

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

Overview

The level III 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-high/intermediate-low 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.

Hillsborough Township Public Schools
World Languages Department
Level III CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Strand/ CPIs	Learning Targets	Assessments	Interdisciplinary Connections
Families and Different Societies	My family	2 weeks	What makes a family?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4	Student will be able to: -Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using connected sentences.	Formative: -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games Summative: -IPA -Unit Test - Written assessment -Common Assessment Alternative: Individual/Group Projects	21st Century Life and Career Standards: 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3 Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1 Students will use online resources via chromebooks to apply and synthesize content knowledge.

				<ul style="list-style-type: none"> - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies. - Understand the main idea in conversations that they overhear. - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		<p>Social Studies: 6.2.12.b.5.c 6.2.12.c5.f</p> <p>Language Arts: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science: LS3.A LS3.B</p>
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	Home/House/ chores	3 weeks	What makes a house a home? How are houses different in other countries?	<p>7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> -Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using connected sentences. - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in messages and presentations on a 	<p>Formative:</p> <ul style="list-style-type: none"> -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games <p>Summative:</p> <ul style="list-style-type: none"> -IPA -Unit Test - Written assessment -Common Assessment <p>Alternative: Individual/Group Projects</p>	<p>21st Century Life and Career Standards:</p> <p>9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3</p> <p>Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1</p> <p>Students will use online resources via chromebooks to apply and synthesize content knowledge.</p> <p>Math: Converting to metric system for measurement Converting to foreign currency to make purchases</p> <p>Social Studies:</p>
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				<p>variety of topics related to everyday life and personal interest and studies.</p> <ul style="list-style-type: none"> - Understand the main idea in conversations that they overhear. - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		<p>6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f 6.2.12.C.b.d</p> <p>Language Arts: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science: LS3.A LS3.B</p> <p>Art: 1.2.12.A.2</p>
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Unit	Topic(s)	Pacing	Essential Question(s)	Strand/ CPIs	Learning Targets	Assessments	Interdisciplinary Connections
Identity	Appearance (clothing/hair)	3 weeks	What are appearance and fashion standards in my culture and how do they compare to others?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5	Student will be able to: E-Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using connected sentences. - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies. - Understand the main idea in conversations that they overhear.	Formative: -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games Summative: -IPA -Unit Test - Written assessment - Common Assessment Alternative: Individual/Group Projects Benchmark: Common Assessment	21st Century Life and Career Standards: 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3 Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1 Students will use online resources via chromebooks to apply and synthesize content knowledge. Math:

				<ul style="list-style-type: none"> - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		<p>Converting to foreign apparel/shoe sizes Converting to foreign currency to make purchases within budget.</p> <p>Social Studies: 6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f</p> <p>Language Arts: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science: LS3.A LS3.B</p> <p>Art: 1.2.12.A.2</p>
Education / Professions	3 weeks	How are education and employment opportunities different in the target cultures?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3	<p>Student will be able to:</p> <ul style="list-style-type: none"> -Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. 	<p>Formative:</p> <ul style="list-style-type: none"> -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games 	<p>21st Century Life and Career Standards:</p> 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3

				<p>7.1.IL.PRSNT.4 7.1.IL.PRSNT.5</p>	<ul style="list-style-type: none"> - Make presentations on a wide variety of familiar topics using connected sentences. - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies. - Understand the main idea in conversations that they overhear. - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 	<p>Summative:</p> <ul style="list-style-type: none"> -IPA -Unit Test - Written assessment - Common Assessment <p>Alternative: Individual/Group Projects</p>	<p>9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3</p> <p>Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1</p> <p>Students will use online resources via chromebooks to apply and synthesize content knowledge.</p> <p>Math: Converting to foreign currency to understand income, budgeting, and purchasing ability.</p> <p>Social Studies: 6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f</p> <p>Language Arts: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science:</p>
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Unit	Topic(s)	Pacing	Essential Question(s)	Strand/ CPIs	Learning Targets	Assessments	Interdisciplinary Connections
Beauty and Art	Music and Movies	3 weeks	How does art from a particular culture reflect and influence life?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4	Student will be able to: -Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using connected sentences. - Write on a wide variety of familiar topics using connected sentences.	Formative: -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games Summative: -IPA -Unit Test - Written assessment - Common Assessment Alternative: Individual/Group Projects	21st Century Life and Career Standards: 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3 Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1 Students will use online resources via chromebooks to apply and synthesize content knowledge. Social Studies: 6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.e5.f

