

South Brunswick School District



WORLD LANGUAGE PROGRAM: A PARENT'S GUIDE TO THE CURRICULUM

**Curriculum Aligned to NJCCCS
(Revised August 2015)**

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11



**Board Approval of World Language Program
August 2016**

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Note to Parents

The curriculum guide you are about to enter is just that, a guide.

Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of a world language.

The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

If you have any questions regarding the program, please contact Mr. Thomas Decker, the World Language Supervisor, at Thomas.Decker@sbschools.org.

How to Read the Curriculum Document

CURRICULUM	Area of content (e.g. Science)
TOPIC	Course or Unit of Study (e.g. Biology)
GRADE LEVEL	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
SUMMARY	A brief overview of the course or unit of study.
RATIONALE	A statement as to why we are teaching this course or unit.
INTERDISCIPLINARY CONNECTIONS	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21ST CENTURY CONNECTIONS	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: <ul style="list-style-type: none">• Skills such as critical or creative thinking, collaboration, communication, or core values• Awareness such as global, cross-cultural or career.• Literacy such as information, media, technology, etc.• Traits necessary for success in life and careers such as productivity.
TERMINOLOGY	Key vocabulary and terms
STANDARDS	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at www.state.nj.us/education/cccs
ENDURING UNDERSTANDINGS	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
ESSENTIAL QUESTIONS	Open ended questions that are considered throughout the unit of study. These are big, “worthy of wonder” questions often with multiple responses.
OBJECTIVES	The discrete skills and knowledge that students will gain during the unit of study.
ASSESSMENTS	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
LESSON PLANS & PACING	Scope and sequence of lessons: how many, how long & approximately in what order.
RESOURCES	Major resources associated with the course or unit.

World Languages Acknowledgment

We are appreciative of the leadership provided by our world languages specialists who served on the curriculum writing teams. In many cases, our lessons and units are “home-grown.” While aligning with state standards, they are designed with the needs of the South Brunswick student population in mind.

Articulation

At the K-5 level, world language teachers meet in job-alike settings every other month. At the middle and high schools, teachers meet according to each school’s monthly schedule. At various times, middle and high school teachers have conducted cross grade level and cross building classroom visits.

On occasion, teachers meet a K-12 to discuss assessment, curriculum, student growth objectives and the overall program.

Through learning language, we learn about culture. Through learning about culture, we learn respect for others.

Through learning respect for others, we can hope for peace.

~Anonymous

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A different language is a different vision of life. ~Federico Fellini

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OVERVIEW OF WORLD LANGUAGES

To have another language is to possess a second soul. ~ Charlemagne

Statement of Philosophy

We believe that language acquisition opens the door to global awareness. As globalization, mobility and communication bring the world ever closer together, more urgent is the need for global citizens to be competent in other languages. The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

In the South Brunswick school community, every student will have the opportunity to acquire at least one world language through sustained study beginning in early elementary school and continuing through the end of high school. The language acquisition environment will be one that promotes communication and individual student success.

The focus of the world language sequence will be to understand, negotiate, and produce spoken and written language in a culturally authentic context while also developing an awareness and sensitivity to different peoples and perspectives. Students will be able to read, write, speak and understand with proficiencies commensurate to their development and length of study.

The primary goal for the study of Latin is the interpretation of texts and historical/cultural understanding. Instruction in the study of Latin will be concentrated in the interpretive mode. Students will be asked to understand and interpret within the appropriate cultural context spoken and written communication.

21st Century Global Competitiveness

The knowledge of other languages will be a valuable asset in the workplace of tomorrow. Workers will be called upon to cooperate with colleagues in other countries, crossing time zones, languages, and cultures. Speaking another language and being aware of other cultures will provide students enhanced career opportunities.

“Ensuring you attract and retain top talent for a globally competitive company requires an investment in developing cultural awareness and language skills in your current workforce. Hiring managers must possess the skills necessary to recognize and assess this vital combination of global abilities while each day creating and maintaining an open and inclusive environment that is sensitive to a multi-lingual workforce.” ~TONY PADILLA, HR LEADER FOR THE 767 PROGRAM, BOEING COMMERCIAL AIRPLANES

“Companies need a whole ecosystem of understanding among their customers, local communities, and partners in order to develop or promote a successful local product. Advanced language skills provide the foundation to trusted relationships with customers, communities, and partners. With those skills we are able to enhance and maintain our connection with current

markets and develop new ones fully aware of local customer needs and requirements.” ~ HERMAN USCATEGUI, DIRECTOR OF GLOBAL STRATEGIC INITIATIVES AND INTERNATIONAL BUSINESS DEVELOPMENT, STARBUCKS COFFEE COMPANY

Program Delivery

The delivery of world languages differs by level.

- Students in grades K-2 receive Spanish instruction via the Salsa video series. These video episodes are shown on a bi-weekly basis and are facilitated by the classroom teacher in consultation with the elementary Spanish teacher.
- Students in grades 3-5 receive Spanish instruction one day a week as part of their Special Subject schedule.
- When entering 6th grade students can choose to continue their study of Spanish or elect to begin the study of Latin or French. The classes meet every other day.
- In the High School, students are required to take ten credits of the same world language as part of their high school graduation requirement. An increasing number of college-bound students go on to take additional years of world languages.

Assessment

Assessment is a regular part of the World Languages program. The World Languages teachers use a variety of assessment techniques to measure student progress and evaluate the program. The World Languages teachers have developed a series of integrated performance assessments that they use to assess student progress at each level of language classes. These end-of-unit assessments are built into the curriculum 3-12. Teachers are beginning to analyze this data and reflect on program effectiveness. Teachers share assessment results and strategies in order to improve individual as well as level results. These performance assessments are based on NJCCCS and administered at the end of curricular thematic units.

Curriculum Content Standards for World Languages

The South Brunswick World Languages curriculum was developed to meet the objectives as stated in the NJ State Department of Education Core Curriculum Content Standards 2009 and/or the Common Core State Standards 2010. Technology Education, 21st Century Life and Career Education, and Character Education lessons are embedded where meaningful. Cross-curricular connections are purposely and explicitly noted.

The curriculum is written in the Understanding by Design format and is based on enduring understandings (broad concepts) with essential questions and both formative and summative assessments.

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

SPANISH

COMMUNICATION BENCHMARKS: SPANISH

By the end of Grade 3 students will:

- Respond to and interact with Spanish teachers using familiar vocabulary and phrases with guidance
- Greet others using appropriate Spanish phrases
- Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information
- Use Spanish to play games, and sing songs

By the end of Grade 5 students will:

- **DEMONSTRATE COMPREHENSION OF SIMPLE, ORAL DIRECTIONS, COMMANDS, AND REQUESTS THROUGH APPROPRIATE PHYSICAL RESPONSE**
- Respond to and interact with others using familiar vocabulary and phrases, with guidance
- Greet others using appropriate Spanish phrases
- Understand simple sentences they hear and respond appropriately, with guidance
- Communicate about themselves and a simple sequence of events, with guidance
- Use Spanish for fun, to play games, and sing songs

What are students able to do in Spanish?

By the end of Grade 8 students will:

- Express their likes, dislikes and feelings
- Communicate about themselves, other people, places and a simple sequence of events
- Invite someone to do something, and respond to invitations
- Communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another
- Gather and organize information in simple ways
- Use Spanish for fun, to interpret simple humor and to be creative

How well are students able to use Spanish?

By the end of Grade 8 students will:

- Use correct pronunciation, with guidance
- Demonstrate understanding by using groups of words that relate to familiar topics
- Correctly use grammatical elements, such as forming simple questions, using common verbs and descriptive words, with guidance
- Understand simple sentences when they hear them and produce simple sentences, with guidance
- Read and write short and simple texts, with guidance
- Interact with others in simple situations, with guidance

What are students able to do in Spanish?

By the end of Grade 10 students will:

- Express their feelings appropriately in formal and informal situations

- Communicate about events that have taken place or will take place
- Offer invitations, compliments and congratulations to others and be able to respond to them
- Communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas
- Gather information in different ways and use this information for a variety of purposes
- Use Spanish for fun, to interpret and express humor, and to be creative

How well are students able to use Spanish?

By the end of Grade 10 students will:

- Pronounce words correctly in familiar situations
- Demonstrate understanding by using groups of words that relate to topics
- Use grammatical elements, form more complex questions, use irregular verbs and adverbs, with guidance
- Understand short texts when they hear them, and produce different kinds of statements, with guidance
- Read and write short texts, with and without guidance
- Interact with others in simple situations, asking for guidance when needed

What are students able to do in Spanish?

By the end of Grade 11 students will:

- Communicate about how feelings and emotions are expressed in a variety of media
- Communicate information to different audiences
- Communicate socially in formal and informal situations
- Communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities
- Organize and synthesize information they obtain from a variety of sources for various purposes
- Use a more complex level of Spanish for fun, to interpret and express humor, and to be creative

How well are students able to use Spanish?

By the end of Grade 11 students will:

- Use words and phrases related to topics studied in class
- Use more complex grammatical elements, such as using different verb tenses for various purposes, making comparisons and using irregular verbs in a variety of tenses
- Understand authentic texts and create relevant written texts, with guidance
- Interact with others in familiar situations, with ease, and in formal situations

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

Language: Spanish

**K-2
SALSA**

SALSA PREAMBLE

A different language is a different vision of life. ~Federico Fellini

SALSA Program Delivery

Students in grades K-2 receive Spanish instruction via the Salsa video series. Students begin their study of Spanish in kindergarten with SALSA. SALSA is an award-winning elementary Spanish language and cultural series that “spices up” the viewing experience of both non-Spanish-speaking and Spanish-speaking children. SALSA has a unique ability to capture the imagination of children as they begin to learn Spanish and identify with different cultures. Produced, distributed and operated by Georgia Public Broadcasting, SALSA is highly regarded by educators across the country.

In grades K-2 these video episodes are shown on a bi-monthly basis and are supported by the classroom teacher and elementary Spanish teacher. The students view a SALSA on one day out of six as part of their Special Subject schedule. (30 classes per year; 40-45 minute instructional periods)

Spanish teachers are supporting the Salsa program through regular visits to the K – 2 classrooms. During these visits the Spanish teachers reinforce focus vocabulary, culture and review episode story lines. The Spanish teachers also support the classroom teachers by providing additional resources, activities and games.

KINDERGARTEN: SALSA I CURRICULUM MAP

Pacing Chart

November-December

Episode 1: Goldilocks and the three bears

The students will learn focus vocabulary: hola, hasta luego, grande, pequeno/a uno, dos, tres, salutations and leave taking, to use fingers to count beginning with the thumb.

Episode 2: Making Soup

The students will review previous material and focus vocabulary: mama, papa, bebe, caliente, frio, learn additional focus vocabulary and terms of endearment for mother and father.

January

Episode 3: The New Chair

The students will review previous material and focus vocabulary, learn additional focus vocabulary: rojo/a, verde, azul, cuatro, cinco, and expressions of courtesy.

Episode 4 Hide and seek

The students will review previous material and focus vocabulary, and identify traditional Spanish music.

February

Episode 5: The Birthday Party

The students will review previous material and focus vocabulary: Amarillo/gracias, la piñata, de nada, learn additional focus vocabulary and learn about birthday celebrations in some Spanish speaking countries.

Episode 6: Too Many Cooks

The students will review previous material and focus vocabulary: el chocolate, la manzana, el perro, la banana; learn additional focus vocabulary and learn expressions of courtesy such as gracias and de nada.

March-April

Episode 7: Little Red Riding Hood

The students will review previous material and focus vocabulary: me gusta, la abuela, el lobo, learn additional focus vocabulary and terms of endearment for grandmother, and some names and physical descriptions.

Episode 8: Disguises

The students will review previous material and focus vocabulary: los dientes, los ojos, learn additional focus vocabulary.

May**Episode 9: Manners**

The students will review previous material and focus vocabulary: las manos, gracias, por favor, si, no, learn additional focus vocabulary and learn expressions of gratitude and courtesy.

Episode 10: Gutbusters

The students will review previous material and focus vocabulary: la cabeza, la nariz, learn additional focus vocabulary and the expression Me gusta (I like it).

June**Episode 11 Little Blue Riding Hood**

The students will review previous material and focus vocabulary.

Episode 12: The Wolf's share

The students will review previous material and focus vocabulary: los amigos, las papas fritas, learn additional focus vocabulary and the expression "Uno para mi, uno para ti".

Learning Activities

Please refer to the following for activities and resources:

- SALSA: Spanish for Young Children Activity Guide- Programs 1-30
- SALSA Videotapes or DVDs (see librarian/world language teacher)
- SALSA: South Brunswick Activity Binder
- SALSA manipulative collection (see librarian/world language teacher)

Benchmarks for SALSA

SALSA I: Kindergarten- Episodes 1-12

FIRST GRADE: SALSA I CURRICULUM MAP

Pacing Chart

September-October

Episode 13: Three Clever Goats

The students will review previous material and focus vocabulary: las orejas, el monstruo, learn additional focus vocabulary.

Episode 14: Special Delivery

The students will review previous material and focus vocabulary: el queso, el tomate, la pizza, learn additional focus vocabulary.

Episode 15: The Quiz Show

The students will review previous material and focus vocabulary: el carro, morado/a, learn additional focus vocabulary.

November-December

Episode 16: Monster Mayhem

The students will review previous material and focus vocabulary, and hear authentic Mariachi music.

Episode 17: Happy Birthday Monster

The students will review previous material and focus vocabulary, learn additional focus vocabulary: contento, tristes, and learn about empanadas.

Episode 18: Highway Robbery

The students will review previous material and focus vocabulary: seis, siete, hace calor, learn additional focus vocabulary.

January-February

Episode 19 The Little Red Hen

The students will review previous material and focus vocabulary: el gato, cansado/a, learn additional focus vocabulary and leave takings such as Buenas noches and adios.

Episode 20: The Armadillo's Hamburgers

The students will review previous material and focus vocabulary, learn additional focus vocabulary: hace frio, la hamburguesa.

Episode 21: The Fruit Fiasco

The students will review previous material and focus vocabulary: ocho, nueve, learn additional focus vocabulary including numbers, learn additional focus vocabulary such as expressions of courtesy; por favor, gracias, de nada.

March-April

Episode 22: Finally Nine

The students will review previous material and focus vocabulary: el papel, el lapiz.

Episode 23: Quiz Show

Comprehensive review of focus vocabulary

Episode 24 A Dark and Stormy Night

The students will review previous material and focus vocabulary: el pastel, tengo hambre.

Episode 25 The Race (The Little Train)

The students will review previous material and focus vocabulary: adios, el tren, learn additional focus vocabulary such as adios, el tren, que bueno, bien hecho, bravo.

May

Episode 26 The Goats' Vacation

The students will review previous material and focus vocabulary: diez, el libro, learn additional focus vocabulary including diez, el libro, hola, adios.

Episode 27: Super Armadillo!

The students will review previous material and focus vocabulary, learn additional focus vocabulary: including las uvas, la leche.

Episode 28: The Great Ice Cream Robbery

The students will review previous material and focus vocabulary, learn additional focus vocabulary including los osos, el helado and the song "Habia una vez un tren pequenito"

June

Episode 29: The Red Shoes

The students will review previous material and focus vocabulary (expressions of courtesy) and learn additional focus vocabulary including el zapato, los pies.

Episode 30: Quiz Show III Hiccups

Learning Activities

Please refer to the following for activities and resources:

- SALSA: Spanish for Young Children Activity Guide- Programs 1-30

- SALSA Videotapes or DVDs (see librarian/world language teacher)
- SALSA: South Brunswick Activity Binder
- SALSA manipulative collection (see librarian/world language teacher)

Benchmarks for SALSA

SALSA I: Kindergarten- Episodes 1-12; First Grade- Episodes 13-30

SECOND GRADE: SALSA I CURRICULUM MAP

Pacing Chart

September-October

Episode 31: Jack and the cornstalk

The students will learn focus vocabulary: quince, el mais, and numbers 11-14.

Students will also learn about traditional foods from Spanish speaking countries, greeting and leave taking and the every day experiences of a child living in the Dominican Republic.

Episode 32: The monster is angry

The student will learn the focus vocabulary: enojado/enojada, tengo miedo.

Students will also learn about expressions of endearment, and courtesy and the every day experiences of a child living in the Dominican Republic.

November-December

Episode 33: Everybody needs a friend

The student will learn focus vocabulary: el pez, estoy bien, estoy mal.

Students will also review common greetings, and replies, learn about animals native to Spanish speaking countries and the every day experiences of a child living in the Dominican Republic.

Episode 34 Super Armadillo: Trouble from above

The students will learn focus vocabulary arriba, abajo.

The students will also learn about cultural artifacts from Peru, common expressions of gratitude (por favor, gracias) and the every day experiences of a child living in the Dominican Republic.

Episode 35: Donde esta or Where is it?

The students will learn focusing on vocabulary: el pajar, negro and learn about shopping in Spanish speaking countries, greeting and leave taking, the every day experiences of a child living in Mexico.

January-February

Episode 36 Quiz show: What is it this time?

The students will review previously learned focus vocabulary, learn about the every day experiences of a child living in Mexico, and learn the traditional Spanish song: The Sea Serpent.

Episode 37: The Three Pigs

The student will learn focus vocabulary la casa, rosado/rosada.

Students will also learn about creations designed by an artist from the Dominican Republic and the every day experiences of a child living in the Mexico.

March-April

Episode 38: Portrait of an artist as a young pig.

The students will learn focus vocabulary el círculo, el triángulo.

Students will also review common expression of courtesy and learn common expressions of praise such as bien hecho and muy bien.

Students will learn about cultural artifacts from Spanish speaking countries and the every day experiences of a child living Mexico.

Episode 39: Is this your birthday?

The students will learn focus vocabulary el hermano, la hermana, el cumpleaños

Students will learn traditional music and children's games, traditional foods and baked goods found in a Mexican bakery and the every day experiences of a child living in Mexico.

May

Episode 40: Till Mama bear sings

The students will learn focus vocabulary las galletas, la boca and review previously learned cultural awareness.

Students will the every day experiences of a child living in Chile.

Episode 41: The pig who cried bandit.

The students will learn focus vocabulary la música, blanco/blanca, and common expressions of gratitude: gracias, de nada, and exclamation: que bueno.

Students will learn traditional music from Spanish speaking countries and the every day experiences of a child living in Chile.

June

Episode 42 Quiz Show: The Showdown!

The students will review focus vocabulary and culture.

Students will learn about the every day experiences of a child living in Chile.

Learning Activities

Please refer to the following for activities and resources:

- SALSA II: Spanish for Young Children Activity Guide- Programs 31-42
- SALSA Videotapes or DVDs (see librarian/world language teacher)
- SALSA: South Brunswick Activity Binder
- SALSA manipulative collection (see librarian/world language teacher)

Benchmarks for SALSA

SALSA II:

Second Grade- Episodes 31-42

Note: SALSA II consists of 12 30-minute episodes but should be broken down into 24 15-minute episodes. The visual transition that is located approximately half way through each episode is a book entitled "cuentos." SALSA II consists of both story telling and cultural aspects of the Dominican Republic, Mexico and Chile.

Summative Assessment

K-2 SALSA Survey-

Administered to incoming third grade students by their Spanish teacher.

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

Language: Spanish

Level: 3rd - 5th Grades

Language: Spanish
Level: 3rd Grade

Proficiency Level: NM

UNIT 1: GREETINGS/SALUDOS

Enduring Understanding(s)

Social interaction in Spanish-speaking countries requires knowledge of greetings.

Language learners use culturally authentic expressions and vocabulary to greet people.

Essential Question(s)

How do you greet and say farewell to someone in Spanish?

How do you express how you're feeling?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1 NM.A.1

7.1 NM.A.2

7.1 NM.A.3

7.1 NM.B.2

7.1 NM.B.3

7.1 NM.B.4

Performance Assessment Tasks

Performance Assessment Task 1

Students role –play a brief first meeting

Performance Assessment Task 2

Students will role-play introducing each other.

