graphic organizers to allow students to compare/contrast life in the United States versus life in other countries.

SUMMATIVE ASSESSMENT:

1. Teacher will assess mastery of concepts through unit tests and projects.
2. Teacher will assess growth of language skills through Common Assessments.

For student accommodations see chart:

<https://docs.google.com/spreadsheets/d/1IEWciVZDXQUxmXCLD0hiwm7fuLgybTewdAMH3SB4g7s/edit#gid=1426178898>

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My Day	Novice Mid	Level 1 HS

Topics :	<p>Topic 1: School Schedules Calendar</p> <p>Topic 2: Sports Leisure Likes/Dislikes</p>
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Unit Description

<i>Students use the target language in the three modes of communication to understand and talk about basic information about themselves, others, weather, seasons and what to do in a classroom. They share what they have in common with the target culture(s) and understand that their experiences shape their personal identity.</i>	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from videos that focus on first introductions and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information or the weather and the seasons.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<p>Topic 1: School Days</p> <ul style="list-style-type: none"> ● Calendar ● Special events (birthdays, dates of holidays) ● School subjects ● School day/ schedule ● School cultural differences ● Time ● Numbers through 100 <p>Topic 2: Sports/Leisure</p> <ul style="list-style-type: none"> ● Sports ● Sports equipment ● Places of play ● Free time activities ● Leisure activities in the U.S. and other countries ● Likes/Dislikes 	<ul style="list-style-type: none"> ● Express dates in regard to the calendar, special events, and holidays in the target culture(s). ● Recognize school vocabulary as found in culturally authentic material from the target culture(s). ● Explain and understand descriptions of school days. ● Demonstrate understanding of commands related to school schedules, daily activities and routines. ● Identify information related to class schedules, school activities, daily activities and routines as found in culturally authentic electronic information sources and other written texts. ● Comprehend and describe one's personal schedule and schedules of others. ● Ask (memorized) and answer (simple) questions related to typical school days. ● Ask and answer questions about preferences related to school. ● Compare school life in the home and target culture(s). <ul style="list-style-type: none"> ● Identify information related to sports and leisure activities. ● Recognize leisure time vocabulary as found in culturally authentic material from the target culture(s). ● Identify information relating to sports and leisure activities as found in culturally authentic audio and video resources. ● Compare leisure activities in the home and target culture(s). ● Comprehend information and describe one's personal after school activities. ● Ask (memorized) and answer (simple) questions related to sports. ● Express preferences in regard to how leisure time is spent.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions,

	commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
	Topic 1	
1	SWBAT label a calendar (months, days, years).	7.1.NM.IPERS.3 7.1.NM.PRSNT.3
2	SWBAT use numbers through the 100.	7.1.NM.PRSNT.3
3	SWBAT express the dates of special events and holidays.	7.1.NH.A.3 7.1.NM.IPERS.3
4	SWBAT comprehend and tell time.	7.1.NM.IPERS.3 7.1.NM.PRSNT.3
5	SWBAT recognize/ know vocabulary related to school.	7.1.NH.A.3 7.1.NM.IPERS.3 7.1.NM.PRSNT.4
6	SWBAT explain and understand descriptions of school day activities.	7.1.NM.IPRET.5 7.1.NH.A.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.PRSNT.1
7	SWBAT compare and contrast schooling in the U.S. and the target countries.	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NH.A.3 7.1.NM.IPERS.3 7.1.NM.PRSNT.4
8	SWBAT demonstrate understanding of commands related to school schedules.	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NH.A.4 7.1.NM.IPERS.3 7.1.NM.PRSNT.4
9	SWBAT ask (memorized) and answer questions related to school life and preferences.	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NH.A.3 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NH.B.4
10	SWBAT identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NH.A.3 7.1.NH.A.4 7.1.NM.PRSNT.4
	Topic 2	
1	SWBAT identify sports, equipment, and leisure activities.	7.1.NH.A.3 7.1.NM.IPERS.3 7.1.NM.PRSNT.4
2	SWBAT tell how often and where they do an activity.	7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.PRSNT.1
3	SWBAT describe how free time is spent.	7.1.NM.IPRET.5 7.1.NH.A.4 7.1.NM.IPERS.1 7.1.NH.B.4 7.1.NM.IPERS.2 7.1.NM.PRSNT.1
4	SWBAT ask (memorized) and answer questions related to school life, leisure activities, typical days, and preferences	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NH.A.3 7.1.NM.IPERS.3 7.1.NM.IPERS.2

	by interacting with classmates and members of the target culture(s).	7.1.NH.B.4
5	SWBAT identify information related to leisure activities as found in culturally authentic electronic sources and written texts.	7.1.NM.IPRET.2 7.1.NM.IPERS.2 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4
6	SWBAT compare leisure activities in the United States and in target cultures.	7.1.NH.A.3 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4