					<ul style="list-style-type: none"> - Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies. - Understand the main idea in conversations that they overhear. - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		<p>Language Arts: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science: LS3.A LS3.B</p> <p>Art: 1.2.12.A.2 1.2.12.A.1 1.4.12.A.4</p>
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Unit	Topic(s)	Pacing	Essential Question(s)	Strand/ CPIs	Learning Targets	Assessments	Interdisciplinary Connections
Science and Technology	Technology	3 weeks	How does technology effect the everyday lives of its users?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5	Student will be able to: -Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using	Formative: -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games Summative: -IPA -Unit Test - Written assessment - Common Assessment Alternative: Individual/Group Projects	21st Century Life and Career Standards: 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3 Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1 Students will use online resources via chromebooks to apply and synthesize content knowledge. Math: Converting to foreign currency to

					<p>connected sentences.</p> <ul style="list-style-type: none"> - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies. - Understand the main idea in conversations that they overhear. - Make presentations in a generally organized way on life and community topics. - Infer meanings of 		<p>understand purchasing ability.</p> <p>Social Studies:</p> <p>6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f</p> <p>Language Arts:</p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science:</p> <p>LS3.A LS3.B</p>
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					<p>unfamiliar words in new contexts.</p> <ul style="list-style-type: none"> - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		
	Domestic Products/ Industry	3 weeks	What are the primary products of the target culture?	<p>7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5</p>	Student will be able to:	<p>Formative:</p> <ul style="list-style-type: none"> -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games <p>Summative:</p> <ul style="list-style-type: none"> -IPA -Unit Test - Written assessment 	<p>21st Century Life and Career Standards:</p> <p>9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3</p> <p>Technology:</p> <p>8.1.P.A.1 8.1.12.A.2 8.1.2.E.1</p>

						<p>- Common Assessment</p> <p>Alternative: Individual/Group Projects</p>	<p>8.1.12.F.1 8.2.2.C.1 8.2.2.E.1</p> <p>Students will use online resources via chromebooks to apply and synthesize content knowledge.</p> <p>Math: Converting to foreign currency to understand income, taxation, and purchasing ability.</p> <p>Social Studies: 6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f</p> <p>Language Arts: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science:</p> <p>Art: 1.2.12.A.2 1.MS-14.8.2.DCI-2</p>
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Unit	Topic(s)	Pacing	Essential Question(s)	Strand./ CPIs	Learning Targets	Assessments	Interdisciplinary Connections
Quality of Life	Travel	3 weeks	If traveling to or within the target culture, what key phrases would one need?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4	Student will be able to: -Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using connected sentences. - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in messages and presentations on a variety of topics related to everyday	Formative: -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games Summative: -IPA -Unit Test - Written assessment - Common Assessment Alternative: Individual/Group Projects	21st Century Life and Career Standards: 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3 Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1 Students will use online resources via chromebooks to apply and synthesize content knowledge. Math: Converting to foreign currency to understand budgeting for travel, means of transportation.

				<p>life and personal interest and studies.</p> <ul style="list-style-type: none"> - Understand the main idea in conversations that they overhear. - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		<p>Understanding military time and its uses.</p> <p>Social Studies:</p> <p>6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f</p> <p>Language Arts:</p> <p>3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Art:</p> <p>1.2.12.A.2</p>
Food / diet/ going out to eat	3 weeks	What is the typical diet of the target culture?	<p>7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2</p>	Student will be able to:	<p>Formative:</p> <ul style="list-style-type: none"> -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games 	<p>21st Century Life and Career Standards:</p> <p>9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3</p>