Performance Assessment Task 3

Students create a flip up book.

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to greetings: through reading, listening, speaking and viewing authentic materials

Interpersonal mode: Give students multiple opportunities to interact with each other to find out about introductions and leave takings

Presentational mode: Give students opportunities to copy/write words on greetings.

Interdisciplinary Connection: Music, geography

Technology Integration: Music, cd, iPod, computer, YouTube

21st Century/Career Skills: Communication and collaboration.

Suggested Strategies

Suggested input strategies:

Introducing concepts related to greetings.

Suggested interpretive activities:

Present word and phrase vocabulary.

Write on board: Me llamo _____, for students to write in notebook.

Students will work on greetings handout to write and translate greetings in Spanish.

Students sing greeting songs and chants.

Songs: ¡Buenos días! Jose Luis Orozco,¿Como te llamas? Patty Lozano

Optional- use map to teach countries that speak “Español” and play los “Paises Hispanos” from Taco

Websites: <http://www.youtube.com/watch?v=6v95FATsydI> -Los paises hispanos-Taco tapes

Suggested interpersonal activities:

Students greet each other in pairs, small, and large groups.

Students sing greeting songs and chants.

Use the Koosh ball to have students respond to basic questions.

Ask students how they are feeling Round Robin and in pairs.

Suggested presentational activities

Students apply benefits of learning Spanish in Wishes and Dreams activity.

Role Plays

Students come up in pairs and re-enact a brief first meeting.

Students are given situations related to greetings.

UNIT 2: LOS COLORES/COLORS

Enduring Understanding(s)

Similar to English, Spanish words for color are used as both nouns and adjectives.

Language learners use colors as adjectives and express color preferences.

Essential Question(s)

Can you name colors in Spanish?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1. NM A.1

7.1 NM.A.3

7.1 NM.B.4

7.1 NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1

Performing based assessments (ex. Students will recognize and pronounce the color of each of the animals at the end of the book *Oso Pardo*.)

Performance Assessment Task 2

Students will color animals in handout a write in colors according to story "Oso Pardo"

Instructional Strategies and Connections

Interpretive mode:

Provide opportunities to practice the interpretive mode as related colors through reading, listening, speaking and viewing authentic materials.

Interpersonal mode:

Give students multiple opportunities to interact with each other to find out about colors.

Presentational mode:

Give students opportunities to copy/write words on colors.

Interdisciplinary Connection: Art, music and literature.

Technology Integration: DVD, iPod, projector, YouTube, and/or computer.

21st Century/Career Skills: Collaboration/communication.

Suggested Strategies

Suggested input strategies:

Introducing concepts related to colors.

Suggested interpretive activities:

Read “Oso Pardo” by Eric Carl.

Sing “rojo, café” by Patty Lozano

Websites:

http://www.spanishspanish.com/colors/color_menu.html colors pronunciation, games

www.quia.com games with different games

www.123teachme.com pronunciation, games

<http://www.youtube.com/watch?v=48vNfKUHWRw&feature=fvwrel> De colores, song.

Suggested interpersonal activities:

Express color preferences

Suggested presentational activities:

Coloring animals as referenced in book

Retelling story in groups using handout as resource

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play. Students are given situations related to color.

UNIT 3: LOS NUMEROS/NUMBERS (1-30)

Enduring Understanding(s)

Mathematics is universal- used everywhere by everyone.

Language learners use numbers for simple mathematics.

Essential Question(s)

Can you count to thirty in Spanish?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NMA.1 7.1.NMA.2

7.1NM.A.4

7.1NM.A.5

7.1NM.B.2, 7.1NM.B.4, 7.1NM.B.5, 7.1NM.C.2, 7.1NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1

Students will count paper chips to add numbers and recognize colors.

Performance Assessment Task 2

Students will add/subtract numbers in Spanish.

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related numbers, through reading, speaking, listening and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about numbers.

Presentational mode: Solving simple math.

Interdisciplinary Connection: math, music and literature.

Technology Integration: Cd, ipod, projector, computer, and/or YouTube.

21st Century/Career Skills: collaboration/communication

Suggested Strategies

Suggested input strategies

Introducing concepts related to numbers.

Suggested interpretive activities:

Read *M&M's libro de contar* book.

Sing “cuenta” by Taco , “quince galletas” by Patty Lozano

Websites:

www.youtube.com - cuenta song taco.

http://www.spanishspanish.com/numbers/Spanish_numbers.html -games and pronunciation.

<http://www.quia.com/jfc/293272.html> -math.

<http://www.quia.com/hm/587838.html> -practicing numbers.

www.123teachme.com

Suggested interpersonal activities:

Playing más o menos.

Casi diez.

Tossing number or addition/subtraction ball.

Suggested presentational activities

Use white boards to demonstrate comprehension acquisition.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

Students are given situations related to numbers.

UNIT 4: LA COMIDA/FOODS

Enduring Understanding(s)

Cultures have foods that are in common, and foods that are different.

Language learners identify foods, fruits and drinks.

Essential Question(s)

Can you name common food items?

What foods are popular in various Spanish Speaking countries?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1NM.A2

7.1NM.A.3

7.1NM.A.4

7.1NM.B.2

7.1NM.B.4

7.1NM.C.2

7.1NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1

Students will be able to say "Me gusta _____ pero no me gusta _____" with the different fruits and drinks.

Performance Assessment Task 2

Students will identify fruits and foods that come from other countries.

Instructional Strategies and Connections

Interpretive mode:

Providing opportunities to practice the interpretive mode as related food through reading, listening, speaking and viewing authentic materials

Interpersonal mode:

Giving students multiple opportunities to interact with each other to find out about food.

Presentational mode:

Giving students opportunities to copy/write words on foods.

Interdisciplinary Connection: Music, art, and health.

Technology Integration: iPod, DVD, projector, computer, and YouTube.

21st Century/Career Skills: communication/collaboration

Suggested Strategies

Suggested input strategies:

Introducing concepts related to foods.

Suggested interpretive activities:

Introduce food vocabulary.

Sing "Las frutas" song.

PowerPoint of fruits/drinks

Websites:

www.youtube.com -La canción de las frutas

<http://www.spanishspanish.com/food/frutas.html> -pronunciation of las frutas y vegetales.

http://www.quia.com/pop/57632.html?AP_rand=1794835879 -pop up game with frutas.

<http://www.quia.com/jfc/1859568.html> -games

www.123teachme.com

Suggested interpersonal activities: expressing preferences

Suggested presentational activities: Retelling student generated stories through TPR. Using flashcards of foods to follow words in song.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

Students are given situations related to foods.

UNIT 5: FAMILIA/FAMILY

Enduring Understanding(s)

A family is a universal concept- a group that usually includes children and those who raise them.

Language learners identify family members.

Essential Question(s)

What do we call family members?

What are terms of endearment in Latin American countries?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM A.1,

7.1NM.A.2

7.1NM.A.4

7.1NM.B.2

7.1NM.B.4

7.1NM.B.5

7.1NM.C.2

7.1NM.C.3

7.1NM.C.5

Performance Assessment Tasks

Performance Assessment Task 1

Students cut and paste family members in family tree.

Performance Assessment Task 2

Students share about their family members either orally or both written and oral presentation.

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related family through reading, listening and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about family.

Presentational mode: Giving students to copy/write words on family and present their family.

Interdisciplinary Connection: Math, and music.

Technology Integration: DVD, iPod, projector, YouTube, and computer.

21st Century/Career Skills: Collaboration/communication.

[Suggested Strategies](#)

Suggested input strategies:

Introducing concepts related to familia.

Suggested interpretive activities:

Introduce vocabulary.

Teacher shares her family members through photos.

Sing “Mi familia grande.” Taco

Websites:

www.youtube.com -mi familia grande song

<http://www.quia.com/jfc/2239086.html> -games

http://www.123teachme.com/spanish_search/familia -vocabulary and games

Suggested interpersonal activities: Pair shares.

Suggested presentational activities: Students will present their family with photo.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play.

Students are given situations related to family.

UNIT 6: VERBOS/ACTION WORDS

Enduring Understanding(s)

There are hundreds of sports and competitive physical activities played throughout the world.

Language learners demonstrate understanding of action words and sports.

Essential Question(s)

Can you name and demonstrate basic action words?

What are the names of common sports?

What sport is the most popular in Latin America?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.C.2

7.1.NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1

Students will be able to share their favorite sports and/or activities by using “me gusta ____ y _____”

Performance Assessment Task 2

Students will demonstrate understanding of sports/activities while playing *Simon Dice*.

Instructional Strategies and Connections

Interpretive mode: Provide opportunities to practice the interpretive mode as related action words and sports through reading, speaking, listening and viewing authentic materials

Interpersonal mode: Give students multiple opportunities to interact with each other to find out about action words and sports.

Presentational mode: Give students opportunities to copy/write words on action words and sports.

Interdisciplinary Connection: P.E.

Technology Integration: DVD, iPod, projector, computer, and YouTube.

21st Century/Career Skills: Collaboration/communication.

Suggested Strategies

Suggested input strategies:

Introduce concepts related to action words and sports.

Suggested interpretive activities:

Introduction of vocabulary

Simon says

Suggested interpersonal activities:

Express preferences

Charades

7-up

Flyswatter

Suggested presentational activities

Students will work on handout where they will translate vocabulary words and draw one item that will identify sport.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play.

UNIT 7: WEATHER, DAYS, MONTHS, SEASONS (OPTIONAL)

Enduring Understanding(s)

Awareness of time change, climate and weather are necessary when planning travel to another country.

Language learners will be able to tell the day and month in Spanish.

Language learners will understand differences in Spanish and English calendars.

Language learners will be able to understand the names of the seasons in Spanish.

Essential Question(s)

What day of the week is the first day in the Spanish calendar?

What month in Spanish does not start with the same letter as the month in English?

What are the four seasons?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.C.2

7.1.NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1 Students will say *Mi dia favorito es* _____.

Performance Assessment Task 2 Students will describe the weather outside.

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related calendar, weather, and seasons through reading, listening and viewing authentic materials.

Interpretive mode: Giving students multiple opportunities to interact with each other to find out about calendar, weather, and seasons.

Presentational mode: Giving students opportunities to copy/write words on action words and sports.

Interdisciplinary Connection: Music, and art.

Technology Integration: DVD, iPod, computer, projector, and YouTube.

21st Century/Career Skills: Collaboration/communication

Suggested Strategies

Suggested input strategies:

Introducing concepts related to weather, seasons, and the calendar.

Suggested interpretive activities:

Introduction of vocabulary

Song “Hoy es sabado.” by taco

Chant lunes, martes, miercoles, jueves, viernes, sabado, domingo

Suggested interpersonal activities:

La Macarena dance with song

7-up

Flyswatter

Four corners

Suggested presentational activities

Create page divided in four. Label seasons. Decorate and add weather and/or months. Share your favorite season and why. (According to the weather.)

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play.

Language: Spanish

Level: 4th Grade

Proficiency Level: NM

UNIT 1: SALUDOS Y DESPEDIDAS / GREETINGS AND LEAVE-TAKINGS

Enduring Understanding(s)

Social interaction in Spanish-speaking countries requires knowledge of expressions.

Language learners use culturally authentic expressions and vocabulary to greet people.

Essential Question(s)

How do you introduce yourself and find out important information from others?

In which countries are Spanish spoken.

How will learning Spanish benefit you in your life?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.3

7.1.NM.B.2

7.1.NM.B.3

7.1.NM.B.4

7.1.NM.C.3

7.1.NM.C.5

Performance Assessment Tasks

Performance Assessment Task 1:

Students role-play a brief first meeting

Performance Assessment Task 2:

Students role-play introducing each other

Performance Assessment Task 3:

Students create comic strips to demonstrate understanding

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to greetings through reading, listening, speaking and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about introductions and leave takings.

Presentational mode: Provide opportunities for students to imitate skits and cultural practices and copy/write phrases or simple guided texts on familiar topics.

Interdisciplinary Connection: Music, Literacy, Geography

Technology Integration: Music CDs

21st Century/Career Skills: Communication and Collaboration

Suggested Strategies

Suggested input strategies:

Introducing concepts related to greetings

Suggested interpretive activities:

Introduce/review vocabulary

Students will brainstorm countries where Spanish is spoken

Play “*Los paises hispanos*” (Taco tape)

Identify Spanish-speaking countries on map / students may be given their own maps with option of coloring in paises hispanos

Practice sequencing using sentence strips

Students create “flip-up” book

Suggested interpersonal activities:

Ball toss/hot potato, round-robin, or other ice- breaker/cooperative learning games to practice introductions and

ask how each other are feeling.

Pair-share

Songs and chants

Suggested presentational activities

Students apply benefits of learning Spanish in a wishes and dreams activity and share with classmates.

Students complete “Yo soy asi” activity/poster

Role Plays:

Students come up in pairs and reenact a brief first meeting.

Students are given situations related to greetings.

UNIT 2: EL CUERPO Y LOS NUMEROS / THE BODY AND NUMBERS

Enduring Understanding(s)

There are some things that are in common among all cultures: body parts and a number system are two such things.

Language learners identify and describe parts of the body in Spanish.

Language learners know numbers 1- 60 in Spanish.

Essential Question(s)

What are the main parts of the human body?

How many do you have of each?

How do you describe someone's eye/hair color?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.2

7.1.NM.C.3

7.1.NM.C.4

Performance Assessment Tasks

Performance Assessment Task 1: Performance based assessments (e.g. students touch/point to the body parts as they appear in the song/TPR)

Performance Assessment Task 2: Monster / Alien writing with TPRS and rubric to assess writing

Performance Assessment Task 3: Listening comprehension

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to the body and numbers through reading, listening, speaking and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about the body and numbers.

Presentational mode: Providing students opportunities to recite simple rhymes, songs and skits, and provide age appropriate materials orally and in writing.

Interdisciplinary Connection: Science (Biology), Mathematics, Music, Physical Education, Art, Literacy

Technology Integration: Music, DVD, YouTube videos, and projector.

21st Century/Career Skills: Communication and Collaboration

Suggested Strategies

Suggested input strategies:

Introducing concepts related to the body and numbers.

Suggested interpretive activities:

Introduce body part and number vocabulary

Label body parts on “el chico” o “la chica”

Students create pictograms using body parts

YouTube video: Cabeza hombro pierna pie by Susa (w/ TPR)

Song – “Juanito baila” (by Luis Orozco) (w/TPR)

Song – “Me duele la cabeza” by TACO

Song – “Tengo comezon” by Patty Lozano

Read “De la cabeza a los pies” by Eric Carle

Read “A Contar Cheerios” or other number-related texts

Practice math facts in Spanish with flashcards, worksheets, etc.

Play Loteria / Bingo with body parts and/or numbers

Read “Froggy juega el futbol”

Suggested interpersonal activities:

To develop listening comprehension: Use TPR (Total Physical Response) to play “Simon dice” (Simon Says)

Students play Mas o Menos and/or Cuenta

Students partner and practice numbers with math flashcards / or can play “Alrededor del mundo” (Around the World)

Suggested presentational activities

To develop writing skills: Students create a monster or alien and write a description of it and illustrate accordingly

Students imitate songs, adapt/modify and create and perform their own versions of songs.

Role Plays- In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play. Students are given situations related to body parts.

UNIT 3: WHAT'S IN YOUR CLOSET? / WEATHER, SEASONS, CLOTHING, AND COLORS

Enduring Understanding(s)

Seasonal change in climate and weather helps us know what to wear each day.

Language learners describe seasons and climates and identify colors and basic articles of clothing.

Essential Question(s)

What is the weather like?

What types of clothes would you wear when it's hot, cold, or mild outside?

What clothes are matched to what body parts?

What are the colors of your clothes and how many of each do you have / are you wearing?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.C.2

7.1.NM.C.4

Performance Assessment Tasks

Performance Assessment Task 1:

Written description of an outfit a student might wear.

Performance Assessment Task 2:

Students present fashion show

Performance Assessment Task 3:

Students label, draw, and color seasons onto shield template. Differentiation – students also write months and/or weather of each season

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to clothes, weather, and seasons through reading, Listening, speaking and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about clothing.

Presentational mode: Providing students opportunities to present information orally and in writing.

Interdisciplinary Connection: Science, Literacy, Music, Art

Technology Integration: Music, DVD, YouTube videos, power point presentation

21st Century/Career Skills: Communication and Collaboration

Suggested Strategies

Suggested input strategies:

Introducing concepts related to clothing, colors, weather, and seasons.

Suggested interpretive activities:

Introduce / review target vocabulary

Read authentic texts related to colors

Use kinesthetic chants to clap-out and count syllables of colors or other target words

To develop listening skills: teacher will introduce and read a story, “Froggy se viste,” about getting dressed in Spanish and students will identify the clothing.

Teacher describes what one of the students in the class is wearing, including colors, and students have to identify whom the teacher is describing.

Students will match the clothing to the body parts the clothing covers.

YouTube video: Senor Jordan “El tiempo y clima”

Students describe weathers for particular days and each season

Complete graphic organizer or Venn diagram identifying which clothes would be worn during which types of weather

Suggested interpersonal activities:

Students describe what classmates are wearing and colors of articles of clothing

Students play Seven Up, Match Mine, or Steal the Bacon to review vocabulary

Students play Charades with weather

Students play Four Corners with seasons

Students play Las Pizarras (w/ individual white boards) to demonstrate understanding of target concepts

Practice sequencing in partners or small groups with individual sentence strips / index cards

Suggested presentational activities:

Students will draw pictures or match clothing with the appropriate weather.

Role Plays: Students put on a fashion show to demonstrate comprehension and acquisition of target vocabulary and concepts.

Students are given situations related to clothing

UNIT 4: LA COMIDA

Enduring Understanding(s)

Culturally authentic dishes vary from country to country yet there are shared common foods.

Language learners identify and describe the names and colors of foods and drinks and express their preferences (likes/dislikes).

Essential Question(s)

How do you express hunger and thirst?

Which foods and beverages do you like and dislike?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.B.2

7.1.NM.B.3

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.2

7.1.NM.C.3

7.1.NM.C.5

Performance Assessment Tasks

Performance Assessment Task 1:

Student created versions of “La Oruga Muy Hambrienta” / presentation / (optional) buddy class share

Performance Assessment Task 2:

Written description of food preferences / presentation

Instructional Strategies and Connections

Interpretive mode:

Providing opportunities to practice the interpretive mode as related to food and drink through reading, listening and viewing authentic materials

Interpersonal mode

Giving students multiple opportunities to interact with each other to find out about food and drink.

Presentational mode:

Providing opportunities for students to present information orally and in writing.

Interdisciplinary Connection: Nutrition, Art, Music

Technology Integration: YouTube videos, overhead projector, music CDs, power points

21st Century/Career Skills: Communication and Collaboration

Suggested Strategies**Suggested input strategies:**

Introducing concepts related to food and drink

Suggested interpretive activities:

Introduce food vocabulary

Students complete Venn diagram (graphic organizer) to compare and contrast food preferences

Song – “*De la cancion de las frutas*” by Patty Lozano

Song – “*Jugo de naranja*” by Patty Lozano

Play Loteria / Bingo with target vocabulary

Suggested interpersonal activities:

Students play Pictionary/ Win lose or draw, or Seven Up to review target vocabulary

Teacher reads “*La Oruga Muy Hambrienta*”/ *The Hungry Caterpillar* by Eric Carle

Students interview each other on food/drink preferences

Suggested presentational activities

Students share student-created versions of Eric Carle story with classmates, family members, and/or buddy classes

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

Students are given situations related to food and drink.

UNIT 5: LA FAMILIA, LOS VERBOS, LOS DEPORTES / FAMILY, ACTION WORDS, SPORTS

Enduring Understanding(s)

The family is an important part of any society.