VOCABULARY:

Topic 1: Vocabulary relating to the calendar (days, months,...), numbers to 100, school supplies, school subjects, school related vocabulary, time related vocabulary and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

Topic 2: Vocabulary relating to free time and daily activities, sports, sports equipment, places of play, phrases to express preferences and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE:

Topic 1:

- Compare and contrast schedules and daily routines of students of target countries and the U.S.
- Compare and contrast mainstream public schools of the target countries and the U.S.

Topic 2:

- Differences and similarities between how free time is spent in the US and in the target cultures.
- Examine the importance of sports on culture.
- Identify popular sports in the target culture.

Suggested Activities

Topic 1

NAME	DESCRIPTION
Timetables	Create and analyze school schedules and calendars
Scavenger Hunt	Search for school related objects around the classroom
Presentation	Powerpoint/ poster/ etc. based on current topic
Videos	Videos with comprehension questions, e.g. EdPuzzle,...
Vocabulary Games	Quizlet, fly swatter, charades, taboo, kahoot/quizizz, memory, hangman, guessing words from context in crosswords, Pictionary, etc...
Questions/answers	Interview each other using current themes
Think/pair/share	Answering higher thinking questions together
Skits	Create skits based on theme

Recordings	Use Voki, videos or Voicethread based on current theme
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, such as postcards, emails, short stories, summarizations, study guides, and more.
Sequencing Cards	Students will arrange a series of cards that indicate actions that need to be performed in a specific order

Topic 2

NAME	DESCRIPTION
Charades	Act out different sports/activities/ equipment
Peer Interview	Students can interview each other about their leisure activities and preferences.
Presentation	Powerpoint/ poster/ etc. based on current topic
Videos	Videos with comprehension questions, e.g. EdPuzzle,...
Vocabulary Games	Quizlet, fly swatter, charades, taboo, kahoot/quizziz, memory, hangman, guessing words from context in crosswords, Pictionary, etc...
Questions/answers	Interview each other using current themes
Think/pair/share	Answering higher thinking questions together
Skits	Create skits based on theme
Recordings	Use Voki, videos or Voicethread based on current theme
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, such as postcards, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading and Writing strategies

Mathematics: Telling time, number sequencing, comparison of numbers

Social Studies: Cultural comparison of school, school schedules, sports/leisure of the target countries and the U.S.

Technology: Research on topic with use of various programs and apps on the Chromebook.

21st Century Careers Standards: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile) and design an audio, video and/or film production.

FORMATIVE ASSESSMENT:

1. Teacher will check for understanding of vocabulary through activities such as charades, pictionary, fly swatter game, etc.
2. Teacher will utilize a variety of digital games and resources (Kahoot, Quizziz, Quizlet, Gimkit, etc.) to assess student progress.
3. Teacher
4. Teacher will check for understanding throughout a lesson using hand signals (thumbs-up/down), etc.
5. Students will demonstrate an understanding of vocabulary words, expressions, and concepts by playing four corners.

SUMMATIVE ASSESSMENT:

1. Teacher will assess mastery of concepts through unit tests and projects.
2. Teacher will assess growth of language skills through Common Assessments.

For student accommodations see chart:

<https://docs.google.com/spreadsheets/d/1IEWciVZDXQUxmXCLD0hiwm7fuLgybTewdAMH3SB4g7s/edit#gid=1426178898>

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
The World Around Me	Novice Mid	Level 1 HS

Topics :	<p>Topic 1: Food Beverage Meals</p> <p>Topic 2: House Chores</p> <p>Topic 3: Transportation Buildings Directions</p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to understand and talk about basic information about themselves, others, weather, seasons and what to do in a classroom. They share what they have in common with the target culture(s) and understand that their experiences shape their personal identity.</i></p>	
Interpretive	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from videos that focus on first introductions and personal information.</i></p>
Interpersonal	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information or the weather and the seasons.</i></p>
Presentational	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<p>Topic 1:</p> <ul style="list-style-type: none"> ● Foods ● Beverages 	<ul style="list-style-type: none"> ● Compare and contrast differences and similarities in meals/foods/beverages.