				<p>7.1.IL.PRSNT.3 7.1.IL.PRSNT.4</p>	<p>Summative: -IPA -Unit Test - Written assessment - Common Assessment</p> <p>Alternative: Individual/Group Projects</p>	<p>9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3</p> <p>Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1</p> <p>Students will use online resources via chromebooks to apply and synthesize content knowledge.</p> <p>Math: Converting to metric system for weight measurement while making purchases. Converting to foreign currency to make purchases and maintain a budget.</p> <p>Social Studies: 6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f</p> <p>Language Arts: 3.9.K.2.NJLSA.L3 3.9.K.3.NJLSA.L4 3.9.K.3.NJLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science: ESS3.A</p>
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Unit	Topic(s)	Pacing	Essential Question(s)	Strand/ CPIs	Learning Targets	Assessments	Interdisciplinary Connections
Environment and Geography	Environment	3 weeks	What can one do to protect the environment?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.IPERS.6 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5	Student will be able to: -Participate in conversations on familiar topics using sentences and series of sentences - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using connected sentences. - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in	Formative: -Teacher observation -Electronic games -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games Summative: -IPA -Unit Test - Written assessment Alternative: Individual/Group Projects Benchmark: Common Assessment	21st Century Life and Career Standards: 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7 9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3 Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1 Students will use online resources via chromebooks to apply and synthesize content knowledge. Math: Converting to metric system.

					<p>messages and presentations on a variety of topics related to everyday life and personal interest and studies.</p> <ul style="list-style-type: none"> - Understand the main idea in conversations that they overhear. - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		<p>Social Studies: 6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f 6.2.12.C.b.d</p> <p>Language Arts: 3.9.K.2.NJLSA.L3 3.9.K.3.NJLSA.L4 3.9.K.3.NJLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p> <p>Science: ESS3.A ESS3.C ESS3.D</p>
	Geography	3 weeks	How does geography influence identity and daily life?	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5	Student will be able to: -Participate in conversations on familiar topics using sentences	Formative: -Teacher observation -Electronic games	21st Century Life and Career Standards: 9.1.12.A.3 9.1.12.A.4 9.1.12.A.7

				<p>7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5</p>	<p>and series of sentences</p> <ul style="list-style-type: none"> - Exchange information in short social interactions in everyday situations in everyday situations by asking and answering a variety of questions. - Make presentations on a wide variety of familiar topics using connected sentences. - Write on a wide variety of familiar topics using connected sentences. - Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies. - Understand the main idea in 	<ul style="list-style-type: none"> -Conversation on related topic -Video, audio, reading comprehension activities - vocabulary games <p>Summative:</p> <ul style="list-style-type: none"> -IPA -Unit Test - Written assessment - Common Assessment <p>Alternative: Individual/Group Projects</p>	<p>9.1.12.A.9 9.1.12.B.4 9.1.12.B.5 9.1.12.C.1 9.1.12.D.4 9.1.12.E.3 9.1.12.F.3 9.1.8.B.3 9.1.8.B.7 9.3.12.AG.1 9.3.12.AR.JB.3</p> <p>Technology: 8.1.P.A.1 8.1.12.A.2 8.1.2.E.1 8.1.12.F.1 8.2.2.C.1 8.2.2.E.1</p> <p>Students will use online resources via chromebooks to apply and synthesize content knowledge.</p> <p>Social Studies: 6.2.12.C.1b 6.2.12.C.3.d 6.2.12.b.5.c 6.2.12.c5.f 6.2.12.C.b.d</p> <p>Language Arts: 3.9.K.2.NJSLSA.L3 3.9.K.3.NJSLSA.L4 3.9.K.3.NJSLSA.L5 3.10.1.3.L.1.4 3.10.10.2.L.9-10.3</p>
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					<p>conversations that they overhear.</p> <ul style="list-style-type: none"> - Make presentations in a generally organized way on life and community topics. - Infer meanings of unfamiliar words in new contexts. - Watch authentic videos related to topic being presented. - Answer question on authentic readings, texts, and videos. 		<p>Science: ESS3.A ESS3.C ESS3.D</p>
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*Accommodations: See chart:

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

THEMATIC UNIT 1

THEME	PROFICIENCY	GRADE(S)
Families and Different Societies	Intermediate Low	Level 3 HS

Topics:	<i>My family, Home/House/Chores</i>
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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>	
<i>Interpretive</i>	<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>
<i>Interpersonal</i>	<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>
<i>Presentational</i>	<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
<ul style="list-style-type: none"> ● Family members ● Parts of the house ● Types of residences ● Household chores 	<ul style="list-style-type: none"> ● Identify various members of the family. ● Describe and examine different types of residential buildings that are typical to target culture. ● Discuss the similarities and differences between one's own home and the homes with those of other cultures. ● Describe and examine different types of chores that are typical to target culture. ● Discuss the similarities and differences between one's own chores and the chores with those of other cultures. ● Ask and answer various questions pertaining to homes and chores using a variety of linguistic elements (such as tenses) in the target language.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Reading, video, and audio comprehension activities in target language pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.4
2	Appropriately respond to oral and written instructions in target language	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3
3	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1
4	Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.5
5	Understand unfamiliar vocabulary in a new context pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3
6	Compare and contrast linguistic elements of target language.	7.1.IL.IPRET.3
7	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	7.1.IL.IPRET.1 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3