Language learners are able to identify names of family members, describe traits, and discuss preferences.

Essential Question(s)

How many of each family member do you have?

Can you describe the size and some of the physical traits of your family?

What kinds of activities do your family members like to do?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.2

7.1.NM.C.3

7.1.NM.C.4

Performance Assessment Tasks

Performance Assessment Task 1 (end of unit assessment)

Written description of family members with family tree / photo / illustration and presentation

Performance Assessment Task 2 (end of unit assessment)

Listening comprehension

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to family, action words, and sports through reading, listening and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about the family, action words, and sports.

Presentational mode: Providing opportunities for students to recite simple rhymes and songs and present information orally and in writing.

Interdisciplinary Connection: Music, Art, Literacy

Technology Integration: YouTube videos, music CDs, overhead projector

21st Century/Career Skills: Communication and Collaboration

Global Perspectives: Global awareness

Suggested Strategies

Suggested input strategies:

Introducing concepts related to the family

Suggested interpretive activities:

Introduce family vocabulary

Song – “Mi familia grande” by Taco

Play charades, matamoscas (flyswatters), Simon says to reinforce vocabulary and target concepts

Practice sequencing using sentence strips, etc.

Write sentences describing size and physical traits of family members

Complete graphic organizer – “la familia de Maria”

Suggested interpersonal activities:

Interview classmates and family members on likes and dislikes

Pair-share how many of each family member each student has and their names

Suggested presentational activities:

Academic choice – in the form of 1 - student created family trees, 2 - family photos, or 3 - personal illustrations, including

written description of family members with presentation

Create family book expressing names, physical traits and preferences (pair-share, present to class, etc.)

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

Students are given situations related to family, action words, and sports

UNIT 6: EL CALENDARIO / CALENDAR (DAYS, MONTHS) (OPTIONAL UNIT)

Enduring Understanding(s)

The calendar is a universal concept. It is used throughout the world.

Language learners are able to tell the days of the week and months of the year in Spanish.
Language learners are able to distinguish the differences between the Spanish and English calendars

Essential Question(s)

How does the English calendar differ from the Spanish calendar?

How do you recite the days of the week in Spanish?

How do you recite the months of the year in Spanish?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.2

7.1.NM.C.3

7.1.NM.C.5

Performance Assessment Tasks

Performance Assessment Task 1:

Student created calendars / cultural integration – Aztec calendars

Performance Assessment Task 2 (end of unit assessment)

Listening comprehension

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to the calendar through reading, listening and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about the calendar.

Presentational mode: Providing opportunities for students to recite simple rhymes and songs and present information orally and in writing.

Interdisciplinary Connection: Music, Art, Literacy

Technology Integration: YouTube videos, music CDs, overhead projector

21st Century/Career Skills: Communication and Collaboration

Global Perspectives: Global awareness

[Suggested Strategies](#)

Suggested input strategies:

Introducing concepts related to the calendar

Suggested interpretive activities:

Introduce calendar vocabulary along with major differences between English and Spanish calendars (i.e. capitalization, and beginning day of the week)

Song – “El lunes estoy en Canada” by Uwe Kind

Song – “La Macarena” to the months of the year

Power point on Los Aztecas

Read “La Semana de Cookie”

Suggested interpersonal activities:

“Pon en orden” – students in small groups race to place days of the week or months vocabulary cards in the correct order on the board

Play Siete Arriba (Seven Up) with target vocabulary

Students interview each other on their preferences (for ex. Cual es tu dia favorito? Mes favorito?

Etc)

Suggested presentational activities:

Students create their own versions of an Aztec calendar and pair-share or present to class

Students create mini-books of “La semana de _____”

Language: Spanish
Level: 5th Grade

Proficiency Level: NM

UNIT 1: LOS NUMEROS/LAS HORAS

Enduring Understanding(s)

Social interaction in Spanish-speaking countries requires knowledge of expressions.

Language learners use culturally authentic expressions and vocabulary to greet people.

Essential Question(s)

How do you greet a classmate or teacher in Spanish?

How do you express your emotions and greetings?

How do you ask a classmate or teacher for classroom materials or give commands?

How will learning Spanish benefit you in your life?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.3

7.1.NM.B.2

7.1.NM.B.3

7.1.NM.B.4

7.1.NM.C.3

7.1.NM.A.5

Performance Assessment Tasks

Performance Assessment Task 1

Students role-play a brief first meeting.

Performance Assessment Task 2

Students will role-play introducing each other.

Role-play or interview using greetings with a classmate.

Students create comic strips to demonstrate understanding.

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to greetings through reading, listening and viewing authentic materials.

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about greetings.

Presentational mode: Provide opportunities for students to imitate rimes, songs, skits and cultural practices and copy/write phrases or simple guide texts o familiar topics.

Interdisciplinary Connection

Technology Integration: Music and CDs, computer, projector, smart board.

21st Century/Career Skills: Communication/collaboration

Suggested Strategies

Suggested input strategies:

Introduce concepts related to greeting.

Suggested interpretive activities:

Introduce/review vocabulary.

Students will brainstorm countries where Spanish is spoken.

Play “Los países hispanos”

Suggested interpersonal activities:

Ball toss/hot potato, round robin, or other ice-breaker/cooperative learning games to practice introductions and ask how each other are feeling.

Pair-share using the small clocks.

Songs and chants.

Suggested presentational activities

Students apply benefits of learning Spanish in a wishes and dreams activity and share with classmates.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

Students are given situations related to greetings.

UNIT 2: LOS NUMEROS/LAS HORAS

Enduring Understanding(s)

Being able to tell time is a universal concept. People do this all over the world. In schools everywhere, students follow schedules similar to those we follow in S. Brunswick.

Language learners identify/recognize Spanish numbers.
Language learners use Spanish expressions while telling the time.
Language learners will express likes and dislikes in references to school subjects.

Essential Question(s)

Can you identify/recognize numbers up to 100 in Spanish?
How can you tell time in Spanish?
Can you tell which is your favorite school subject in Spanish and explain Why?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1
7.1.NM.A.2
7.1.NM.A.4
7.1.NM.B.2
7.1.NM.B.4
7.1.NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1

Student will do simple math problems and or be able to identify numbers in literature or music.

Performance Assessment Task 2

Using clock students will show and tell the time using Spanish expressions.

Performance Assessment Task 3

Students will be able to create their own version of “La Mariquita Malhumorada” and present it to the class.

Performance Assessment Task 4

Student will create and share their ideal daily schedule.

Instructional Strategies and Connections

Interpretive mode: Providing opportunities to practice the interpretive mode as related to time and school subjects through reading, listening and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about time and school subjects.

Presentational mode: To develop Writing and speaking skills: Students create their version of “La Mariquita Malhumorada” for a class presentation.

Interdisciplinary Connections

Technology Integration: Music, CDs, computer, projector

21st Century/Career Skills: Communication and Collaboration

Suggested Strategies

Suggested input strategies:

Introducing concepts related to numbers, time and school subject.

Suggested interpretive activities:

Introduce/review numbers up to 100.

Introduce and practice time expressions.

Read book “*La Mariquita Malhumorada*”

Introduce/review school subject vocabulary

Suggested interpersonal activities:

Ball toss, hot potato, or other ice-breaker/cooperative learning games to practice numbers and time.

Pair-share.

Songs and chants

Suggested presentational activities

Students present their version of “La Mariquita Malhumorada”.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

UNIT 3: LAS ACTIVIDADES DIARIAS/DAILY ACTIVITIES (OPTIONAL)

Enduring Understanding(s)

Social interaction in Spanish-speaking countries requires knowledge of expressions.

Language learners use cultural authentic expressions and vocabulary to talk about their daily activities.

Essential Question(s)

Can you tell others about your daily routine using Spanish expression and time?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1

Students will categorize daily activities through the day (por la mañana, por la tarde, por la noche)

Performance Assessment Task 2

Students will create a poster, a power point, or short video about their daily routine and present it to the class.

Instructional Strategies and Connections

Interpretive mode: Provide opportunities to practice the interpretive mode as related to daily activities through reading, listening and viewing authentic materials

Interpersonal mode: Giving students multiple opportunities to interact with each other to find out about daily activities

Presentational mode: Providing opportunities to talk about their daily routine through reading, listening and viewing authentic materials

Interdisciplinary Connection: Technology

Technology Integration: Music, CDs, computer, projector, smart board

21st Century/Career Skills: Communication and collaboration.

Suggested Strategies

Suggested input strategies:

Introducing concepts related to daily activities.

Suggested interpretive activities:

Introduce/review daily activities vocabulary

YouTube video “ Mi Rutina Diaria” (<http://www.youtube.com/watch?v=NSblebrx6ng>)

Suggested interpersonal activities:

Ball toss, hot potato, or other ice-breaker/cooperative learning games to practice daily routine

Pair-share.

Student play “Simón dice”

Students and teacher play charades

Suggested presentational activities

Students present their poster, power point or short video on daily routine.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

UNIT 4: LA CASA/THE HOUSE

Enduring Understanding(s)

There is a layout and structure to homes- regardless of where they are located.

Language learners will use appropriate vocabulary to talk/describe their ideal house.

Language learner will use previously learned vocabulary to talk about what they do through their house.

Essential Question(s)

Can you talk about different rooms of the house in Spanish?

What does your ideal house look like?

What are some activities you do in each room?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1

Students will label rooms and items in the house using a handout.

Performance Assessment Task 2

Students will create diorama or poster of a room in the house including a written description and a presentation

Instructional Strategies and Connections

Interpretive mode: Provide opportunities to practice the interpretive mode as related to the house through reading, listening and viewing authentic materials

Interpersonal mode: Give students multiple opportunities to interact with each other to find out about the house

Presentational mode: To develop creativity, writing and speaking skills: Students create a poster or diorama of a room with appropriate items on it for a presentation.

Interdisciplinary Connection: Music, Art

Technology Integration: Music, CDs, computer, projector, smart board

21st Century/Career Skills: Collaboration and Communication

Suggested Strategies

Suggested input strategies:

Introducing concepts related to the house.

Suggested interpretive activities:

Introduce/review rooms and items of the house vocabulary

Complete Venn diagrams or other graphic organizers

Practice sequencing with sentence strips / modeling writing portion of project

Show photos of various rooms of a house and have students brainstorm what they see in each room and how they would describe what they see (both orally and in written form)

Suggested interpersonal activities:

Ball toss, hot potato, or other ice-breaker/cooperative learning games to practice rooms and items of the house

Pair-share asking questions related to the house (i.e. *Es tu casa grande, mediano, o pequeño? De que color es tu casa? Cuantos cuartos hay en tu casa? Que hay en tu dormitorio? Que haces en la cocina?*)

Students play Seven Up, Match Mine, Steal the Bacon, or Las Pizarras to reinforce target vocabulary and demonstrate understanding

Suggested presentational activities

Students create a room with items (including labels), write a description of, and present their poster or diorama project.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play.

UNIT 5: LA COMUNIDAD Y LA TRANSPORTACION / COMMUNITY AND TRANSPORTATION

Enduring Understanding(s)

Transportation is a universal concept. People and goods are moved to and fro, and from place to place.

Language learners are able to name places within the community as well as modes of transportation in Spanish.

Essential Question(s)

Can you identify places in your community in Spanish?

Can you identify modes of transportation in Spanish?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.C.3

Performance Assessment Tasks

Performance Assessment Task 1: Students will create their own versions of a community (one-dimensional, 3-dimensional, of various sizes) and label buildings and roads/streets in Spanish.

Performance Assessment Task 2: (optional) Students will work on following and/or giving directions to a partner in Spanish.

Instructional Strategies and Connections

Interpretive mode: Provide opportunities to practice the interpretive mode as related to community and transportation through reading, listening and viewing authentic materials

Interpersonal mode: Give students multiple opportunities to interact with each other to find out about community and transportation.

Presentational mode: To develop speaking and listening skills will pair share.

Interdisciplinary Connection- Music, art, social studies

Technology Integration: DVD, iPod, computer, projector, YouTube

21st Century/Career Skills: communication/collaboration

Suggested Strategies

Suggested input strategies:

Introducing concepts related to community and transportation.

Suggested interpretive activities:

Introduce/review community and transportation vocabulary

Sing *Voy al centro* by Patty Lozano to reinforce community vocabulary

Sing *Quiero viajar en un coche azul* by Patty Lozano to reinforce transportation vocabulary

Sing *Derecha, Izquierda* by Patty Lozano to reinforce directions

Suggested interpersonal activities:

Ball toss, hot potato, or other ice-breaker/cooperative learning games to practice rooms and items of the house

Pair-share to guide each other with map, or to create map.

Students play Seven Up, Match Mine, Steal the Bacon, or Las Pizarras to reinforce target vocabulary and demonstrate understanding

Suggested presentational activities

Students create a scene where they need to guide a partner around the room using simple directions learned in class.

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

Language: Spanish

Level: 6th - 8th Grades

Language: Spanish 6A

Level: Grade 6

Proficiency Level: NL

Rationale

This curriculum was developed to meet the needs of students who traditionally struggled in middle school Spanish class. The curriculum is to be hands-on/project based around a series of common language themes. It is recommended that the Spanish teachers assigned to this level collaborate with the middle school technology teachers of the MS to develop technology based projects/learning experiences for the students in this class.

Upon completion of the 6th grade modified course, the students may be placed in a modified 7th grade class or into the regular 7th grade class. This decision will be made at the end of their 6th grade year based on student individual student performance on an end of year skills assessment and teacher recommendation.

UNIT I- MUCHO GUSTO

Tentative timeline: September-December

Enduring Understanding(s)

Social interaction in Spanish-speaking countries requires knowledge of cultural norms and expressions.

It is important to be aware of the places in the world where Spanish is spoken.

Essential Question(s)

How do I greet people and exchange personal information using formal and casual expressions?
Where is Spanish spoken in the world?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A1

7.1.NM.A2

7.1.NM.A3

7.1.NM.A4

7.1.NM.A5

7.1.NM.B1

7.1.NM.B2

7.1.NM.B3

7.1.NM.B4
7.1.NM.B5
7.1.NM.C3
7.1.NM.C4

Students will know:

How to exchange personal information including, name, age, origin, birthday, likes dislikes, e-mail address and phone number.

Where Spanish is spoken

Grammar:

Subject pronouns (yo, tú and usted)

Verbs in the yo and tú forms only

Students will be able to:

Greet and exchange personal information and apply common gestures and cultural practices associated with the target culture.

Identify the Spanish-speaking countries.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpretative: Complete passport application.

Interpersonal: Interview a classmate to exchange personal information.

Presentational: Leave a message of personal information for a travel agency or radio station.

Other assessment Evidence:

Listening comprehension assessments

Quizzes and role-play that assess skills and knowledge regarding culture.

Instructional Strategies and Connections

Interpretive mode: Students will listen to a dialog and answer questions.

Interpersonal mode: Students will participate in paired A/B speaking activities, interviews, role-play.

Presentational mode: Students will present personal information orally.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: 1. Geography, Social studies and Math

Technology Integration: 1. Computer Stations (Google chrome), Power Point, LCD projector, Digital recorders, Flip cameras, Google tools, document cameras, Classzone, iPads (various apps), iPods

Suggested Strategies

Suggested input strategies: Introducing verbal and nonverbal skills that can be used globally.

90% use of target language

Use pictures and gestures to introduce key words and phrases.

Use media and authentic documents

Language: Spanish 6A

Level: Grade 6

Proficiency Level: Novice Low

UNIT II – WEATHER AND CLIMATE- COUNTRIES

Tentative timeline: January-June

Enduring Understanding(s)

Awareness of climate and weather are necessary when planning travel to another country. In some areas of the Spanish-speaking world, seasons are opposite to those in the United States.

Awareness of places and activities enhances the travel experience and exposes the traveler to the culture of the Spanish-speaking country.

The learner will be able to describe the weather in his/her designated country and use that information to plan activities to do there and clothing to wear or pack.

Essential Question(s)

Where would I like to go on vacation?

Can I give the weather report for my vacation destination?

What activities can I do on vacation?

4How do the geography and weather affect what I wear and do during my vacation?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NM.A2

7.1.NM.A4

7.1.NM.A5

7.1.NM.B1

7.1.NM.B2

7.1.NM.B4

7.1.NM.B5

7.1.NM.C1

7.1.NM.C2

7.1.NM.C3

7.1.NM.C4

Students will know:

Weather expressions, months and seasons
Vacationing/pastime activities, places of interest within the city
Articles of clothing

Students will be able to:

Weather expressions, months and seasons
Vacationing/pastime activities, places of interest within the city
Articles of clothing

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpretive/Presentational Task-Integrated Performance Assessment- Students will present an impromptu weather forecast that states the following for their chosen/assigned country: current weather conditions, high/low temperatures and recommended activities and clothing

Instructional Strategies and Connections

Interpretive mode: Students can look at an actual weather report online and make suggestions for activities or clothing

Interpersonal mode: Students can interview each other about the weather in a particular country

Presentational mode: Students can state what activities they can do in a certain place.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Science, Math, Social studies

Technology Integration: 1. Computer Stations (Google chrome), Power Point, LCD projector, Digital recorders, Flip cameras, Google tools, document cameras, Classzone, iPads (various apps), iPods

21st Century/Career Skills: Students will role-play being a meteorologist. Students can practice being a visitor and a tourist guide exploring the community.

Global Perspectives: Students gain a basic understanding of the diverse weather conditions in the Spanish-speaking world as well as clothing styles and methods of advertisement in Spanish-speaking countries

Suggested Strategies

Suggested interpretive activities: **Strand A** reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Suggested interpersonal activities: **Strand B** reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or video conferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Suggested presentational activities: **Strand C** reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or Webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Vocabulary list

All Activities

ayudar en casa
cocinar
dibujar
escuchar música
estar con amigos
estudiar
hablar por teléfono
ir a la escuela
ir al cine
leer
nadar
practicar deportes
tocar la guitarra
ver la televisión
ir a una fiesta
ir de compras
ir de pesca
jugar básquetbol
jugar béisbol

jugar fútbol
jugar fútbol americano
jugar tenis
jugar videojuegos
jugar voleibol
bucear
esquiar
sacar fotos
visitar
pasear en bote
comprar recuerdos
ir de compras
subir la pirámide
nadar
tomar el sol
explorar

Adjectives

aburrido(a)
alto(a)
amable
artístico(a)
atrevido(a)
bajo(a)
bonito(a)
callado(a)
deportista
desordenado(a)
feo(a)
generoso(a)
gracioso(a)
guapo(a)
impaciente
inteligente
interesante
ordenado(a)
paciente
perezoso(a)
prudente
serio(a)
sociable
tacaño(a)

To talk about weather and seasons

¿Qué tiempo hace?

Hace buen tiempo.

Hace mal tiempo.

Hace sol.

Hace calor.

Hace frío.

Hace fresco.

Está nublado.

Llueve.

Hace viento.

Hay tormentas.

Nieva.

Hay lluvia.

Hay nieve.

Relampaguea.

Truena.

Las estaciones

el verano

el invierno

la primavera

el otoño

To talk about clothing

la blusa

los calcetines

la camisa

la camiseta

la chaqueta

la falda

los jeans

los pantalones

los pantalones cortos

las pantimedias

la ropa

la sudadera

el suéter

los tenis

el vestido

los zapatos

el abrigo

los anteojos de sol

las botas

la bufanda

el gorro

los guantes
el impermeable
el traje de baño

To talk about going on vacation and places

las vacaciones
ir de vacaciones
los lugares de interés
las cataratas
la catedral
la ciudad
el lago
el mar
las montañas
el museo
el país
la pirámide
la selva tropical
la playa
las ruinas
el banco
la biblioteca
el correo
la estación de policía
el estadio
la farmacia
la estación del metro
el hotel
la iglesia
la librería
el monumento
la parada del autobús
la plaza
el aeropuerto
el restaurante
el supermercado
el teatro
la sinagoga
la tienda de regalos
el zoológico
el parque
el parque de diversiones
la estación de servicio
la mezquita

To talk about the countries that speak Spanish

el país

los países

México

Venezuela

Colombia

Ecuador

Perú

Bolivia

Paraguay

Argentina

Uruguay

Chile

Cuba

La República Dominicana

Puerto Rico

Guinea Ecuatorial

España

Guatemala

Honduras

El Salvador

Nicaragua

Costa Rica

Panamá

Language: Spanish 6

Level: Grade 6

Proficiency Level: NM

UNIT I: MUCHO GUSTO

Timeline: September - End of Trimester 1

Enduring Understanding(s)

Social interaction in Spanish-speaking countries requires knowledge of cultural norms and expressions.