<ul style="list-style-type: none"> • Meals • Menus • Differences in eating habits and food preferences 	<ul style="list-style-type: none"> • Identify words and phrases associated with food preferences, products and practices of the target culture(s). • Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s). • Present information about meal preferences and some other very familiar topics using a variety of words, phrases, and memorized expressions. • Write lists and memorized phrases on familiar topics. • Recognize some familiar words and phrases when I hear them spoken. • Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu. • Present cultural products and imitate cultural practices related to food as found in age- and level appropriate, culturally authentic materials.
<p>Topic 2:</p> <ul style="list-style-type: none"> • Rooms of the house • Furniture • Chores 	<ul style="list-style-type: none"> • Communicate on familiar topics using a variety of practiced and memorized words and phrases. • Ask and respond to memorized questions about the city and where you buy certain items. • Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores. • Write lists and memorized phrases on familiar topics. • Recognize some familiar words and phrases when I hear them spoken. • Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are

<p>Topic 3:</p> <ul style="list-style-type: none"> ● Methods of transportation ● Stores/ places in the city ● Location ● Directions 	<p>typically done using digital tools and face-to-face communication in the target language.</p> <ul style="list-style-type: none"> ● Create a multimedia rich presentation to compare homes and household chores in the home and target cultures. ● Give directions to different places in the city. ● Tell where certain buildings are in the city in relation to other buildings. ● Skim and scan maps or general information about different cities and what their places of interest. ● Tell what you buy or what you do at what stores or locations in the city. ● Write lists and memorized phrases on familiar topics. ● Recognize some familiar words and phrases when I hear them spoken. ● Identify methods of transportation used to travel. ● Use memorized words and phrases to ask and respond to questions regarding locations and transportation.
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
	Topic 1	
1	SWBAT compare and contrast differences in food, beverages and meals between their country and that of the target language.	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.5
2	SWBAT describe the different meals of the day and the foods/beverages associated with them.	7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.3 7.1.NM.IPERS.2

3	SWBAT ask and respond to questions using the words who, what, when, where, etc. when speaking about meals, food and beverages.	7.1.NM.IPRET.5 7.1.NM.IPERS.4 7.1.NM.IPERS.3 7.1.NM.IPERS.2
4	SWBAT present a basic presentation on meals and meal preferences.	7.1.NM.IPERS.2 7.1.NM.IPERS.1 7.1.NM.PRSNT.1 7.1.NM.PRSNT.6
5	SWBAT use authentic materials to order food and drink from an authentic menu.	7.1.NM.IPRET.2 7.1.NM.PRSNT.1
Topic 2		
1	SWBAT identify different rooms of the house and what chores are done in them.	7.1.NM.IPRET.1 7.1.NM.IPERS.5 7.1.NM.IPERS.2 7.1.NM.PRSNT.5
2	SWBAT compare and contrast the homes and chores in the target country as well as countries that speak the target language.	7.1.NM.IPRET.3 7.1.NM.IPRET.5 7.1.NM.IPERS.3 7.1.NM.IPERS.2
3	SWBAT express preferences of chores, houses, etc.	7.1.NM.IPRET.3 7.1.NM.IPERS.5 7.1.NM.IPERS.2 7.1.NM.PRSNT.1
4	SWBAT ask and respond to questions based on chores and rooms of the house.	7.1.NM.IPRET.2 7.1.NM.IPERS.3 7.1.NM.IPERS.2 7.1.NM.PRSNT.4
5	SWBAT discuss basic information about him/herself related to what chores are performed and what his/her house is like.	7.1.NM.IPRET.2 7.1.NM.IPRET.5 7.1.NM.IPERS.2 7.1.NM.PRSNT.4
6	SWBAT give and respond to commands dealing with the chores of the house.	7.1.NM.IPRET.5 7.1.NM.IPERS.4 7.1.NM.IPERS.3 7.1.NM.IPERS.2
Topic 3		
1	SWBAT compare and contrast cities in this country with cities in the countries of the target language.	7.1.NM.IPRET.5 7.1.NM.IPRET.3 7.1.NM.IPERS.3 7.1.NM.IPERS.2
2	SWBAT identify where different things are purchased in the city.	7.1.NM.IPRET.1 7.1.NM.IPERS.4 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.5
3	SWBAT identify methods of transportation.	7.1.NM.IPRET.1 7.1.NM.IPERS.4 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
4	SWBAT give directions to get from one place to another.	7.1.NM.IPRET.2 7.1.NM.IPERS.4 7.1.NM.PRSNT.4