		7.1.IL.IPERS.6 7.1.IL.PRSNT.3
8	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.6 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5
9	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2
10	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IL.IPERS.4
11	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
12	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
13	Use language creatively to respond in writing to a variety of oral or visual prompts.	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.5
14	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.PRSNT.4
15	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	7.1.IL.IPERS.6 7.1.IL.PRSNT.5

VOCABULARY: Family members, parts of the house, furniture, types of homes, chores and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE: Compare and contrast types of homes and household activities related to target cultures and countries and the United States.

Suggested Activities

NAME	DESCRIPTION
Skits	Create skits based on theme
Spelling Bee	make a spelling competitions
Question/Answer	Interviewing each other using current themes
Recordings	Use voki, voicemail, video or voice thread to create a recording based on the current theme.
Fly Swatter	Swat the correct answer
Vocabulary games	Quizlet, flyswatter, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Think/pair/share	Answering higher thinking questions together
Presentation	Powerpoint, poster, etc. based on current topic.
Where in the world is	Use a map of the target country, countries and ask culture questions based on the target country. The students have to point to which country/countries are being represented.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: reading and writing strategies as well as grammatical interferences

Social Studies: cultural comparison of people and climates of the target countries and the U.S.

Technology: use of various programs/internet sites/ 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), analyze different forms of currency and how currency is used to exchange goods and services, research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

FORMATIVE ASSESSMENT:

1. Teachers 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 conclude each lesson with simple commands related to the classroom and daily classroom activities and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout the lesson related to the material they learned.
4. Teachers will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. IPA
2. Unit Test
3. Written Assessment
4. Common Assessment

*Accommodations: See chart:

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

THEMATIC UNIT 2

THEME	PROFICIENCY	GRADE(S)
Identity	Intermediate Low	Level 3 HS

Topics:	<i>Appearance (clothing/hair/style), Education/Professions</i>
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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>	
<i>Interpretive</i>	<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>
<i>Interpersonal</i>	<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>
<i>Presentational</i>	<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
<ul style="list-style-type: none"> ● Fashion/clothing/accessories ● Appearance/hair and hairstyles ● Occupations/Profession ● Interviews ● Resumes 	<ul style="list-style-type: none"> ● Explore the fashion world and describe what fashion entails. ● Discuss designer, hairstyles, and accessories. ● Compare and contrast fashion and styles with the culture being studied. ● Describe one's preferences. ● Ask and answer questions related to the fashion world in various tenses. ● Identify various occupations and professions. ● Role play interview and job seeking in another culture. ● Identify and compare cultural differences in job seeking and interviewing.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Reading, video, and audio comprehension activities in target language pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.4
2	Appropriately respond to oral and written instructions in target language	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3
3	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1
4	Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.5
5	Understand unfamiliar vocabulary in a new context pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3
6	Compare and contrast linguistic elements of target language.	7.1.IL.IPRET.3
7	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	7.1.IL.IPRET.1 7.1.IL.IPRET.6 7.1.IL.IPERS.1

		7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.6 7.1.IL.PRSNT.3
8	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.6 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5
9	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2
10	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IL.IPERS.4
11	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
12	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
13	Use language creatively to respond in writing to a variety of oral or visual prompts.	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.5
14	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.PRSNT.4
15	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	7.1.IL.IPERS.6 7.1.IL.PRSNT.5

VOCABULARY: Clothing, hairstyles, adjectives pertaining to appearance, and any other vocabulary and phrases pertaining to the related theme in the target language and culture. Professions, occupations, interviews, resumes, and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE: Compare and contrast fashion/looks, hairstyles, accessories, and preferences related to target cultures and countries and the United States. Compare and contrast occupations and professions of target cultures and countries and the United States. Roles play a typical interview in the target culture being studied.