It is important to be aware of the places in the world where Spanish is spoken.

Essential Question(s)

How do I greet people and exchange personal information using formal and casual expressions?

How do the gestures of my country compare with the gestures of the country I am visiting?

What is the basic geography of Spanish-speaking countries

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NM.A2

7.1.NM.A3

7.1.NM.A4

7.1.NM.A5

7.1.NM.B1

7.1.NM.B2

7.1.NM.B3

7.1.NM.B4

7.1.NM.B5

7.1.NM.C3

7.1.NM.C4

Students will know:

How to exchange personal information including, name, age, origin, birthday, likes dislikes, e-mail address and phone number.

Where Spanish is spoken, countries and capitals

Grammar: Subject pronouns

SER, Gustar, Tener (yo and tú forms)

Students will be able to:

Greet and exchange personal information and apply common gestures and cultural practices associated with the target culture.

Identify the Spanish-speaking countries, regions and capitals.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpretative: Complete passport application.

Interpersonal: Interview a classmate to exchange personal information.

Presentational: Leave a message of personal information for a travel agency or radio station.

Other assessment evidence:

Listening comprehension assessments (true / false)

Quizzes and role-play that assess speaking skills and knowledge regarding culture.

Projects (passport)

Instructional Strategies and Connections

Interpretive mode: Students will read a dialogue and answer questions. Students will engage in and practice listening skills through audio activities.

Interpersonal mode: Students will participate in paired speaking activities, interviews, role-play.

Presentational mode: Students will present orally and/ or through writing about personal information.

Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Geography, Social studies and Math

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

Global Perspectives: Students will have an understanding of the geography of Spanish-speaking countries and social norms.

UNIT II: EL TIEMPO Y LA ROPA

Timeline: December - February

Enduring Understanding(s)

Awareness of climate and weather are necessary when planning travel to another country. In some areas of the Spanish-speaking world, seasons are opposite to those in the United States.

Essential Question(s)

Am I able to give the weather report for my vacation destination?
What articles of clothing and other items do I need to bring on vacation?
How do the weather and the seasons affect what I pack in my suitcase?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1
7.1.NM.A2
7.1.NM.A4
7.1.NM.A5
7.1.NM.B1
7.1.NM.B2
7.1.NM.B4
7.1.NM.B5
7.1.NM.C1
7.1.NM.C2
7.1.NM.C3
7.1.NM.C4

Students will know:

Grammar:

How to express what clothing they wear and need using AR verbs llevar and necesitar, as well as the phrase Es necesario llevar and definite articles.

Vocabulary:

Introduce clothing for both males and females and weather terms.

Students will be able to:

Compare and contrast weather conditions in Spanish-speaking countries during the year to those in the United States.

Present a weather forecast (weather conditions, high/low temperatures and necessary clothing.)

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Presentational Mode: Present an impromptu weather forecast that includes current weather conditions, high/low temperatures and necessary clothing.

Other assessment evidence:

Interpretive mode: Listen to audio recordings about weather conditions, seasons and high/low temperatures and answer comprehension questions. Quizzes (both teacher-prepared and book resources) on vocabulary comprehension as well as sentence structures.

Interpersonal mode: Engage in information gap activities about weather conditions and clothing (as an informal assessment).

Instructional Strategies and Connections

Interpretive mode: Students will complete practice listening activities about weather and clothing terms. In addition, students will read and interpret on-line weather charts as well as write cloze sentences about weather and clothing. Reading articles about clothing in fashion magazines and ads in newspapers, on-line etc.

Interpersonal mode: Students will complete activities such as: information gap, quiz-quiz-trade and memory game for vocabulary production.

Presentational mode: Students will present daily local weather conditions and discuss what they are wearing. Students will also prepare and present a weather forecast about a specific Spanish-speaking country.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Science, Math, Social Studies

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will role-play being a meteorologist.

Global Perspectives: Students gain a basic understanding of the diverse weather conditions in the Spanish-speaking world as well as clothing styles and methods of advertisement in Spanish-speaking countries

UNIT III: LUGARES Y ACTIVIDADES

Timeline: March - April

Enduring Understandings

Awareness of places and activities enhances the travel experience and exposes the traveler to the culture of the Spanish-speaking country.

Essential Question(s)

What forms of transportation can I use when traveling to and getting around in a Spanish-speaking country?

What places can I visit in a Spanish-speaking country?

How do I ask and give directions in a Spanish-speaking country?

What activities can I do during vacation?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NM.A2

7.1.NM.A4

7.1.NM.A5

7.1.NM.B2

7.1.NM.B4

7.1.NM.B5

7.1.NM.C3

7.1.NM.C4

Students will know:

Vocabulary: related to places in the community, modes of transportation, activities, directions and courtesy expressions.

Grammar: subject pronouns, verbs ir and viajar in the present tense and prepositions.

Students will be able to:

Identify places in the community, activities and different means of transportation.

Students will ask and give directions within the community.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpretive mode: Read a Map, identify places of the community in the map and give directions from point A to point B.

Interpersonal mode: Ask each other for directions (Student A and student B).

Presentational mode: Create a community map on a poster board in which they illustrate the places of the community and activities they can do there. Students will present this project orally.

Other assessment evidence:

Performance Assessment

Task 1: Perform a skit with another student in which one student is asking directions and the other student is giving directions. (Interpersonal/Presentational).

Task 2: Make a map of the community and give directions to a tourist to go from point A to point B or places of interest within the community. (Presentational/interpersonal)

Listening comprehension assessments.

Teacher generated quizzes/test.

Projects.

Instructional Strategies and Connections

Interpretive mode: Students will read short paragraphs describing directions to and from places in the community and answer questions.

Interpersonal mode: Students will participate in paired A/B speaking activities, interviews, role-play.

Presentational mode: Students will present orally and or written about places in the community and modes of transportation.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Social Studies

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students can practice being a visitor and a tourist guide exploring the community.

Global Perspectives: Students will compare aspects of community ie. transportation, activities and plan

UNIT IV: LA COMIDA

Timeline: May – June

Enduring Understanding(s)

Culturally authentic dishes vary from country to country yet there are shared common foods.

Essential Question(s)

Can I name food and drinks associated with a Spanish-speaking country?

Can I read and order from an authentic Spanish menu in a restaurant?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NM.A2

7.1.NM.A3

7.1.NM.B2

7.1.NM.B3

7.1.NM.B4

7.1.NM.B5

7.1.NM.C2

7.1.NM.C3

Students will know:

Grammar: How to order food in a restaurant using the verbs *preferir*, *gustar* (í) and *querer*.

Vocabulary: Food and drinks specific to a Spanish-speaking country and useful expressions
Tengo hambre /Tengo sed.

Students will be able to:

Identify culturally authentic dishes in a Spanish-speaking country.

Read a menu and order in a restaurant.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpretive: Read a Menu and order food and drinks from the menu. (Skit)

Interpersonal: Ask each other questions about preferences about food and drinks (Student A and student B).

Presentational: Create a menu to be used during their restaurant skit.

Other Assessment Evidence:

Listening comprehension assessments.

Teacher generated quizzes and tests

Projects-menu

Instructional Strategies and Connections

Interpretive mode: Students will read/listen to short conversations in a restaurant and answer questions.

Interpersonal mode: Students will participate in paired speaking activities, waitress/client, and role-play.

Presentational mode: Students will practice ordering food and drinks in a restaurant and create a menu.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Social studies

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students can practice being a waitress/waiter in a restaurant or a manager in a restaurant.

Global Perspectives: Students will gain knowledge of restaurant etiquette and popular foods

Language: Spanish 7

Level: Grade 7

Proficiency Level: NM

UNIT I: VAMOS A LA ESCUELA

Timeline: September - December

Enduring Understanding(s)

Although schools in Spanish-speaking countries have different schedule patterns, grading systems and clothing requirements, daily lives of students in the United States and Spanish-speaking countries are very similar.

Essential Question(s)

How does my school experience in the US compare to that in a Spanish speaking country?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NM.A2

7.1.NM.A4

7.1.NM.A5

7.1.NM.B1

7.1.NM.B2

7.1.NM.B4

7.1.NM.B5

7.1.NM.C1

7.1.NM.C3

7.1.NM.C4

Students will know:

Grammar: how to express their class times; using es la/son las as well as y and menos, start/end times using a la/a las as well as periods using ordinal numbers, what supplies are needed as well as describe their classes and their teachers using correct adjective agreement.

Re-enter definite articles and gustar

Introduce the singular forms of necesitar, enseñar, and comprar. Re-enter llevar

Vocabulary: useful expressions and class routines, classes, supplies, ordinal numbers, classroom items and adjectives. Re-enter prepositions.

Students will be able to:

Discuss their school schedule and state supplies needed for classes.

Compare their school experience with that of a student in a Spanish-speaking country, dress code, grading and classroom procedures and etiquette.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Presentational mode: Prepare a recorded message describing their school schedule, classes and teachers giving details about at least one class; start/end times, needed supplies and teacher description. These messages can be recorded on iPods or videotaped.

Other Assessment Evidence:

Interpretive mode: Listen to audio recordings/ read descriptions about a school schedule and create the schedule in writing. Quizzes (both teacher-prepared and book resources) on vocabulary comprehension as well as sentence structures

Interpersonal mode: Engage in information gap activities about school supplies and class schedules (an informal assessment.)

Instructional Strategies and Connections

Interpretive mode: Students will complete practice reading/listening activities and produce schedules, crossword puzzles, word searches, cloze sentence writing.

Interpersonal mode: Students will complete activities such as: information gap, quiz-quiz-trade and memory game for vocabulary production.

Presentational mode: As new concepts are introduced, students will present orally or in writing about the topic, (i.e. creating a graphic organizer of schedule, discussing/describing a class/teacher.)

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Math, Social Studies

Technology Integration: Use of Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will plan a school supply-shopping spree based on an established budget.

Global Perspectives: Students will compare and contrast schools schedule, grading systems and classroom practices.

UNIT II: LA FARÁNDULA

Timeline: September – December

Enduring Understanding(s)

In Spanish-speaking countries watching television is not as popular as going to the movies. Tweens and teens attend movies with friends but are generally accompanied by an adult.

Essential Question(s)

How are my entertainment preferences similar or different to those of a student in a Spanish speaking country?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A2

7.1.NM.A4

7.1.NM.A5

7.1.NM.B2

7.1.NM.B4

7.1.NM.B5

7.1.NM.C3

Students will know:

Grammar: Re-enter stating start/end times and stating program/movie preferences. Introduce preferir (yo, tú forms only) Re-enter mirar and comparar. Introduce buscar. Re-enter gustar.

Vocabulary: types of television shows/movies and adjectives.

Students will be able to:

Discuss television program and movie preferences and state start/end times based on programming schedules.

Read age -appropriate authentic materials related to television programs/movies as well as famous actors/actresses and discuss them. (i.e. identify program types and biographical information about the actors/actresses.)

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Presentational Mode: Students will discuss/recommend a movie or television program. The recommendation will include the following: name of program, type, start/end times, adjectives, main character(s) and opinion about the program.

Other assessment evidence:

Teacher generated vocabulary quiz.

Instructional Strategies and Connections

Interpretive mode: Students will complete practice reading/listening activities with authentic materials, crossword puzzles, word searches, cloze sentence writing.

Interpersonal mode: Students will complete activities such as: surveys, information gap, quiz-trade and memory game for vocabulary production.

Presentational mode: As new concepts are introduced, students will present orally or in writing about a topic, (i.e. Creating a graphic organizer about a program/ movie, discussing/ describing actors, movies and programs.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Mathematics, Social Studies

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will role-play being a movie/TV program critic.

Global Perspectives: Students gain a global exposure to the entertainment industry.

UNIT III: VAMOS A ZOOLÓGICO

Timeline: September - December

Enduring Understanding(s)

The environment affects the lives of people and animals all over the world.
People can help the environment, including endangered animals, by making everyday changes.

Essential Question(s)

How do environmental issues affect the lives of animals?
How can people help the environment and endangered animals?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1
7.1.NM.A2
7.1.NM.A4
7.1.NM.A5
7.1.NM.B2
7.1.NM.B4
7.1.NM.B5
7.1.NM.C1
7.1.NM.C3
7.1.NM.C4

Students will know:

Grammar: how to express facts about animals using the 3rd person singular and plural forms of the following verbs: ser, tener, vivir, poder, comer and necesitar; noun/adjective agreement with adjectives and animals; 1st personal singular and plural forms of the verbs poder and deber to discuss what people can do to help the environment.

Vocabulary: Generated animal list, habitats, abilities, diet, adjectives, environmental problems and solutions.

Students will be able to:

Identify and describe select animals.
Discuss environmental problems that affect endangered animals and offer solutions.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Presentation Mode: Students will record a radio announcement that educates the public about an endangered animal and encourages people to help the environment.

Other assessment evidence:

Interpretive Mode: Read an article about the state of the environment. Complete interpretive task

Interpersonal Mode: Research an endangered animal. Describe the animal and discuss with a partner the causes for the animal being protected.

Instructional Strategies and Connections

Interpretive mode: Students will read about endangered animals and the environment from a selected web site and answer questions, as well as read about Greenpeace and their role in preserving the environment. Students will read/ listen to a description of an animal and guess which animal is being described.

Interpersonal mode: Students will complete info gap and speaking activities and write emails and postcards.

Presentation mode: Students will play charades, guess who, and present oral descriptions of an endangered animal.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through: Students can practice being presenters at a convention on global warming.

Interdisciplinary Connection: Science

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students can practice being presenters at a convention on global warming.

Global Perspectives: Contribute to a service project where students raise awareness about environmental problems and endangered animals.

UNIT IV: VAMOS AL MUSEO

Timeline: March - April

Enduring Understanding(s)

Art reflects historical experiences and invokes feelings across cultures.

Essential Question(s)

What feelings can paintings evoke?

What themes are paintings about?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NM.A2

7.1.NM.A4

7.1.NM.A5

7.1.NM.B2

7.1.NM.B4

7.1.NM.B5

7.1.NM.C3

7.1.NM.C4

7.1.NM.C5

Students will know:

Biographical information about the 4 artists (Frida Kahlo, Diego Rivera, Salvador Dalí and Pablo Picasso) focused on for the year. When they were born/died, spouses, where they lived, why they're famous, some famous works of art they created)

Questions and answers to use when discussing artwork (What's in the painting, feelings evoked, where items are located, colors, age of the artwork, theme)

Historical significance of specific works of art (Guernica, The Two Fridas, The Persistence of Memory, Sunday Afternoon in Alameda Park)

Grammar: Prepositions, re-enter hay, introduce ver

Students will be able to:

Discuss the lives of the artists.

Describe various works of art.

Explore the connection between an artist's life and the artwork created.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Students will assume the role of a tour guide at a museum and describe a famous painting.

Other assessment evidence:

Answer orally or in writing specific questions about a work of art. Recreate an artwork in the style of a chosen artist.

Instructional Strategies and Connections

Interpretive mode: Read an article about an artist. Analyze a painting.

Interpersonal mode: Discuss artworks in question/answer format. Share feelings with someone. Discuss how an artist's life affected their work.

Presentational mode: Describe a painting orally or in writing. Present a new artwork from an artist studied. Guess which artist. Recreate an artwork, different colors or same style.

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Art

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students can assume the role of a museum guide.

Global Perspectives: Students can create a project that explains the life of the artist and how their life and historical experience influenced their art.

UNIT V: VAMOS A PREPARAR UNA FIESTA

Timeline: May - June

Enduring Understanding(s)

Celebrations in the United States and Spanish-speaking countries have much in common due to increased immigration.

Essential Question(s)

What are some of the cultural similarities and differences in celebrations?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1
7.1.NM.A3
7.1.NM.A4
7.1.NM.A5
7.1.NM.B1
7.1.NM.B2
7.1.NM.B4
7.1.NM.B5
7.1.NM.C1
7.1.NM.C2
7.1.NM.C3

Students will know:

Grammar: Introduce ir a +infinitive, interrogative words, re-enter start/end times, re-enter AR verbs (comprar and necesitar)

Vocabulary: celebrations, decorations, party foods and drinks, types of invitations.

Students will be able to:

Discuss celebrations and plan a party.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpersonal Mode: Students will create and perform a skit in which they plan a party.

Other assessment evidence:

Presentational mode: Students will create an invitation to a party.

Instructional Strategies and Connections

Interpretive mode: Students will read newspaper announcements and invitations.

Interpersonal mode: Students will practice discussing details for planning a party.

Presentational mode: Students will create a group presentation about a specific celebration.

21st Century Connections evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Social Studies

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students can play the role of a party planner.

Global Perspectives: Students will develop an appreciation of celebrations in other cultures.

Language: Spanish

Level: Grade 8

Proficiency Level: NM

UNIT I: LA FAMILIA - ¿QUIÉNES SOMOS?

Timeline: September - January

Enduring Understanding(s)

The family, along with naming practices, is an integral part of society that reflects cultural norms.

Families often share similar characteristics including spending quality time together.

Social gatherings are often chaperoned by an adult and the plaza is a common Sunday central location.

Essential Question(s)

How do I describe family members and their relation to me?

Can I describe the people I live with and the activities they do?

How do the roles/responsibilities of my family members compare to those of a family from a Spanish-speaking country?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NM.A2

7.1.NM.A3

7.1.NM.A5

7.1.NM.B1

7.1.NM.B2

7.1.NM.B3

7.1.NM.B4

7.1.NM.B5

7.1.NM.C3

7.1.NM.C4

Students will know:

Grammar: Re-enter Ser, AR verbs, introduce all forms of Llamarse, Gustar, Tener and ER and IR verbs

AR, ER and IR Verbs in the past.

Comparatives: más...que, menos...que and tan...como

Vocabulary: Introduce family members, adjectives and activities. Introduce hair/eye color.

Re-enter numbers and places

Students will be able to:

Describe themselves and family members (personality and physical traits).

State their likes and dislikes.

Explain naming practices in Spanish speaking countries.

Exchange personal information about family members.

Identify and describe members of the Royal Family of Spain.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Presentational mode- Students will introduce themselves to the class, providing personal information and a description of two family members; male/ female. (PowerPoint or poster approved by the teacher).

Other assessment evidence:

Teacher generated quizzes and listening activities.

Instructional Strategies and Connections

Interpretive mode: Students will read the article from the Royal family website. Students will complete cloze activities, interactive games and practice activities.

Interpersonal mode: Students will ask and answer questions about family and complete info gap and cloze activities.

Presentational mode: Students will create a family tree for immediate family and /or Royal family. Students will fill in graphic organizer with personal information.

21st Century Connections evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Social Studies, Math

Technology Integration: Computer stations, Power Point, LCD projector, Digital recorders , Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students can assume the role of a social worker and elicit personal information

Global Perspectives: Traveling or relocating requires the ability to exchange personal information.

UNIT II: LA CASA

Timeline: February - March

Enduring Understanding(s)

European influence, particularly from Spain, can be observed in the layout and structure in homes in Spanish-speaking countries. Patios are usually located in the center of the home. Apartments are more common than single-family homes.

Essential Question(s)

How does the structure of homes in the United States compare to those in Spanish-speaking countries?