VOCABULARY:

Topic 1: Vocabulary relating to food, meals, customs relating to food, beverages, restaurant, ordering and paying for food.

Topic 2: Vocabulary relating to house, rooms, furniture, and chores.

Topic 3: Vocabulary relating to places in the city, buildings, transportation and prepositions indicating location and direction.

CULTURE:

Topic 1:

- Compare and contrast food and customs associated with eating in the target culture and the US.
- Compare and contrast eating habits in the target culture and in the US.

Topic 2:

- Differences and similarities in homes in the target culture and the US.
- Compare and contrast the chores held by family members in the target culture and the US.

Topic 3:

- Compare and contrast cities in the target culture and the US.
- Identify preferred methods of transportation in the target culture and the US.
- Compare and contrast how people shop in the US and in the target culture.

Suggested Activities

Topic 1

NAME	DESCRIPTION
Skits	Create skits based on theme.
Digital Presentation	Create a café menu which includes representative foods for the three basic daily meals
Grab It!	Students will “grab” the food that corresponds to what the teacher says.
Bingo	Students will create Bingo boards and play Bingo with vocabulary words and phrases.
“Going on a Picnic”	Students repeat food items that the students before them are “bringing” on a picnic.

Topic 2

NAME	DESCRIPTION
Skits	Create skits based on theme.
Sequencing Cards	Students will arrange a series of cards that indicate actions that need to be performed in a specific order.
“Fortune Teller”	Students will use a “fortune teller” to ask and answer questions about chores and/or daily routine.
Dice Game	Students roll different colored dice to indicate subjects and verbs to be used to create sentences.
Compare and Contrast	Students will be shown a series of pictures and will then be asked to create a sentence indicating a comparison or a superlative relationship.

Battleship	Students can use the Battleship game model to practice vocabulary and/or grammar.
My dream house	Create a dream home and present it to the class

Topic 3

NAME	DESCRIPTION
Skits	Create skits based on theme
Question/Answer	Interviewing each other using current themes
Recordings	Use Voki, video or Voicethread to create a recording based on current theme.
Vocabulary games	Quizlet, flyswatter, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Town Center	Design a Town Center including buildings and places you would find in a city.
Presentation	Powerpoint, poster, etc. based on current topic.
Follow a Map	Students will indicate the location of a place or building on a map based on descriptions and directions.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, such as postcards, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading and Writing strategies

Mathematics: Express distance and location in the target cities and the U.S.

Science: Impact of transportation on environment of the target cities and the U.S.

Social Studies: cultural comparison of food, beverages, houses, chores, modes of transportation and cities of the target countries and the U.S.

Technology: Research on topic with use of various programs and apps on the Chromebook.

21st Century Careers Standards: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile) and design an audio, video and/or film production.

FORMATIVE ASSESSMENT:

1. Teacher will check comprehension using word categorizing activity.
2. Teacher will check for understanding of questions using inside outside circle activity and printer sharing of information.
3. Students will demonstrate an understanding of vocabulary and concepts by preparing a brief skit on the topic.
4. Students will demonstrate an understanding of vocabulary words, expressions, and concepts by playing four corners.
5. Students will demonstrate an understanding of culture by completing assignments on a choice board.

6. Teacher will check for understanding of concepts by presenting audiovisual materials and follow-up questions.

SUMMATIVE ASSESSMENT:

1. Teacher will assess mastery of concepts through unit tests and projects.
2. Teacher will assess growth of language skills through Common Assessments.

For student accommodations see chart:

<https://docs.google.com/spreadsheets/d/1IEWciVZDXQUxmXCLD0hiwm7fuLgybTewdAMH3SB4g7s/edit#gid=1426178898>