Suggested Activities

NAME	DESCRIPTION
Skits	Create skits based on theme
Spelling Bee	make a spelling competitions
Question/Answer	Interviewing each other using current themes
Recordings	Use voki, voicemail, video or voice thread to create a recording based on the current theme.
Fly Swatter	Swat the correct answer
Vocabulary games	Quizlet, flyswatter, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Think/pair/share	Answering higher thinking questions together
Presentation	Powerpoint, poster, etc. based on current topic.
Where in the world is	Use a map of the target country, countries and ask culture questions based on the target country. The students have to point to which country/countries are being represented.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: reading and writing strategies as well as grammatical interferences

Social Studies: cultural comparison of people and climates of the target countries and the U.S.

Technology: use of various programs/internet sites/ 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), analyze different forms of currency and how currency is used to exchange goods and services, research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

FORMATIVE ASSESSMENT:

1. Teachers 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 conclude each lesson with simple commands related to the classroom and daily classroom activities and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout the lesson related to the material they learned.
4. Teachers will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. IPA
2. Unit Test
3. Written Assessment
4. Common Assessment

*Accommodations: See chart:

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

THEMATIC UNIT 3

THEME	PROFICIENCY	GRADE(S)
Beauty and Art	Intermediate Low	Level 3 HS

Topics:	<i>Music and Movies</i>
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Unit Description

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>	<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>
<i>Interpersonal</i>	<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>
<i>Presentational</i>	<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
<ul style="list-style-type: none"> • Music • Movies • Entertainment 	<ul style="list-style-type: none"> • Interpret text and audio • Present information in class • Produce presentational materials • Ask and answer questions • Reflect on cultural perspectives and practices • Compare and contrast one's own cultural product to the target language being studied.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain

	reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Reading, video, and audio comprehension activities in target language pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.4
2	Appropriately respond to oral and written instructions in target language	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3
3	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1
4	Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.5
5	Understand unfamiliar vocabulary in a new context pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3
6	Compare and contrast linguistic elements of target language.	7.1.IL.IPRET.3

7	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	7.1.IL.IPRET.1 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.6 7.1.IL.PRSNT.3
8	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.6 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5
9	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2
10	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IL.IPERS.4
11	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
12	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
13	Use language creatively to respond in writing to a variety of oral or visual prompts.	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.5
14	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.PRSNT.4
15	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	7.1.IL.IPERS.6 7.1.IL.PRSNT.5

VOCABULARY: Music, movies, cinema, and any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE: Compare and contrast interpretations and examples of art, and how they portray living experiences of target cultures and countries and the United States.

Suggested Activities

NAME	DESCRIPTION
Skits	Create skits based on theme
Spelling Bee	make a spelling competitions
Question/Answer	Interviewing each other using current themes
Recordings	Use voki, voicemail, video or voice thread to create a recording based on current theme.
Fly Swatter	Swat the correct answer
Vocabulary games	Quizlet, flyswatter, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Think/pair/share	Answering higher thinking questions together
Presentation	Powerpoint, poster, etc. based on current topic.
Where in the world is	Use a map of the target country, countries and ask culture questions based on the target country. The students have to point to which country/countries are being represented.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: reading and writing strategies as well as grammatical interferences

Social Studies: cultural comparison of people and climates of the target countries and the U.S.

Technology: use of various programs/internet sites/ 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), analyze different forms of currency and how currency is used to exchange goods and services, research career opportunities in the United States and abroad that require 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 conclude each lesson with simple commands related to the classroom and daily classroom activities and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. IPA
2. Unit Test
3. Written Assessment
4. Common Assessment

*Accommodations: See chart:

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

THEMATIC UNIT 4

THEME	PROFICIENCY	GRADE(S)
Science and Technology	Intermediate Mid	Level 3 HS

Topics:	<i>Technology, Domestic Products/Industry</i>
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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>	
<i>Interpretive</i>	<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>
<i>Interpersonal</i>	<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>
<i>Presentational</i>	<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
<ul style="list-style-type: none"> ● Technology ● Means of communication ● Domestic products ● Industry 	<ul style="list-style-type: none"> ● Explore various means of communication and how people around the world keep in touch. ● Identify cultural similarities and differences related to topic and compare and contrast. ● Explore various products that the target produces, explore how they are a product of the target culture. ● Ask and answer questions related to industry.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from

	informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Reading, video, and audio comprehension activities in target language pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.4
2	Appropriately respond to oral and written instructions in target language	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3
3	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1
4	Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.5
5	Understand unfamiliar vocabulary in a new context pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3
6	Compare and contrast linguistic elements of target language.	7.1.IL.IPRET.3
7	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	7.1.IL.IPRET.1 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2