What are the roles and responsibilities of family members in the maintenance of the home?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NM.A1

7.1.NH.A3

7.1.NH.A4

7.1.NH.A4

7.1.NH.A5

7.1.NH.A6

7.1.NM.B1

7.1.NM.B2

7.1.NM.B3

7.1.NM.B4

7.1.NM.B5

7.1.NM.C2

7.1.NM.C3

7.1.NM.C4

7.1.NH.C3

Students will be able to:

Grammar:

Re-enter AR, ER and IR verbs in the present and past tense.

Introduce present tense of tener que plus infinitive.

Re-enter está and están.

Vocabulary:

Introduce rooms, floors, furniture and chores.

Re-enter location words

Introduce adjectives related to furniture.

Students will be able to:

Describe their home.

Discuss the roles and responsibilities of family members in the home.

Compare structures/ layout of homes in the United States and Spanish speaking countries.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpersonal mode: Role-play the search for a vacation home in a Spanish-speaking country.

Other assessment evidence:

Quizzes (vocabulary and grammar structures)

Listening assessments

Instructional Strategies and Connections

Interpretive mode: Students will read an on-line real estate advertisement and answer questions. Prepare questions to ask a realtor.

Interpersonal mode: Students will complete paired speaking activities and conduct interviews.

Presentational mode: Students will research a home and present the details to a classmate.

21st Century Connections evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Social Studies

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will assume the role of a real estate agent/client.

Global Perspectives: Awareness of the influence of Spanish architecture in homes.

UNIT III: VAMOS DE COMPRAS

Timeline: April – June

Enduring Understanding(s)

Shopping experiences in Spanish-speaking countries are two-fold; traditional which includes shopping in outdoor markets and modern that includes shopping in malls similar to those in the US.

Bargaining is an integral part of society that reflects social norms.

Essential Question(s)

What are some shopping options in a Spanish-speaking country?

How does pricing in the U.S. and Spanish-speaking countries compare?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NH.A1

7.1.NH.A2

7.1.NH.A4

7.1.NH.A5

7.1.NH.B1

7.1.NH.B2

7.1.NH.B3

7.1.NH.B4

7.1.NM.B5

7.1.NM.C2

7.1.NM.C3

7.1.NM.C4

7.1.NM.C5

Students will know:

Grammar: Introduce *cuesta/cuestan*, demonstrative adjectives, *me queda(n)*, *que + adjectives*

Re enter-AR, ER and IR verbs in present and past tense

Vocabulary: Re enter clothing, colors, numbers

Introduce types of stores and adjectives related to clothing

Students will be able to:

Describe clothing.

Compare pricing practices and shopping places.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interpersonal mode: Students will role-play a conversation with a friend after a shopping trip describing what he/she bought.

Other assessment evidence:

Vocabulary quizzes, listening comprehension assessments

Instructional Strategies Connections

Interpretive mode: Students will look at pictures of clothing and describe what they see.

Interpersonal mode: Students will complete paired speaking activities, describing clothing they and their classmates are wearing. Students will role-play bargaining.

Presentational mode: Students will describe what classmates are wearing (fashion show).

21st Century Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Social Studies Math

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders ,Flip cameras Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will assume the role of a salesperson and a fashion show commentator.

Global Perspectives: Awareness of fashion styles and bargaining practices.

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

Language: Spanish
Level: 9th – 12th Grades

Language: Spanish

Level: I

Proficiency Level: NM

UNIT 1: MUCHO GUSTO (SEPTEMBER-OCTOBER)

Enduring Understanding(s)

Social interaction in Spanish-speaking countries requires knowledge of cultural norms and expressions.

It is important to be aware of the places in the world where Spanish is spoken.

Essential Question(s)

How do I greet people and exchange personal information using formal and casual expressions?

How do the gestures of my country compare with the gestures of the country I am visiting?

What is the basic geography of Spanish speaking countries?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5

7.1B 1, 2, 3, 4, 5

7.1C 1,2, 3, 4,5

Student will know:

How to exchange personal information including, name, age, origin, birthday, e-mail address and phone number.

Where Spanish is spoken, countries and capitals.

Grammar: Ser, Tener, nouns, articles, adjectives

Classroom expressions, and basic classroom supplies

Cognates, numbers, months, dates, days, greetings and farewells, interrogatives

Students will be able to:

How to exchange personal information including, name, age, origin, birthday, e-mail address and phone number

Where Spanish is spoken, countries and capitals

Use classroom expressions to function in the classroom.

Assessment Evidence: Integrated Performance Assessments

Performance Assessment Task 1 (end of unit assessment):

Interpersonal: Interview a classmate.

Performance Assessment Task 2 Presentational:

Leave a voice message of personal information for a travel agency or radio station.

Performance Assessment Task 3 Interpretive:

Complete a passport application.

Other assessment Evidence:

Listening comprehension assessments (true / false)

Quizzes and role-play that assess skills and knowledge regarding culture.

Portfolios, Projects (passport)

Instructional Strategies and Connections:

Interpretive mode: Students will read a dialog and answer questions.

Students will engage and practice audio activities

Interpersonal mode: Students will participate in paired A/B speaking activities, interviews, and role-play.

Presentational mode: Students will present orally and/ or through writing about personal information.

Interdisciplinary Connection: Geography, Social studies and Math

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will develop interpersonal communication skills.

Global Perspectives: Students will have an understanding of the geography of Spanish-speaking countries. Students will have an understanding of social norms in Spanish-speaking countries. Students will recognize the diverse Hispanic population in the United States.

UNIT 2: EN CLASE Y DESPUÉS (NOVEMBER-MID DECEMBER)

Enduring Understanding(s)

Although schools in Spanish-speaking countries have different schedule patterns, grading systems and clothing requirements, daily lives of students in the United States and Spanish-speaking countries are very similar.

Essential Question(s)

How does my school experience in the US compare to that in a Spanish speaking country?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5

7.1B 1, 2, 3, 4, 5

7.1C 1,2, 3, 4,5

Students will know:

Grammar – Students will know how to express their class times; using *es la/son las* as well *más y* and *menos*, *fácil* and *difícil*, start/end times using *a la/a las* as well as periods using ordinal numbers, what supplies are needed as well as describe their classes and their teachers using correct adjective agreement. Reenter definite articles.

Express likes/dislikes

Introduce regular AR verbs in the present tense.

Vocabulary and useful expressions:

Classes, supplies, ordinal numbers, classroom items and adjectives. Re-enter prepositions.

Students will be able to:

Discuss their school schedule and state supplies needed for classes.

Compare their school experience with that of a student in a Spanish-speaking country; dress code, grading and classroom procedures and etiquette.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Interpersonal:

Engage in information gap activities about school supplies and class schedules (an informal assessment.)

Performance Assessment Task 2 Presentational:

Prepare a recorded message describing their school schedule, classes and teachers giving details about at least one class; start/end times, needed supplies and teacher description. These messages will be recorded on iPods/Google Voice.

Performance Assessment Task 3 Interpretive:

Listen to audio recordings/ read descriptions about a school schedule and create the schedule in writing. Quizzes (both teacher-prepared and book resources) on vocabulary comprehension as well as sentence structures

Other assessment Evidence:

Teacher generated quizzes and listening activities.

Instructional Strategies and Connections

Interpretive mode: Students will complete practice reading/listening activities and produce schedules, crossword puzzles, word searches, cloze sentence writing.

Interpersonal mode: Students will complete activities such as: information gap, quiz-quiz-trade and memory game for vocabulary production.

Presentational mode: As new concepts are introduced, students will present orally or in writing about the topic, (i.e. creating a graphic organizer of schedule, discussing/describing a class/teacher.)Engage in information gap activities about school supplies and class schedules (an informal assessment.)

Interdisciplinary Connection: Social studies and Math

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will create a plan to succeed in school with necessary supplies and materials for each subject.

Global Perspectives: There are differences and similarities between schools in the US and Spanish-speaking countries.

UNIT 3: LA FAMILIA Y LA CASA (MID DECEMBER- JANUARY)

Enduring Understanding(s)

The family, along with naming practices, is an integral part of society that reflects cultural norms.

Families often share similar characteristics and spend quality time together.

Social gatherings are often chaperoned by an adult and the plaza is a common Sunday central location.

European influence, particularly from Spain, can be observed in the layout and structure in homes in Spanish-speaking countries.

Patios are usually located in the center of the home. Apartments are more common than single-family homes.

Essential Question(s)

How does the structure of homes in the United States compare to those in Spanish-speaking countries?

What are the roles and responsibilities of family members in the maintenance of the home?

How does the structure of homes in the United States compare to those in Spanish-speaking countries?

What are the roles and responsibilities of family members in the maintenance of the home?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5; 7.1B 1, 2, 3, 4, 5; 7.1C 1,2, 3, 4,5

Student will know:

Grammar:

Re-enter Ser

Regular AR verbs

Introduce all forms of Llamarse, Gustar, Tener

Regular ER and IR verbs

Enter ESTAR and prepositions of location.

Students will be able to:

Describe themselves and family members (personality and physical traits).

State their likes and dislikes.

Explain naming practices in Spanish speaking countries.

Exchange personal information about family members.
Identify and describe members of the Royal Family of Spain.
Describe their home.
Discuss the roles and responsibilities of family members in the home.
Compare structures/ layout of homes in the United States and Spanish speaking countries.

Vocabulary:

Enter family members, adjectives and activities.
Enter hair/eye color.
Re-enter numbers and places.
Enter rooms of the house and chores.
Introduce present tense of tener que plus infinitive.
Introduce rooms, floors, furniture and chores.
Re-enter location words.
Introduce adjectives related to furniture

Assessment Evidence: Integrated Performance Assessments

Performance Assessment Task 1 (end of unit assessment)

Interpersonal: Role-play the search for a vacation home in a Spanish-speaking country.

Performance Assessment Task 2

Presentational: Students will introduce a member of their family to the class giving their personal information.

Performance Assessment Task 3

Interpretive: Read Real Estate listing and complete interpretive task.

Other assessment Evidence:

Teacher generated quizzes and listening activities.

Instructional Strategies and Connections

Interpretive mode: Read articles from the Royal family website, Complete cloze activities, interactive games and practice activities..

Interpersonal mode: Ask and answer questions, info gap activities.

Presentational mode: Create a family tree for immediate family, Fill in graphic organizer with personal information.

Interdisciplinary Connection: Geography, Social studies and Math

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will assume the role of a real estate agent and practice presenting about others.

Global Perspectives: Awareness of influence of Spanish architecture in homes. Awareness of name convention in Spanish-speaking countries

UNIT 4: ¿QUÉ COMEMOS Y DÓNDE? (FEBRUARY-MID MARCH)

Enduring Understanding(s)

Culturally authentic dishes vary from country to country yet there are shares common foods. Eating habits differ in the United States, Spain and Latin American.

Essential Question(s)

Can I name food and drinks associated with a Spanish-speaking country?

Can I read and order from a menu in a restaurant?

Can I request something that is missing at my table?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1A 1, 2, 3, 4, 5

7.1B 1, 2, 3, 4, 5

7.1C 1,2, 3, 4,5

Student will know:

Grammar-

Students will know how to order food in a restaurant

Use the verbs: (preferir, gustar(ía), querer, pedir, traer)

Use the verbs: acabar de, ir a, tener que, has probado.

Useful expressions-*Tengo hambre. Tengo sed.*

Re-enter interrogatives, ER/IR verbs in the present

Vocabulary –

Food and drinks specific to a Spanish-speaking country

Students will be able to:

Identify culturally authentic dishes in a Spanish-speaking country

Read a menu and order in a restaurant.

Express hunger and thirst.

Request missing items at the table

Express what they just finished ordering/eating.

Express whether they like or dislike what they have tasted.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)

Interpersonal: Ask each other question about preferences about food and drinks and request missing items from the waiter (Student A and student B).

Performance Assessment Task 2

Presentational: Create a menu from a Spanish-speaking country; include the recipe with list of ingredients that their main dish is known for (la especialidad del día/la casa).

Performance Assessment Task 3

Interpretive: Read a Menu and order food and drinks from the menu. (Skit)

Other assessment Evidence:

Listening comprehension assessments.

Teacher generated quizzes and tests

Projects-menu

Instructional Strategies and Connections

Interpretive mode: Students will read short paragraphs describing expressing likes and dislikes and answer questions.

Interpersonal mode: Students will participate in paired A/B speaking activities, waitress/client, and role-play.

Presentational mode: Students will practice ordering food and drinks in a restaurant and create a menu.

Interdisciplinary Connection: Social studies, Health, Foods, Geography

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will develop presentational skills; collaborate with teams on producing the menu project.

Global Perspectives: Students will have an understanding of how the geography of the country informs the dishes they consume.

UNIT 5: EL TIEMPO Y LA ROPA (MID-MARCH-APRIL)

Enduring Understanding(s)

Awareness of climate and weather are necessary when planning travel to another country. In some areas of the Spanish-speaking world, seasons are opposite to those in the United States. Shopping experiences in Spanish-speaking countries are two-fold; traditional which includes shopping in outdoor markets and modern which includes shopping in malls similar to those in the US.

Bargaining is an integral part of society that reflects social norms

Essential Question(s)

Am I able to give the weather report for my vacation destination?

How do the weather and the seasons affect what I pack in my suitcase?

What articles of clothing and other items do I need to bring on vacation?

What are some shopping options in a Spanish-speaking country?

How does pricing in the U.S. and Spanish-speaking countries compare?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5; 7.1B 1, 2, 3, 4, 5; 7.1C 1,2, 3, 4,5

Student will know:

Grammar- how to express what clothing they wear and need using AR verbs llevar and necesitar, as well as the phrase Es necesario llevar and definite articles.

Introduce cuesta/cuestan, demonstrative adjectives, me queda(n), que + adjectives

Re enter-AR, ER and IR verbs in present tense

Vocabulary-

Enter clothing, colors, numbers

Introduce-types of stores, adjectives related to clothing.

Enter weather expressions, express temperature, Celsius vs. Fahrenheit, seasons

Students will be able to:

Compare and contrast weather conditions in Spanish-speaking countries during the year to those in the United States.

Present a weather forecast (weather conditions, high/low temperatures).

Describe clothing (size, price, color, how it fits).

Compare pricing practices and shopping places.

Assessment Evidence: Integrated Performance Assessments

Performance Assessment Task 1 (end of unit assessment)

Interpersonal: Role-play with a partner-shopping scene according to weather conditions/season.

Performance Assessment Task 2

Presentational: Present an impromptu weather forecast that includes current weather conditions, high/low temperatures and necessary clothing.

Performance Assessment Task 3

Interpretive: Watch a weather report from the news and complete interpretive task.

Assessment Evidence. Integrated Performance Assessment

(All students will take this assessment)

Presentational Mode: Present an impromptu weather forecast that includes current weather conditions, high/low temperatures and clothing.

Interpretive mode: Listen to audio recordings about weather conditions, seasons and high/low temperatures and answer comprehension questions. Quizzes (both teacher-prepared and book resources) on vocabulary, comprehension and sentence structure

Interpersonal mode: Engage in information gap activities about weather conditions and clothing (as an informal assessment).

Instructional Strategies and Connections

Interpretive mode: Students will complete practice listening activities about weather and clothing terms. In addition, students will read and interpret on-line weather charts as well as write cloze sentences about weather and clothing. Reading articles about clothing in fashion magazines and ads in newspapers, on-line etc.

Interpersonal mode: Students will complete activities such as: information gap and memory game for vocabulary production.

Presentational mode: Students will present daily local weather conditions and discuss what they are wearing. Students will also prepare and present a weather forecast about a specific Spanish-speaking country.

Interdisciplinary Connection: Science, Math, and Geography

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career: Students will develop presentational skills for weather forecast; collaborate with partner on shopping scene.

Global Perspectives: Students gain a basic understanding of the diverse weather conditions in the Spanish-speaking world. Clothing styles and methods of advertisement in Spanish-speaking countries

UNIT 6: DE VACACIONES (MAY)

Enduring Understanding(s)

Awareness of places and activities enhances the travel experience and exposes the traveler to the culture of the Spanish-speaking country.

Essential Question(s)

What places can I visit in a Spanish speaking country?
What activities can I do during vacation?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5

7.1B 1, 2, 3, 4, 5

7.1C 1,2, 3, 4,5

Student will know:

Grammar-

The verb IR (to go) in the preterit tense.

Introduce regular AR, ER, IR verbs in the preterit tense.

Vocabulary-

Re-enter clothing, colors, numbers, weather, seasons, temperature

Students will be able to:

Express what activities they did and places they visited while on vacation.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)

Interpersonal: Role-play with a partner conversation about what they did on vacation and where they went; what they took, and who they went with; when they left and when they returned.

Performance Assessment Task 2

Presentational: Create a travel brochure to specific locations in Spanish-speaking countries.

Performance Assessment Task 3

Interpretive: Read about itinerary for a cruise ship and complete interpretive task.

Other assessment Evidence:

Interpretive mode: Listen to audio recordings about activities and places of interest in Spanish-speaking countries. Quizzes (both teacher-prepared and book resources) on vocabulary comprehension as well as sentence structures

Interpersonal mode: Engage in information gap activities about vacation plans.

Instructional Strategies and Connections

Interpretive mode: Students will complete practice listening activities about vacation plans. Reading articles about clothing in fashion magazines and ads in newspapers, on-line etc.

Interpersonal mode: Students will complete activities such as: information gap and memory game for vocabulary production.

Presentational mode: Students will present about local places in Spanish-speaking countries.

Interdisciplinary Connection: Science, Math, and Geography

Technology Integration: Computer Stations, Power Point, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Collaboration, Communication, Creativity and Innovation, and Cross-cultural skills.

Global Perspectives: Compare aspects of activities and places.

LANGUAGE: SPANISH
LEVEL: IB

UNITS OF STUDY

UNIT I: COUNTRIES

Suggested Time: September-October

Enduring Understanding:

There are many Spanish-speaking countries—each with its own way of life.

Essential Questions

What countries are Spanish-speaking countries?

What would your day be like if you visited one of these countries?

Unit Objectives

Students will be able to identify Spanish-speaking countries and their way of life.

Content:

Buen Viaje p. 2 – 13

Introduce countries vocabulary (Buen Viaje, pp. 2 – 13)- Map activity (p. 6)

Research a country-

- Use computer lab to research favorite foods, pastimes, customs, landmarks, and important products.
- Use reference books in classroom.
- Visual – create a visitor’s brochure for the country. Include a map and flag.
- Present the visual to the class.

Introduce cognates. Have students and partner contest (p. 13, Buen Viaje)

Activities:

Vocabulary- Flashcards, PowerPoint, Map,
A/B activity
Listening, Reading
Writing- Worksheets, Brochure

Speaking
Stations
Internet

Assessments:

Teacher quizzes
Unit test
Participation
Oral assessment
Project

CPIs: 7.1 a, b, c and 7.2 a, b, c

UNIT II: GREETINGS

Suggested Time: November-December

Enduring Understanding:

Social interaction in Spanish-speaking countries requires knowledge of greetings and expressions.

Essential Questions

How would you introduce yourself and make a new friend in Spanish?

Unit Objective

Students will be able to introduce themselves by having short conversations.

Content:

Paso a Paso and Buen Viaje

Introduce greetings (Paso a Paso p. 7 – 12)-

- Hello, goodbye, and how are you?
- Pick a Spanish name.

Introduce numbers, months, and days of week (Buen Viaje p. 30 – 34)

Basic phrases: bathroom, locker, and nurse

Celebrate Día de la Muertos.

Activities:

Vocabulary- Flashcards, PowerPoint, Map, iPods

A/B activity

Listening- iPod

Reading

Writing- Worksheets

Speaking- iPod

Stations

Project

Assessments:

Teacher quizzes

Unit test

Participation

Oral assessment

Project

CPIs: 7.1 a, b, c and 7.2 a, b, c

UNIT III: ¿QUIÉN ERES?

Suggested Time: January - March

Enduring Understanding:

Being a friend requires you to share a little about yourself.

Essential Questions

How would you plan an activity with a friend based on your common likes?

Unit Objectives

Students will be able to describe what they are like and what they like to do.

Content:

Paso a Paso and Buen Viaje- Ch. 3 & 4

Chapter 3

Likes and dislikes - ¿Qué te gusta hacer? ¿Te gusta?

- Teach: ir al cine, patinar, escuchar música, practicar deportes, estudiar, leer, hablar por teléfono, cocinar, ir a la escuela, ver a la TV, dibujar.

Culture (Pages 36 – 37)– Amigo vs. friend

Chapter 4

Characteristics - ¿Cómo eres? (Paso a Paso A p. 38)

- Introduce all pictured vocabulary and blue box (skip pero and aveces)
- Poem (p. 48)
- Speaking assessment (p. 45) (skip si/tamopolo and ni...ni)
- (p. 59) Activity chart
- Culture (p. 64) Frida Kahlo ¿Cómo soy?

Make presentation on her works and life.

Activities:

Vocabulary- Flashcards, PowerPoint, Map

A/B activity

Listening and Reading

Writing- Worksheets, Chart

Speaking

Stations

Assessments:

Quizzes

Test

Participation

Oral assessment

Project

CPIs: 7.1 a, b, c and 7.2 a, b, c

UNIT IV: SCHOOL DAY

Suggested Time: April

Enduring Understanding:

Regardless of where students go to school, there is a structure to their school day.

Essential Questions

What is a normal school day like for an American teenager?

Unit Objective:

Students will be able to describe their typical school day.

Content:

Chapter 5

Pages 108 – 115- class and schedule (1st vocabulary)

- Vocabulary (1st set)
- Culture (p. 74 and p. 92)
- Vocabulary, second set (p. 69) (skip time). Tell someone what supplies are needed for class.
- Personal pronouns (p. 87)- The 3 forms of “you.” All other pronouns (except vosotros).
- AR – verbs – conjugation – present tense
- Complete school schedule – (p. 27) change classes

Activities:

Vocabulary- Flashcards, PowerPoint, Map, iPods

A/B activity

Listening- iPod

Reading

Writing- Worksheet

Speaking- iPod

Stations

Project

Assessments:

Quizzes

Test

Participation

Oral assessment

Project

CPIs: 7.1 a, b, c and 7.2 a, b, c

UNIT V: DIRECCIONES- ¿CÓMO VOY A ?

Suggested Time: May-June

Enduring Understanding:

You need to know where you presently are in order to determine how to get somewhere else.

Essential Questions

How would you tell someone where you are going?

Unit Objective

Students will be able to describe where they are going and what to do.

Content: Chapter 6

Vocabulary

- Teach 1st set (p. 108 – 109)
- More places and ideas (p. 121)
- Blue box (skip estar, conmigo and right hand column)

Grammar (ir) ¿Qué vas a hacer?

Places – vocas

- Teach 2nd set (p. 116 – 117)
- Blue box (el lunes, los lunes, por la mañana, generalmente, todos los días, el, la amigo(a), la familia, estación de servicio, cine, baños, teatro)

Culture (p. 100) Main Plaza in Latin American towns (p. 132 – 133)

Project: La Magueta del Pueblo – (2 days in class; 3–D extra credit – 1 week to complete at home) – extra vocabulary for projec – escuela, biblioteca, banco, iglesia, museo, and hospital

Speaking Assessment – ex. Me gusta jugar béisbol en el gimnasio

Activities:

Vocabulary- Flashcards, PowerPoint, Map;

A/B activity

Listening- iPod

Reading and Speaking

Writing- Worksheets, Chart

Stations

Assessments:

Quizzes

Test

Participation

Oral assessment

Project

CPIs: 7.1 a, b, c and 7.2 a, b, c

Language: Spanish

Level: 2A

Proficiency Level: Novice Mid

UNIT 1: LA COMUNIDAD ESCOLAR

Enduring Understanding(s)

The school community is an integral part of the development of a person.
A country's geography contributes to the school norms.

Essential Question(s)

How do schools in varying Latin American countries like Perú, México, Guatemala, España differ from the USA and each other?

How does the geography impact similarities and differences in school experiences?

What is essential for schools to run efficiently?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A-1, 2, 3, 4, 5, 6

7.1.B-1, 2,3,4,5

7.1.C-1, 2, 3, 5

Students will know:

Grammar-

Students will know regular AR/ER/IR in the present tense, -go verbs, saber/conocer, interrogatives and gender/number agreement.

Vocabulary and useful expressions-

Re-enter school classes, school supplies, time starts/ends, adjectives, numbers 0-100, and alphabet. Introduce numbers 100-500, and vocabulary such as Paso a Paso 2 ch.1 school vocabulary.

Students will be able to:

Describe the similarities and differences between schools in Spanish-speaking countries and the USA.

Compare and contrast public and private schools in Spanish-speaking countries and the USA.

Tell someone else about the school layout.

Explain a day in school.

Assessment Evidence: Integrated Performance Assessment

Interpretive:

Read a current article. Complete an interpretive task.

Interpersonal:

Role-play interview between a school administrator and a student in preparation for the first day of school for Spanish native speakers

Presentational:

Create a layout of the school. Explain A or B day school schedule including classes, rooms, teachers, start and end times, and supplies needed.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection: Character Education, Careers/Business, Financial Literacy

Technology Integration: Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will practice interpersonal skills with someone of higher authority.

Global Perspectives: Assess school's current use of resources and plan other ways to save money.

UNIT 2: LAS ACTIVIDADES EXTRACURRICULARES

Enduring Understanding(s)

Activities enrich a student's life.

Geography and culture contribute to the activities a school makes available to students.

Essential Question(s)

What role do after school activities play in contributing to a balanced student life?

What similarities or differences are there in the activities that students have access to after school in the United States and in Spanish-speaking countries?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A-1, 2, 3, 4, 5, 6; 7.1.B-1, 2, 3, 4, 5; 7.1.C-1, 2, 3, 5

Students will know:

Grammar-

Re-entry of present tense conjugations, ir+a+infinitive, jugar/tocar, poder, querer, estar, preferir, participar, necesitar, prestar, tener, saber and any necessary tools that will enhance communication about the topic.

Vocabulary and useful expressions-

Re-enter school and sports vocabulary, seasons and weather, days of the week, a +el= al, de +el=del, con + people. Introduce sports equipment and other after school activities such as Paso a Paso 1 Ch. 3, Paso a Paso 2 Ch. 4 and Ch. 2 second section.

Students will be able to:

Express activities their school offers and the activities they participate in.

Compare and contrast the activities available in schools in the U.S. and in Spanish-speaking countries.

Assessment Evidence: Integrated Performance Assessment

Interpretive:

Read a current article and complete interpretive task.

Interpersonal:

Role-play a Skype conversation between a native speaker and an American student discussing his/her after school activities in each of their schools.

Presentational:

Create a brochure for Spanish-speaking students coming to SBHS telling them about the school environment and the after school activities available.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection: Physical Education, Arts.

Technology Integration: Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Communication, Information Literacy, Productivity and Accountability.

Global Perspectives: Understand activities treasured in other cultures and the benefits of after school activities.

UNIT 3: MI VIDA DIARIA

Enduring Understanding(s)

A healthy lifestyle consists of routines and habits that contribute to healthy body development.

Essential Question(s)

How do people maintain a healthy lifestyle through personal hygiene?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A-1, 2, 3, 4, 5, 6

7.1.B-1, 2, 3, 4, 5

7.1.C-1, 2, 3, 5

Students will know:

Grammar-

Students will know how to express events in the present using the present tense of all regular verbs. Enter use of reflexives verbs, antes de/después de, and any necessary tools that will enhance communication about the topic.

Vocabulary and useful expressions:

Introduce body parts and daily routines such as vocabulary in Paso A Paso 2 Ch. 2 and Paso a Paso 1 Ch. 9.

Students will be able to:

Identify body parts.

Explain their daily routine.

Assessment Evidence: End of unit Integrated Performance Assessment

Interpretive:

Students will read an article and complete interpretive task.

Interpersonal:

Students will dialogue comparing and contrasting their daily routines.

Presentational:

Students will create a daily routine children's book that illustrates proper daily routine.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection - P.E./Health

Technology Integration- Web based research on sports in Spanish-speaking countries; use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills- Communication, Information Literacy, Productivity and Accountability

Global Perspectives- Maintaining a healthy body through daily routine.

UNIT 4: LA COMUNIDAD SOCIAL

Enduring Understanding(s)

The norms that are shared within communities depend on the traditions that inform them.

Essential Question(s)

What role does the culture and geography play in the norms a community has?

What role does a school play in its community?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A-1, 2, 3, 4, 5, 6; 7.1.B-1, 2, 3, 4, 5; 7.1.C-1, 2, 3, 5

Students will know:

Grammar-

Re-enter interrogatives, saber/conocer.

Enter comparatives, using prepositional phrases to give directions and express location, regular verbs in the preterit.

Vocabulary and useful expressions:

Numbers 500-1000+, community, specialty stores and buildings as in Paso a Paso 1 Ch. 10, and Paso a Paso 2 Ch. 8.

Students will be able to:

Students will be able to navigate and conduct business in a Spanish-speaking community.

Students will be able to give and follow directions within a community.

Students will be able to function as a Spanish-speaking worker in a business in the community.

Assessment Evidence: End of unit Integrated Performance Assessment

Interpretive:

Students will read an article and complete an interpretive task.

Interpersonal:

Students will role-play purchasing an item in a specialty store/open air market and negotiate with the vender to lower the price.

Presentational:

Create community layout and explain what each store sells and what you did at each location.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection: 21st century standards and Business/ Technology Dept.,
Character Education

Technology Integration: Web based research on sports in Spanish-speaking countries; use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Communication, Information Literacy, Productivity and Accountability.

Global Perspectives: Geography impact how people conduct businesses in Spanish-speaking countries.

Language: Spanish

Level: 3A

Proficiency Level: Novice High

UNIT 1: LOS PARQUES EN MI COMUNIDAD

Enduring Understanding(s)

People use urban parks for a variety of activities and purposes and this may vary from culture to culture.

Extensive planning goes into creating a successful urban park.

Essential Question(s)

What role do urban parks play in cities?

What constitutes a successful urban space?

Why do we need to continue to create and maintain parks?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A-1, 2, 3, 4, 5, 6; 7.1.B-1, 2, 3, 4, 5; 7.1.C-3, 5

Students will know:

Grammar-

Students will know how to express events in the present and the preterit, ir +a+ place, poder, and expressing likes/dislikes and preferences.

Vocabulary and useful expressions:

Enter transportation methods. Re-enter leisure activities, and prepositional phrases for location and directions, adjectives for physical descriptions, numbers.

Paso a Paso 1 Ch. 3 and Paso a Paso 2 Ch. 14 readings

Students will be able to:

Talk about activities people engage in at urban parks in the target language country.

Describe people who may frequent parks and places typically found in parks.

Give opinions of various parks and discuss their likes and dislikes.

Explain why parks in the target language country were created and why urban parks in New Jersey or other states were created.

Give directions to find parks and places inside a park.

Tell people what they can and cannot do in parks.

Discuss various modes of transportation typically found in cities and parks.
Compare and contrast the size and number of parks in various cities using charts, graphs and other forms of measurement.
Describe the features or characteristics of various types of parks and the ideal location for placing certain structures (e.g., play structures, gardens).

Assessment Evidence: Integrated Performance Assessment

Interpretive:

Students visit suggested web sites on cities in the target culture and complete a questionnaire that evaluates the suitability of certain cities as sites for urban parks or additional parks. Questions might include interpreting information on: population trends, number and types (large or small, multi-purpose, gardens) of parks already in cities, climate (to help determine types of and periods of use for parks), and available public transportation. Complete interpretive task.

Presentational:

Working in groups, students will create new parks for the cities selected. The class and the teacher will then discuss possible criteria for the presentations and rubric used to evaluate them. Presentations include a graphic representation of the park with a labeled infrastructure along with an accompanying written narrative that will also be presented orally. The narrative will contain the rationale for building the park, along with a full description of its features and potential use(s).

Interpersonal:

During each presentation, student judges will write down questions they may have on the content of the presentation that will be followed by a question and answer period. The judges will hand the cards to the presenters who will read the question and respond. The teacher will use an interpersonal task rubric to evaluate the number and quality of the “judges” questions and the presenters’ responses.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection: Social Studies, Science, Mathematics, and Technology

Technology Integration: Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Global Awareness, Civic Literacy, Productivity and Accountability, Collaboration

Global Perspectives: Urban parks exist in every culture and are important to the people that they serve.

UNIT 2: MI VIAJE EN TREN

Enduring Understanding(s)

Geography determines the role of trains in different communities.

People use modern technology to prepare for their trips.

Trains play a pivotal role in connecting people to others, to resources, and vacation spots.

Essential Question(s)

How do people plan for a trip?

What importance do trains have in the travel industry in Latin American countries?

What role does geography play in determining the importance and purpose of trains?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.A-1, 2, 3, 4, 5, 6

7.1.B-1, 2, 3, 4, 5

7.1.C-2, 3, 4

Students will know:

Grammar-

Students will know how to express events in the present using the present tense of all regular verbs and some irregular verbs as needed. Re-enter *ir+a+* infinitive and preposition *con*. They will also express some events in the past using the preterite (*hacer, querer, venir, poder, poner, saber, estar, andar, tener, decir*) along with any necessary tools that will enhance communication about the topic.

Vocabulary and useful expressions-

Enter train travel vocabulary.

Re-enter interrogatives, transportation, clothing, places of interest, and numbers, telling time.

Introduce vocabulary such as *Así se Dice 2 Ch. 3. En Tren*. Read and discuss about train use:

Viajes ferroviarios fabulosos and *De Panamá a Colón en tren*.

Students will be able to:

The students will be able to identify basic vocabulary needed to travel by train in the Spanish-speaking world.

The students will be able to express the importance and convenience of using the train as a method of transportation.

The students will be able to identify where train use is non-existent.
The students will be able to explain a trip they went to by train.

Assessment Evidence: Integrated Performance Assessment

Interpretive:

Listen to audio recording. Complete an interpretive task.

Interpersonal:

Role-play en “la boletería” being a train ticket agent and a customer and purchase a train ticket.

Presentational:

Discuss a trip you took referring to the readings in the unit. Create a storyboard that details the places you saw and the things you did while on the trip.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection: Social Studies, Geography.

Technology Integration: Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Global Awareness, Critical Thinking and Problem Solving, Communication, Information Literacy.

Global Perspectives: Students will assess the importance of trains in Latin American countries.

UNIT 3: MI NIÑEZ

Enduring Understanding(s)

Understanding our beginnings has an impact on our view of self in the present.
Geography and culture impact and influence people's beginnings and present lives.

Essential Question(s)

What activities, places, people and things are parts of your childhood?
What were you and others like as a child in comparison to now?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A-1, 2, 3, 4, 5, 6

7.1.B-1, 2, 3, 4, 5

7.1.C- 1, 2, 3, 4

Students will know:

Grammar-

Students will know how to express events in the past using the imperfect of ir, ser, ver and regulars, the preterite irregulars of ir, ser, hacer, tener, estar, poder, poner, dar, ver, and demonstrative adjectives and pronouns.

Vocabulary and useful expressions-

Introduce vocabulary on childhood toys, places, adjectives, events, and celebrations such as Paso a Paso 2 Ch. 5 "Guantanamera" poem and song, readings from Jose Martí, and videos/media of Celia Cruz. Re-enter foods, family, games and activities and any other relevant vocabulary

Students will be able to:

Students will be able to discuss their childhood.

Students will be able to express what they used to do as children verbally and written and also interpret music and readings on José Martí and Celia Cruz.

Students will be able to describe their personalities and compare them to how they see themselves in the present.

Students will be able to compare their childhood with that of others, taking into account cultural and geographical factors.

Assessment Evidence: End of unit Integrated Performance Assessment

Interpretive:

Students will listen to a José Martí reading and complete interpretive task.

Circle or fill in the blank.

The first 2 minutes of http://www.youtube.com/watch?v=7G5j_IKlSEw&feature=related

Presentational:

Create a multi-media presentation where you discuss your childhood.

Interpersonal:

During each presentation, student judges will write down questions they may have on the content of the presentation that will be followed by a question and answer period. The judges will hand the cards to the presenters who will read the question and respond. The teacher will use an interpersonal task rubric to evaluate the number and quality of the “judges” questions and the presenters’ responses.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection Interpersonal-History and Geography

Technology Integration- Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills- Information and Communications Technology, Flexibility & Adaptability, Communication, Productivity & Accountability

Global Perspectives- Geography and culture have a direct impact on children’s lives.

UNIT 4: LAS CELEBRACIONES

Enduring Understanding(s)

A community's history and geography help determine the celebrations and traditions observed within communities over time.

One culture can influence another.

Essential Question(s)

What role does a community's history play in determining the celebrations and special occasions observed by families today?

How do cultures influence each other?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A-1, 2, 3, 4, 5, 6

7.1.B-1, 2, 3, 4, 5

7.1.C-2, 3, 4

Students will know:

Grammar-

Re-enter the use of the imperfect and touch on the difference of the preterit and the imperfect.

Re-enter reflexive/reciprocal verbs. Re-enter comparatives.

Vocabulary and useful expressions-

Enter family celebrations and special occasions, Re-enter family and add members of extended family Paso a Paso 2 Ch. 6 and Así se Dice 2 Ch. 5. Re-enter physical and personality descriptions

Readings-

El Día de San Juan Bautista, La Nochevieja en España, Unas Fiestas Hispanas in Así se Dice Ch. 5. Perspectiva Cultural Ch. 6.

Students will be able to:

Students will be able to explain important holidays celebrated in Spain and Latin America.

Students will be able to name and describe members of an extended family.

Students will be able to describe family occasions, holidays, and other celebrations.

Students will be able to discuss how one culture can influence another.

Assessment Evidence: End of unit Integrated Performance Assessment

Interpretive:

Listen and watch video about a Hispanic celebration and complete interpretive task.

Interpersonal:

In a conversation with a classmate, compare and contrast holidays in the United States with Hispanic holidays referring to the readings and audio activities discussed in class.

Presentational:

Using a photo from your childhood, discuss a memory of a celebration observed by you and your family.

Other Evidence:

Listening comprehension assessments

Role-play that assess skills and knowledge regarding culture and vocabulary

Teacher generated quizzes

Portfolio/Projects

Instructional Strategies and Connections

Interpretive mode: Students will engage and practice audio activities.

Interpersonal mode: Students will participate in interview and role-play activities.

Presentational mode: Students will present orally and/or through writing.

Interdisciplinary Connection History and Geography

Technology Integration: Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Collaboration, Communication, Initiative and Self-Direction Social and Cross Cultural Skills

Global Perspectives: A community's history has an impact on the celebrations valued within families and can influence values in other cultures and communities.

Language: Spanish

Level: 2

Proficiency Level: Novice High

UNIT 1: LA COMUNIDAD ESCOLAR Y SOCIAL

Enduring Understanding(s)

The school community is an integral part of the development of a person and the social community it belongs to.

The norms that are shared within communities depend on the traditions that inform them.

Essential Question(s)

How do schools and communities in varying Latin American countries like Perú, México, Guatemala, España differ from the USA and each other?

What role does culture and geography play in the norms a community has?

What role does a school play in its community?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NHA1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, C1, C2, C3, C5

Students will know:

Grammar- Students will know how to express events in the present using the present tense of all regular and irregular verbs as necessary, saber/conocer, use of “se” impersonal to discuss what’s permitted and prohibited, express events in the past using the preterite tense of regular verbs and some irregular, use direct object pronouns, use prepositional phrases to give directions and express location and compare and contrast with tanto... como, tan...como, más/menos ...que, más/menos de, and any necessary tools that will enhance communication.