		7.1.IL.IPERS.3 7.1.IL.IPERS.6 7.1.IL.PRSNT.3
8	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.6 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5
9	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2
10	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IL.IPERS.4
11	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
12	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
13	Use language creatively to respond in writing to a variety of oral or visual prompts.	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.5
14	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.PRSNT.4
15	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	7.1.IL.IPERS.6 7.1.IL.PRSNT.5

VOCABULARY: All vocabulary pertaining to computers, the web, social media, smartphones, as well as any other vocabulary and phrases pertaining to the related theme in the target language and culture. All vocabulary pertaining to the primary domestic products of the target culture, as well as any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE: Compare and contrast means of communications of target cultures and countries and the United States. Compare and contrast domestic products of target cultures and countries and the United States.

Suggested Activities

NAME	DESCRIPTION
Skits	Create skits based on theme
Spelling Bee	make a spelling competitions
Question/Answer	Interviewing each other using current themes
Recordings	Use voki, voicemail, video or voice thread to create a recording based on current theme.
Fly Swatter	Swat the correct answer
Vocabulary games	Quizlet, flyswatter, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Think/pair/share	Answering higher thinking questions together
Presentation	Powerpoint, poster, etc. based on current topic.
Where in the world is	Use a map of the target country, countries and ask culture questions based on the target country. The students have to point to which country/countries are being represented.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: reading and writing strategies as well as grammatical interferences

Social Studies: cultural comparison of people and climates of the target countries and the U.S.

Technology: use of various programs/internet sites/ 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), analyze different forms of currency and how currency is used to exchange goods and services, research career opportunities in the United States and abroad that require 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 conclude each lesson with simple commands related to the classroom and daily classroom activities and comprehension questions to gauge students' progress with the content.

3. Teacher will ask students simple questions throughout lesson related to the material they learned.

4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. IPA

2. Unit Test

3. Written Assessment

4. Common Assessment

*Accommodations: See chart:

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

THEMATIC UNIT 5

THEME	PROFICIENCY	GRADE(S)
Quality of Life	Intermediate Mid	Level 3 HS

Topics:	<i>Travel, Food/Diet/Going out to eat</i>
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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>	
<i>Interpretive</i>	<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>
<i>Interpersonal</i>	<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>
<i>Presentational</i>	<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
<ul style="list-style-type: none"> • Travel (train, plane, bus & car) • Lodging • Foods • Diet • Restuarant culture 	<ul style="list-style-type: none"> • Identify various means of transportation and lodging in the target cultures. • Describe and examine different types of foods that are typical to target culture. • Discuss the similarities and differences between one's own diet and the diet of other cultures. • Discuss the similarities and differences between one's own restaurant culture and etiquette and the culture and etiquette of other cultures. • Ask and answer various qustions pertaining to travel, food, diet and restruant culture using a variety of linguistic elements (such as tenses) in the target language.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain

	reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Reading, video, and audio comprehension activities in target language pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.4
2	Appropriately respond to oral and written instructions in target language	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3
3	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1
4	Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.5
5	Understand unfamiliar vocabulary in a new context pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3
6	Compare and contrast linguistic elements of target language.	7.1.IL.IPRET.3

7	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	7.1.IL.IPRET.1 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.6 7.1.IL.PRSNT.3
8	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.6 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5
9	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2
10	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IL.IPERS.4
11	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
12	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
13	Use language creatively to respond in writing to a variety of oral or visual prompts.	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.5
14	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.PRSNT.4
15	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	7.1.IL.IPERS.6 7.1.IL.PRSNT.5

VOCABULARY: All vocabulary pertaining to travel (train, plane, bus), types of lodging, as well as any other vocabulary and phrases pertaining to the related theme in the target language and culture. All vocabulary pertaining to the food products and restaurant culture of the target culture, as well as any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE: Compare and contrast means of transportation of target cultures and countries and the United States. Compare and contrast food products/restaurant culture of target cultures and countries and the United States.