Students will be able to:

Students will be able to describe the similarities and differences between schools in Spanish-speaking countries and the USA.

Students will be able to compare/contrast public and private schools in Spanish-speaking countries and the USA.

Students will be able to navigate and conduct business in a Spanish speaking community and understand the difference between formal purchases and informal negotiations.

Students will be able to function as a Spanish-speaking worker in the business community.

Students will be able to give and follow directions within the community.

Students will understand that there are different modes for interactions in the community and school.

Vocabulary and useful expressions:

Re-enter school classes, school supplies, time starts/ends, adjectives, community buildings, and prepositional phrases for location, num. Introduce vocabulary such as Paso a Paso 2 ch.1 school vocabulary and Ch. 8 community vocabulary.

Students will be able to persuade others to contribute to underprivileged schools.

Students will be able to explain the role of a school within its community.

Assessment Evidence: Integrated Performance Assessment

Interpretive:

Read a current article about a school's needs within a Spanish-speaking community.

Complete an interpretive task.

Interpersonal:

Research about this or other communities and plan to discuss ways that the community can rally together to help the school. The goal is to negotiate meaning with a partner about the needs of the school and ways that the establishments in the community have helped in the past and can help now.

Presentational:

Present actions that local establishments in the community have (not) taken and can do to help a school in need.

Other Evidence:

Performance Assessment Task 1: Make an advertisement in pamphlet form advocating for needs of the school they choose to present on from a Spanish-speaking country. (presentational)

Performance Assessment Task 2: Make a map of the community and describe what was done last week (presentational, interpersonal). Teacher generated quizzes

Instructional Strategies and Connections

Interpretive mode: Students will read about public and private schools to spark debate, prompted by current news events.

Interpersonal mode: Students will engage in letter writing and in conversational activities that will promote negotiation of meaning.

Presentational mode: Students will present orally and/or through writing about their school and community. In addition, students will present orally and/or through writing about schools and community in world cultures.

Interdisciplinary Connection: Character Education, Careers/Business, Financial Literacy

Technology Integration: Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students can practice being vendors and buyers for small and large-scale stores within the community. Students will develop skills to highlight a problem and use resources to attempt to rectify it.

Global Perspectives: Contribute to a service project where students will donate money or supplies for an underprivileged school.

Suggested Input Strategies:

Introduce skill sets and non-verbal(s) that can be used in the globally.

Use of the target language 90% of the time.

Use pictures and gestures to introduce key words and phrases.

Use media and authentic readings to input language in context

Suggested Interpretive Activities:

Evaluate the character's feelings in "El extraño caso del mosquito", *Mente Abierta*

Video about "tirarse pedos" and T chart for universally accepted school behaviors.

Read and/or watch about "Regatear" in Spanish-speaking markets.

Suggested Interpersonal Activities:

Read about a ESL students' experience at Glenview High School and discuss with a partner any similarities and/or differences between the school in the reading and their own.

Role Plays: Students are given situations related to attending public or private school and are groups of 2 or 3 will present a day in the life of a student attending that particular school in a Spanish speaking country.

Students will write a letter to a Crossroads 8th grader about their daily schedule at school and ask questions about what is permissible and what isn't. They should include differences in the time schedule. Students will describe the places they visit in their community and the activities that can be done.

Debate public vs. private schools: advantages and disadvantages.

Suggested Presentational Activities:

Tell about each school system and compare and contrast each to the other through writing and/or oral presentation. (Done after readings and videos)

Act out the story and describe their 'mente abierta' about the main character in the story as well as tell the moral.

UNIT 2: UNA VIDA SANA

Enduring Understanding(s)

Geography and culture contribute to the type and level of care available to a community.
A healthy lifestyle consists of routines and habits that contribute to healthy body development.

Essential Question(s)

How do people maintain a healthy lifestyle through personal hygiene?
What similarities or differences are there in the way people take care of themselves in across communities of different cultures?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NHA1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, C1, C2, C3, C5

Students will know:

Grammar-

Students will know how to express events in the present using the present tense of all regular and irregular verbs (e-i.e., o-ue, e-i) as necessary, reflexives, tener expressions, antes de and después de, and any necessary tools that will enhance communication about the topic. Students will also know how to express events in the past using the preterite tense of regular verbs and some irregular (ir among others).

Vocabulary and useful expressions-

Re-enter body parts and foods. Introduce vocabulary such as Paso a Paso 2 Ch. 2 daily routine and Ch. 9 body parts (also in Paso a Paso 1 Ch. 9) and medical terminology.

Students will be able to:

The student will be able to express hurts, aches, pains and what led them to seek medical help.

The student will be able to explain their daily routine, activities, and foods that help them maintain a healthy lifestyle.

The student will be able to compare and contrast the way people take care of themselves in the U.S. and in Spanish-speaking countries.

Assessment Evidence: Integrated Performance Assessment

Interpretive:

Read a current article about a medical problem within a Spanish-speaking community.
Complete an interpretive task.

Interpersonal:

Discuss possible remedies and precautions to take for a specific symptom you find to be most prevalent in a community. Include healthy living habits in one's daily routine.

Presentational:

Create a multi-media presentation or a poster in which you raise awareness for a specific symptom by talking about precautions to take, and remedies available. You will use this to present to others orally.

Other Evidence:

Performance Assessment Task 1: Perform a skit with another student in which one is ill/hurt and the other is asking questions. (interpersonal / presentational).

Performance Assessment Task 2: Make a booklet in which you explain a daily routine of 10 things a person can do to promote a healthy lifestyle. (presentational)

Instructional Strategies and Connections

Interpretive mode: Students will have opportunities to practice the interpretive mode as through reading, listening and viewing authentic materials as it relates to famous Spanish people such as Penelope Cruz, Rafael Nadal.

Interpersonal mode: Students will be given multiple opportunities to interact with each other to find out similarities and differences including contrast to other countries.

Presentational mode: Students will present their present orally and through writing about their daily routines and healthcare.

Interdisciplinary Connection: Health curriculum and Living Sciences.

Technology Integration: Use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Students will be able to do work that ties into all health professions.

Global Perspectives: Students will be looking at health from a worldview standpoint.

Suggested input strategies:

Introduce skill sets and non-verbal(s) that can be used in the globally.

Use of the target language 90% of the time.

Use pictures and gestures to introduce key words and phrases.

Use media and authentic readings to input language in context

Suggested interpretive activities:

Read the food pyramid in Spanish and complete interpretive task.

Watch/listen to videos or commercials about healthy living.

Read and/or watch articles about famous people who take care of themselves.

Watch/read about problems or highlights about the medical care in Spanish-speaking countries.

Suggested interpersonal activities:

Discuss with a partner ways to eat and live healthy.

Talk about one's daily routine and compare and contrast each other's.

Practicing for the worst, talk with a medical professional (another student) about one's pains and aches as if it were occurring in a Spanish-speaking setting.

Suggested presentational activities:

Write a letter to a host family about ways you plan on staying safe and caring for yourself.

Introduce yourself by adding to it your daily routine so they can get to know your habits.

Design a website page that would have all the information Spanish-speakers would need to know about living healthy.

UNIT 3: EL MUNDO DEL ENTRETENIMIENTO

Enduring Understanding(s)

A balanced life includes space and time for activities and events that enrich us.
Geography and culture impacts the value placed by a community on activities and events.

Essential Question(s)

What sports and/or special events are valued in our society and in Spanish-speaking communities?
What value do communities place on sports and art?
What influence has famous Spanish-speaking athletes and artists have had on world sports and art?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NHA1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, C1, C2, C3, C5

Students will know:

Grammar-

Students will know how to express events in the present using the present tense of all regular and irregular verbs (e-ie, o-ue, e-i), and any necessary tools that will enhance communication about the topic. Students will also know how to express events in the past using the preterite tense of regular verbs and some irregular (ir, estar, tener, ser, poder, estar, hacer). They also will use indirect object pronouns and verbs that typically use them.

Vocabulary and useful expressions-

Re-enter: music, art, sports, and activities. Introduce vocabulary such as Paso a Paso 2 ch.4 sports and equipment vocabulary and other pastimes vocabulary.

Students will be able to:

Students will be able to discuss their abilities related to sports and pastimes.

Students will be able to explore famous Hispanic athletes and artists and evaluate their influence around the world.

Students will be able to compare/contrast values between cultures as represented through sports and special events.

Students will be able to express their favorite pastime activities in the past.

Assessment Evidence: End of unit Integrated Performance Assessment

Interpretive:

Students will read an article on a famous person's contribution to society through sports and art and complete interpretive task.

Interpersonal:

Students will discuss what sport/art form has more of an impact in society. They each will choose one and share opinions.

Presentational:

Students will write present on a famous athlete or artist's contribution to society and how they have achieved their success.

Other Evidence:

Performance Assessment Task 1 – Listen to sports news or AM radio type of sports broadcast and complete interpretive task. (Interpretive)

Performance Assessment Task 2- Write/Speak about a famous person (sports player, artist) and describe him/her. Provide supporting details about what he/she does and needs and explain his contribution to society. (Presentational)

Instructional Strategies and Connections

Interpretive mode: Students will practice with authentic texts and media related to sports and leisure time activities.

Interpersonal mode: Students will engage in letter writing and in conversational activities that will promote negotiation of meaning.

Presentational mode: Students will present orally and/or through writing about sports/pastimes in their personal lives and in other cultures.

Interdisciplinary Connection: Interpersonal-P.E., L.A. Interpretive-P.E., Art Presentational-Art, L.A

Technology Integration- Web based research on sports in Spanish-speaking countries; use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills- Develop proper email etiquette

Global Perspectives- Sports and leisure activities throughout Spanish-speaking countries

Suggested input strategies:

Introduce skill sets and nonverbal(s) that can be used in the globally.

Use of the target language 90% of the time.

Use pictures and gestures to introduce key words and phrases.

Use media and authentic readings to input language in context

Suggested interpretive activities:

Read a newspaper article about an athlete or a sports team. Listen to a radio update on a sports event. Watch a sporting event, read a pamphlet advertising a museum's exhibit or a play.

Game: ¿Que hacen? Make a list of activities (sports, watching TV) in the target language. Cut them up and put them in a hat. Have students select an activity one at a time and act it out. The first student to guess the activity in the target language goes next.

Suggested interpersonal activities:

Todo sobre nosotros- Tell the students to pick a partner. Assume the roles of an American student and a Mexican exchange student. Each is to ask three questions related to leisure activities. When finished with the task, ask each student to report to the class what they have learned about their partners. Results can be tallied into a survey.

Role Plays: In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play. Students are given situations related to sports and leisure activities.

Suggested presentational activities:

Create an advertisement or record an announcement for an event.

Una estrella nace. Divide the class into pairs/partners. One person is a celebrity from movies, music or sports: the other is a talk show host. (Jay Leno, Cristina, Oprah). Students will interview the celebrity by making up 7 questions or statements. Example: introduction, questions on how they spend their free time. Students will have 15mins to prepare and then present their skits to the class.

UNIT 4: LA COMUNICACIÓN QUE NOS UNE

Enduring Understanding(s)

Tools of communication can unite or separate people within communities.
All of the varied forms of communication are valuable.

Essential Question(s)

What are the benefits and dangers of technological advancements?
How do school rules about technology compare across communities and cultures?
What means of communication and level of formality are appropriate in different situations one may encounter?
What are the names of technological gadgets that you use and which do students at SBHS use most often?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NHA1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, C1, C2, C3, C5

Students will know:

Grammar-

Students will know how to express events in the present using the present and preterite tense of all regular and irregular verbs (e-ie, o-ue, e-i), and use of “se” impersonal to discuss what’s permitted and prohibited.

Vocabulary and useful expressions-

Re-enter school related vocabulary, letter writing openings and closings, multi-functional expressions such as “es necesario, es importante”.

Introduce technological gadgets and related vocabulary, text lingo and multi functional expressions “es peligroso, es beneficioso”.

Students will be able to:

Students will be able to recognize various technological phrases that apply to their daily lives.

Students will be able to discuss the benefits and dangers that technological advancements can pose for students.

Students will compare and contrast rules for cell phones in Spanish-speaking countries to those of SBHS.

Students will be able to create authentic chats or text messages using text chat lingo or abbreviations.

Students will be able to discuss cyber-bullying and how to prevent it.

Students will interact in an authentic technological forum such as a blog, chat room or text message.

Students will be able to write and distinguish between formal and informal emails.

Assessment Evidence: End of unit Integrated Performance Assessment:

Interpretive:

Students will read an article on cyber-bullying and complete an interpretive task.

Interpersonal:

Students will discuss in pairs if cyber-bullying exists in SBHS. Students will develop a sample scenario of cyber-bullying that could happen in SBHS. Another group will read the scenario and respond to it with a solution.

Presentational:

Students will write a formal email to explain the problem of cyber-bullying as they experience or witness it and provide solutions.

Other Evidence:

Performance Assessment Task 1: Students will design an ad and/ or an infomercial for a new technological invention such as an IPAD (Presentational)

Performance Assessment Task 2: Students will read an email from a friend who was a victim of cyber-bullying and/or gossip on Facebook. (Interpretive)

Performance Assessment Task 3: Students will create a video that is for VTN to promote awareness of cyber-bullying, its effects on teens and how it can be prevented. (Presentational)

Instructional Strategies and Connections

Interpretive mode: Students will read authentic texts and/or media and practice looking for key words and identify main ideas.

Interpersonal mode: Students will engage in letter writing and in conversational activities that will promote negotiation of meaning.

Presentational mode: Students will present orally and/or through writing about issues presented in their school community and in that of other cultures.

Interdisciplinary Connection: 21st century standards and Business/ Technology Dept., Character Education

Technology Integration: Students will view/read authentic texts and blogs and write formal e-mails, among others.

21st Century/Career Skills: Students will understand how to prevent cyber-bullying and promote collaboration within teams.

Global Perspectives: Compare cell phone rules of SBHS to other countries. Compare cyber-bullying in SBHS to other schools in Spanish-speaking countries. Understand that chat and text lingo is different in Spanish-speaking countries. Complete service project to donate old cell phones for underprivileged students.

Suggested input strategies:

Introduce skill sets and non-verbal(s) that can be used in the globally.

Use of the target language 90% of the time.

Use pictures and gestures to introduce key words and phrases.

Use media and authentic readings to input language in context

Suggested interpretive activities:

Provide reading on cyber-bullying, and read and interpret authentic blogs, instant chat, and text messages; listen to authentic voice mails; listen to “No te metas a mi Facebook”; read other students’ Facebook pages or profiles; read about cell phone rules in Spanish-speaking countries.

Suggested interpersonal activities:

Discuss “No te metas a mi Facebook”; invite others to be a Facebook friend with template; write formal and informal e-mails; leave voice messages; discuss what modes of communication are appropriate for different scenarios; discuss how cell phone rules in schools in other countries differs and is similar to SBHS; discuss the benefits of using technology in school as well as the disadvantages.

Role Plays: In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play.

Suggested presentational activities:

Create a Facebook profile with template provided; create a Back to the Future video as provided in chapter handout; conduct a Socratic seminar/ debate/ or discussion about problems and benefits technology creates for high school students; write an essay about positive and negative impact of technology on society or on students of the 21st century.

UNIT 5: NUESTROS PRINCIPIOS

Enduring Understanding(s)

Understanding our beginnings has an impact on our view of self in the present.
Geography and culture impacts and influences people's beginnings and present lives.

Essential Question(s)

What were you and others like as a child in comparison to now?
What activities, places, people and things are a part of your beginnings?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NHA1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, C1, C2, C3, C5

Students will know:

Students will know how to express events in the past using the imperfect progressive and the imperfect tense of ir, ser, ver and regulars, the preterite irregulars of ir, ser, hacer, tener, estar, poder, poner, dar, ver, and demonstrative adjectives and pronouns.

Vocabulary and useful expressions: Introduce vocabulary on childhood toys, places, adjectives, events, and celebrations such as Paso a Paso 2 Ch. 5 and 6; "Guantanamera" poem and song, readings from Jose Martí, and videos/media of Celia Cruz. Re-enter foods, family, games and activities and any other relevant vocabulary.

Students will be able to:

Students will be able to discuss their childhood.

Students will be able to express what they used to do as children verbally and written and also interpret music and readings on José Martí and Celia Cruz.

Students will be able to describe their personalities and compare them to how they see themselves in the present.

Students will be able to compare their childhood with that of others, taking into account cultural and geographical factors.

Students will be able to explain their childhood celebrations and compare to the celebrations they take part in presently.

Students will be able to identify the people who were a part of their childhood celebrations.

Assessment Evidence: End of unit Integrated Performance Assessment

Interpretive:

Listen and read the piece “Guantanamera from Celia Cruz/Jose Martí and connect to their story and place in time.

Interpersonal:

Discuss with a classmate their plans for the newspaper article they must write individually.

Presentational:

Write a newspaper article where you compare and contrast the lives of these two artists as how their work and passion came together in the piece “Guantanamera.”

Other Evidence:

Performance Assessment Task 1: Read blog entry about author’s childhood memory and complete interpretive task. (Interpretive) Converse with a classmate any connections made between the memory in the blog entry and any memories of their own childhood.

(Interpersonal) Write and assemble book in class. Students will write a book in which they explain through writing and illustrations what their childhood was like. (Presentational)

Performance Assessment Task 2: Role-play that you are a grand parent. Write a paragraph of your autobiography for your grandchildren. (Presentational)

Instructional Strategies and Connections

Interpretive mode: Students will practice the interpretive mode as related childhood and childhood activities through reading, listening and viewing authentic materials.

Interpersonal mode: Students will engage in letter writing and in conversational activities that will promote negotiation of meaning.

Presentational mode: Students share how their childhood experiences have shaped their lives today, share and discuss their favorite childhood games, TV shows, toys, etc.

Interdisciplinary Connection: Cross Curricular / Interdisciplinary: History and geography of Guantánamo, Cuba and the lives of Celia Cruz and José Martí.

Technology Integration: Web based research on sports in Spanish-speaking countries; use of Power Point, media, iPods, flip cams, videos, Google voice and other supported technology at teacher discretion.

21st Century/Career Skills: Collaboration and work ethic, use of the language, and technology use.

Global Perspectives: Character Education (Core Values): Responsibility, respect, service, honesty, and kindness will be reflected in how they address their elders, prominent cultural figures, work ethic, lack of plagiarism, and collaboration.

Suggested input strategies:

Introducing skill sets and nonverbal(s) that can be used in the globally.

Use the target language 99% of the time.

Use pictures and gestures to introduce key words and phrases.

Use media and authentic readings to input language in context.

Introducing concepts related to vocabulary related to childhood such as toys, games, places, holidays/celebrations (vocabulary found in Spanish 2 Chapter 5 and 6), re-entry of family, numbers, interrogatives, and activities.

Suggested interpretive activities:

Listen to songs from Joan Manuel Serrat “Mi niñez” (redone by Richie Ray & Bobby Cruz), Rafa Toretto “Volviendo a mi Niñez”, Santabarbara “Recuerdo mi Niñez”, and poetry “Versos Sencillos” from José Martí and song from Celia Cruz on Guantanamera.

Suggested interpersonal activities:

Role Plays: In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play. Students are given situations related to theirs and others’ childhood.

Suggested presentational activities:

Write or speak about what their childhood was like after creating a collage of their childhood memories. Create a collage of the famous person and talk about their past. Describe a celebration you attended. Look at artwork that depicts a celebration and describe it.

Language: Spanish

Level: III

Proficiency Level: IM

UNIT: I EL LUGAR IDEAL PARA VIVIR (THE IDEAL PLACE TO LIVE)

Enduring Understanding(s)

There are differences and similarities between life in the city, country and suburbs.
The past to the present of different cities can be compared.