Suggested Activities

NAME	DESCRIPTION
Skits	Create skits based on theme
Spelling Bee	make a spelling competitions
Question/Answer	Interviewing each other using current themes
Recordings	Use voki, voicemail, video or voice thread to create a recording based on current theme.
Fly Swatter	Swat the correct answer
Vocabulary games	Quizlet, flyswatter, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Think/pair/share	Answering higher thinking questions together
Presentation	Powerpoint, poster, etc. based on current topic.
Where in the world is	Use a map of the target country, countries and ask culture questions based on the target country. The students have to point to which country/countries are being represented.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: reading and writing strategies as well as grammatical interferences

Social Studies: cultural comparison of people and climates of the target countries and the U.S.

Technology: use of various programs/internet sites/ 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), analyze different forms of currency and how currency is used to exchange goods and services, research career opportunities in the United States and abroad that require 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 conclude each lesson with simple commands related to the classroom and daily classroom activities and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. IPA
2. Unit Test
3. Written Assessment
4. Common Assessment

*Accommodations: See chart:

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

THEMATIC UNIT 6

THEME	PROFICIENCY	GRADE(S)
Environment and Geography	Intermediate Mid	Level 3 HS

Topics:	<i>Environment, Geography</i>
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Unit Description

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>	<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>
<i>Interpersonal</i>	<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>
<i>Presentational</i>	<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
<ul style="list-style-type: none"> ● Environment ● Geography ● Maps ● Orienteering. 	<ul style="list-style-type: none"> ● Identify terms pertaining to the environment and its conservation ● Describe and examine different types movements or efforts to combat pollution. ● Identify terms pertaining to maps and the terms needed to orient oneself. ● Discuss the similarities and differences between one's own geography and the geography with those of other cultures. ● Ask and answer various questions pertaining to environment and geography using a variety of linguistic elements (such as tenses) in the target language.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain

	reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Reading, video, and audio comprehension activities in target language pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.4
2	Appropriately respond to oral and written instructions in target language	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3
3	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1
4	Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.5
5	Understand unfamiliar vocabulary in a new context pertaining to the target theme.	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3
6	Compare and contrast linguistic elements of target language.	7.1.IL.IPRET.3

7	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	7.1.IL.IPRET.1 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.6 7.1.IL.PRSNT.3
8	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.6 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5
9	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2
10	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IL.IPERS.4
11	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
12	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
13	Use language creatively to respond in writing to a variety of oral or visual prompts.	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.5
14	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.PRSNT.4
15	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	7.1.IL.IPERS.6 7.1.IL.PRSNT.5

VOCABULARY: All vocabulary pertaining to the environment and its movements for protection, as well as any other vocabulary and phrases pertaining to the related theme in the target language and culture. All vocabulary pertaining to the geography of the target culture, as well as any other vocabulary and phrases pertaining to the related theme in the target language and culture.

CULTURE: Compare and contrast relationship towards environment of target cultures and countries and the United States. Compare and contrast geography of target cultures and countries and the United States.

Suggested Activities

NAME	DESCRIPTION
Skits	Create skits based on theme
Spelling Bee	make a spelling competitions
Question/Answer	Interviewing each other using current themes
Recordings	Use voki, voicemail, video or voice thread to create a recording based on current theme.
Fly Swatter	Swat the correct answer
Vocabulary games	Quizlet, flyswatter, charades, taboo, kahoot, Pictionary, memory, hangman, crosswords, words from context etc.
Videos	Short videos with comprehension questions
Think/pair/share	Answering higher thinking questions together
Presentation	Powerpoint, poster, etc. based on current topic.
Where in the world is	Use a map of the target country, countries and ask culture questions based on the target country. The students have to point to which country/countries are being represented.
Graphic Organizers	Venn Diagram, KWL, charts, maps, webs and wheels,...
Texts	Any written text, emails, short stories, summarizations, study guides, and more.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: reading and writing strategies as well as grammatical interferences

Social Studies: cultural comparison of people and climates of the target countries and the U.S.

Technology: use of various programs/internet sites/ 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), analyze different forms of currency and how currency is used to exchange goods and services, research career opportunities in the United States and abroad that require 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 conclude each lesson with simple commands related to the classroom and daily classroom activities and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. IPA
2. Unit Test
3. Written Assessment
4. Common Assessment

*Accommodations: See chart:

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