Essential Question(s)

Where would you prefer to live and why?
What are the advantages and disadvantages of living in different areas?
What is your ideal community and why?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A.1, 2, 3, 4, 5, 6, 7, 8

7.1B 1, 2, 3, 4, 5

7.1C 1, 2, 3, 4, 5

9.1.12.A2

9.1.12.B1

Student will know:

Review preterit and imperfect tenses.
Review indicator words, i.e. “ayer”, “a menudo”.
Teach the use of the preterit vs the imperfect tense.
Teach direct and indirect object pronouns.

Students will be able to:

Compare and contrast living in different places.
Identify climate, people, activities, food, traditions, and location of specific places in Latin America.
Describe their summer vacation experience using preterit and imperfect tenses.
Know how to express actions in the past and use “Y” verbs in the present tense.
Use vocabulary and useful expressions to talk about advantages and disadvantages of living in the country, suburbs and city.

Assessment Evidence: Integrated Performance Assessment

(All students will take one of these assessments)

Performance Assessment Task 1 (end of unit assessment) (Interpretive, Interpersonal, Presentational)

Read and/or listen to a description of an ideal community. (Pgs. 84 and 85 in textbook Paso a Paso III have guidelines.) Discuss your ideal community with a partner. And finally, design an ideal community. Then make a newspaper/ magazine advertisement, billboard or a commercial for your community enticing people to move there.

Performance Assessment Task 2

(Interpretive) Listening (audio activities from Paso a Paso III-iTunes Spanish library and www.laits.utexas.edu/spe/ advanced b 17, adv. b 25, adv. A 7, superior 7), videos and readings about ideal cities to live in the USA and/ or the Spanish-Speaking world.

(Interpersonal) Then students will discuss with a partner what factors make these cities ideal places to live. (Presentational) Finally they will be able to complete A or B, as follows. A. Write an article for the South Brunswick Post where they explain if South Brunswick can compare to the best cities to live in the USA and why. B. They can also prepare a speech for their parents about where they want their family to move and why, due to the readings they discussed in Spanish class.

Instructional Strategies and Connections

Interpretive mode: Read about the best and worst cities to live in the world and discuss why. Reading about “El ratoncito del campo y de la ciudad”.

<http://www.youtube.com/watch?v=P6OCnsBF3mo> (PPT of images of Latin American cities)

<http://www.youtube.com/watch?v=ViNaxH9FJ4k>

<http://www.youtube.com/watch?v=9u5a5UYZDMg&feature=related>

<http://www.youtube.com/watch?v=hnsasfPgoo8> (best and worst cities in the world.)

Interpersonal mode: They look at a picture of a city and describe it to their partner.

Discuss advantages and disadvantages of living in the city, suburbs and country.

Describe their most memorable experiences from summer vacations with a partner.

Spend a buck about the best place to live in.

Presentational mode: Debate the advantages and disadvantages about living in a specific city as opposed to the suburb. Ex: Princeton vs. NYC or Philadelphia.

Create a brochure about a highly ranked Latin American city to live. Then pretending they are a news reporter they must explain to the class why this city is ranked among the best Latin American cities to live.

Interdisciplinary Connection: Geography and quality of life across the world.

Technology Integration: Videos, Internet readings, PowerPoint presentations, audio activities

21st Century/Career Skills: Understanding what cities in America offer the most jobs or economical housing, etc.

Global Perspectives: Understanding what makes cities the best or the worst places to live in. / Quality of life in other countries.

UNIT: II THE ENVIRONMENT / EL MEDIO AMBIENTE

Enduring Understanding(s)

Students can impact the environment and its problems.

It's important to protect the environment.

There are steps that can be taken to minimize the carbon footprint.

Essential Question(s)

What problems do we face in our environment?

Why is it important to protect the environment?

What steps can we take to protect the environment?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1IM.A.1-8

7.1IM.B.1-5

7.1IM.C.1-5

9.1.12.A.1

9.1.12.B.1, 3

9.1.12.D.2

Student will know:

Descubre P. 205 vocabulary list

Preterit (including all irregular verbs Y, J, U..)

Affirmative/negative (TU) commands

Continue recycling Imp. Vs. Pret

Introduce Subjunctive- (Impersonal Expressions.)

Students will be able to:

Recognize and discuss steps to protect the environment.

Investigate & discuss global natural disasters.

Report about charities that work to minimize the impact of natural disasters.

Tell people how to protect and preserve the environment.

Analyze messages in songs and readings about the environment.

Identify environmental problems and discuss how students impact the environment.

Express the steps necessary to minimize their carbon footprint

Assessment Evidence: Integrated Performance Assessment

(All students will take one of these assessments)

Performance Assessment Task 1:

You are the chairperson for the Environmental Club at SBHS. You are making a video for VTN to encourage the community to participate in a clean up campaign. Your group will make a short commercial. The video should include 6 different suggestions for six different problems. After watching the videos students will then write an email to a friend explaining the environmental club and campaign they participated in. What activities did they participate in, did they enjoy them, why, etc.?

Performance Assessment Task 2: Biome. (in pairs)

Students will prepare a diorama of a biome of a specific location. The diorama must include 10 different things labeled in Spanish specific to that biome.

Students will also present their biome to the class. The presentation should include: biome class, climate, animals and what they eat, species unique to the region, endangered plants and animals, environmental problems, sickness/water quality, the people (language and what they eat), and major industries. Students should also include what fascinates them about the place they chose.

Final Assessment (Unit 1 & 2):

Read about a natural disaster (or one caused by man) Japón, Chile, Katrina, Haiti, China, Peru, Myanmar tsunami... In pairs students will pretend one is a victim and the other is a volunteer. They will present the disaster to the class, how the country is solving the disaster, and report about charities that are working to minimize the impact of the disaster on the environment. Students in the audience will fill in graphic organizers as they listen and will later rate the disasters in order of importance. A Socratic seminar can be used as a follow-up to discuss which are the worst disasters and why, as well as solutions for these disasters and what more can be done to aid in their relief.

Instructional Strategies and Communications

Interpretive mode:

Listen 2 songs “Macaco” & Mana’s “Dónde jugarán los niños” and then discuss their messages.

Students will analyze comic strips that illustrate messages of environmental destruction.

Readings from “En contacto book”

“El pez y el pescador” from “En contacto”.

Interpersonal mode:

Discuss environmental problems we face and how we can solve these problems. Galapagos info gap activity,

Presentational mode:

Students can make a jacket cover for a song they listened to about the environment (Macaco video and song by Maná, “Donde jugarán los niños”)

Choose an animal to make a children’s story using the animal as the main character (www.storyjumper.com).

Socratic seminar about environmental problems and solutions

Interdisciplinary Connection: Geography, Social studies, Politics

Technology Integration: video/audio activities, internet, PowerPoint/Prezi presentations.

21st Century/Career Skills: Critical/Innovative Thinking and Collaborative Problem Solving

Global Perspectives: Understanding the importance of protecting/saving our world for future generations.

UNIT III: LAS BELLAS ARTES

Enduring Understanding(s)

There are major artists in the Hispanic world.

Their artwork contains messages about the time period in which it was made.

Their artwork reflects the culture in which it was created.

Essential Question(s)

What is art and how do we describe it?

What messages do works of art have?

Who are some of the principal artists of the Hispanic world?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.IM.A.1, 2, 3, 4, 5, 6, 7, 8

7.1.IM.B.1, 2, 3, 4

7.1.IM.C.1, 2, 3, 4, 5

9.1.12.B.1

9.1.12.B.2

Student will know:

Present/preterite tense of “Y” verbs, and be able to express what is happening and was happening, using the present and imperfect progressive tenses.

Students will be able to:

Compare and contrast different art movements and artists

Describe paintings including, styles, colors, placement, messages etc.

Analyze messages of different art works.

Discuss contemporary art forms such as graffiti,

Discuss different art forms (sculptures, photography, poems, etc.)

Identify main artists of the Hispanic world.

Analyze, compare and contrast different works of art

Describe the historical/cultural message of a work of art.

Assessment Evidence: Integrated Performance Assessment

(All students will take one of these assessments.)

Performance Assessment Task 1 (end of unit assessment)

Students will take the role of a famous painter/artist. Two famous artists will run into each other at an art gallery. They recognize each other and meet to talk about their respective art, styles, themes, points of view, inspiration for the work, messages, etc.

Performance Assessment Task 2 (end of unit assessment)

You have spent a long day at the Botero exhibit. Now it's time for you to relax and go home. You stop for some "tapas" at a nearby Colombian café before catching the train back to New Brunswick. Since you are alone, you're anxious to talk with almost anyone about Botero and your experience at the museum today. Using Roll Play cards, you have a conversation with someone about what you have seen at the museum.

Instructional Strategies and Connections

Interpretive mode:

Analyze Guernica by Picasso and other paintings. (Reading on pages 28-29 de Asi Se Dice level 4 bk.)

Watch the Bablinga video about El Museo del Prado

Listening activity

Graffiti reading and activities

Interpersonal mode:

Describe a painting to a partner.

"Who am I?" activity. Place name of famous artist on your back. You try to find out who you are. Others can answer "si" o "no" to your questions until you guess who you are.

Presentational mode:

You are listening to La Mega, a local Spanish language radio station and they announce that there is going to be a special exhibition of Fernando Botero's work at the MOMA in New York. Since you have been studying art in your Spanish class for the last four weeks, you decide to mention it to your Spanish teacher tomorrow. Using roll cards, you have a conversation about the artist and his works.

Interdisciplinary Connection:

Geography

Social Studies

Fine Arts

UNIT IV: 21ST CENTURY PROFESSIONALS

Enduring Understanding(s)

For success in life and careers in the 21st century, there are qualities you must have, and experiences that you must gain.

There are ways to determine your career interests.

The decisions you make today in school will impact your future plans and career decisions.

There are role models from whom you can learn.

Essential Question(s)

What kinds of jobs/careers interest you for the future?

What are the qualities necessary for success?

What are the qualities needed to be successful in the 21st century?

Who are successful role models of the 21st century and what makes them successful?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.a1-5

7.1 b1-5

7.1.c1-4

9.1.12.c.2

Students will know:

How to express what will happen in the immediate future.

How to express and action that is happening, was happening and will continue to happen.

Use vocabulary and useful expressions to talk about professions

Knowledge:

Review “ir + a + infinitive”

Progressive tenses: present with estar, present with seguir, and past progressive.

Students will be able to:

Talk about jobs

Compare and contrast professions

Identify what are the 21st century skills they will need to succeed.

Express interest in various jobs that will impact his/her future plans and career decisions.

Express qualities and experiences necessary for success in the 21st century.

Assessment Evidence: Integrated Performance Assessment

(All students will take one of these assessments)

FINAL ASSESSMENT: Performance Assessment Task 1: (Interpretive)

Students will read about a successful 21st century role model/ or about what traits make a role model. (Presentational) Then students will enter a contest in order to win an interview with their ideal role model. To enter, students will write an essay about why they admire this person, how they influenced their life and persuade the reader about why they, the writer deserve this opportunity more than anyone else. (Interpersonal) Finally, some students will “win” the contest and they will role model an interview with their role model about how they became a successful 21st century figure.

Instructional Strategies and Connections

Interpretive mode:

Students will view an authentic video about unemployment in Spain and answer questions about how it compares to unemployment in the U.S.

Students will read an article about what makes a good employee. They will then create a classified ad as an employer looking for a good employee.

Students will view online resumes and then discuss what makes them a good or poor candidate.

Interpersonal mode:

Students will play a MASH game to predict their future. They will then compare and discuss the results in the future tense.

Students will read about different celebrities who are also great role models. They will discuss what qualities, etc. make a good role model.

In groups, a student will then pick a name out of a hat and describe the qualities and abilities that make that celebrity a good role model. The other students will guess and change roles. Students will discuss what activities and volunteer work they participate in and then decide if these activities will impact their future professional goals. If they don't, what can they do to change them?

Presentational mode:

Students will create their own online video resume. They will discuss their qualities and abilities that would attract potential employers.

Students will create a booth for a club fair in order to advertise field experience and volunteer opportunities available to potential members.

Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Technology Integration: video resumes

21st Century/Career Skills: creating a video resume, career exploration

Global Perspectives: discuss successful figures in Spanish speaking countries

UNIT V: ¡A VIAJAR!

Enduring Understanding(s)

There are ways to find out information about different destinations in the world.

Documentation and an itinerary are necessary for travel.

There are steps that must be taken before you travel abroad.

Troubleshooting is a necessary life skill to have when traveling.

There are reasons why you might recommend certain destinations over others.

Essential Question(s)

How would you plan a trip to a Spanish-speaking country and successfully navigate through an airport?

To what extent do accommodations vary in different parts of the world?

What would you recommend to friends traveling to your favorite destination?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.A.1, 2, 3, 4, 5, 6, 7, 8

7.1B 1, 2, 3, 4, 5

7.1C 1, 2, 3, 4, 5

9.1.12.A2

Students will know:

Knowledge:

Teach the subjunctive W: desear and quere, R: recomendar I: all impersonal expressions.

Review directions

Review commands

Students will be able to:

Plan travel arrangements to different destinations.

Solve problems that they will encounter while traveling.

Express what they want to do on their next vacation.

Give advice to others about travel plans.

Investigate travel warnings for different destinations.

Acquire knowledge about different destinations in the world, understand the documentation necessary for travel and plan an itinerary.

Identify the steps necessary for travel abroad and make recommendations to a friend

Troubleshoot the problems that occur on vacation.

Assessment Evidence: Integrated Performance Assessment

(All students will take one of these assessments.)

Performance Assessment Task 1 (end of unit assessment): (Interpretive) Students will read about travel safety advice.

(<http://www.maec.es/es/MenuPpal/Consulares/Recomendacionesdeviaje/Paginas/recomendacion.es.aspx>),

or <http://www.euroresidentes.com/viajes/paises/extranjeros/consejos.htm>

(Interpersonal) Then students will be able to role-play a parent and child. The child wants to travel abroad with a friend this summer. Their parent has concerns and is reluctant to give permission. Each role has to convince each other. (Presentational) Finally they will plan a vacation with 1500.00 including the prices in a brochure including activities, tickets, hotel and restaurants. They will present the information to the class as if they had gone on the trip and talk about the highlights and problems to the class.

Instructional Strategies and Connections

Interpretive mode:

Reading about *paradores*

Listening activities from Paso a Paso

Apply for a passport

Interpret plane tickets

Mexico reading

Argentina reading and questions

Interpersonal mode:

A.B activities

Discuss activities and advantages of different vacation spots.

Discuss the difference between *paradores*, *pensiones* and hotels.

Sequencing steps of travel with a partner

Spend a buck about the best place to travel to.

Presentational mode:

Role-plays between flight attendants and passengers, etc.

Connections: evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Interdisciplinary Connection: Geography

Technology Integration: use Internet resources to plan a vacation.

21st Century/Career Skills: Negotiating and bargaining; Collaboration/teamwork in group-work.

Global Perspectives: Different travel options in varying countries such as *paradores*

Language: Spanish

Level: III H

Proficiency Level: IH

**UNIT 1: COMO SOY YO Y CUAL ES MI PAPEL EN LA SOCIEDAD?
(WHO AM I, AND WHAT IS MY ROLE IN SOCIETY?)**

Enduring Understanding(s)

You can discover who you are and your role as a positive member of the community.

You are able to compare and contrast the role you play with that of a classmate's.

There are problems and solutions encountered in friendships.

The "ideal" friendship comes with expectations.

Essential Question(s)

How would you describe your relationship with your friends and family?

What are the steps to establishing a positive relationship?

What role do you have in your school community as well as the community in which you live?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.H A1

7.1.I.H A3

7.1 I.H A5

7.1 I.H B1

7.1 I.H B4

7.1 I.H B5

7.1 I.H C1

7.1 I.H C3

7.1 I.H C5

Students will know...

Present tense of y verbs and j verbs

Progressive tenses

Direct and indirect object pronouns

Double object pronouns

Verbs of volition

Students will be able to...

Analyze and discuss meanings of songs and readings.

Create a collage/PowerPoint presentation and describe how it reflects who they are.

Write an entrance essay to a college explaining who they are and how they contribute to their community.

Create an original skit based on a reading.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)

The option to create a collage or a PowerPoint presentation about themselves and present it to the class

Performance Assessment Task 2 (end of unit assessment)

Write an entrance essay to a college that expresses who you are and how you contribute to society.

Instructional Strategies and Connections

Interpretive mode:

Story- "Las cosquillitas"

Story- "La abeja hiragana"

Song- "Amigos"

Film- "Valentin"

Song- "No te metas a mi Facebook"

Listening activities from text

Interpersonal mode:

Discuss the meaning of friendship.

Discuss problems and solutions encountered in friendship.

Original skit based on "La abeja haragana"

A/B activities

Discussion of Valentin

Discuss and compare definitions of vocabulary.

Play Jeopardy, Monopoly, Ataque and Taboo.

Presentational mode: Collage, Essay, Letter; Create a Facebook page

Interdisciplinary Connection: Psychology, five core values/ character education

Technology Integration: Video and audio activities, Internet, PowerPoint/Prezi presentations, Discussion of problems Facebook can create in friendships.

21st Century/Career Skills: Collaborative Problem Solving

Global Perspective :Importance of being a positive member of global community.

UNIT 2: LAS COMUNIDADES DONDE VIVIMOS

Enduring Understanding(s)

There are differences and similarities between the city, country and suburbs.

Every community has its pros and cons.

Individuals have preferences and reasons for choosing to live where in they do.

There are characteristics of an “ideal” community; many of them are in the “eye of the beholder.”

Essential Question(s)

What factors contribute to an ideal community?

What are advantages and disadvantages of different types of communities?

What community would best fit your lifestyle in your future?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.I.H A1

7.1 I.H B5

7.1.I.H A3

7.1 I.H C1

7.1 I.H A5

7.1 I.H C3

7.1 I.H B1

7.1 I.H C5

7.1 I.H B4

Students will know...

Subjunctive and teach new uses of subjunctive

Preterite of regular verbs and irregular hacer, poder, ser, ir, estar, tener.

New irregular verbs, poder, querer, saber, y verbs, j verbs, venir.

Students will be able to...

Write an essay comparing and contrasting the advantages and disadvantages of living in different places.

Present a slide show about quality of life in a Latin American city.

Create a mente abierta based on the reading, “El ratoncito de la ciudad”.

Create a skit using vocabulary concepts and expressions learned in the chapter

Analyze differences and similarities between city, country and suburbs.

Discuss pros and cons of each community.

Express where you prefer to live and why.

Discuss what makes an ideal community

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)

Interpersonal: HOUSE HUNTERS INTERNATIONAL. A skit between a real estate agent in a Spanish-speaking country and a buyer/ house hunter where the buyer expresses his preferences in the communities where they want to live. The real estate agent provides 3 options in different locations. The buyer will express his/her pros and cons on each option and give his final decision.

Performance Assessment Task 2 (end of unit assessment)

After reading “El raton del campo y de la ciudad”, students will create a mente abierta by choosing the character with which they identify. Then students will write an essay using the mente abierta to discuss the pros and cons of each community and finally give their own opinion.

Instructional Strategies and Connections

Interpretive mode:

Ratoncito del campo–story

Readings from text

Authentic listening

Readings on global quality of life
page 423, Chile reading (PAP3)

Interpersonal mode:

A/B activities

Discuss advantages and disadvantages of different communities.

Discuss the quality of life in Latin American cities

Discuss and compare definitions of vocabulary.

Play Jeopardy, Monopoly, Ataque and Taboo.

Presentational mode:

Debate or Slide show with the option to compare 2 communities, i.e. pueblos, ciudades, etc.

21st Century/Career Skills- Different communities offer to potential buyers

Global Perspectives- Understanding the concepts of quality of life and what makes a community the best or worst to live in

Interdisciplinary Connection: Geography/ Social Studies

Technology Integration- Video and audio activities, Internet, PowerPoint or Prezi presentations; discussion of problems Facebook can create in friendships

UNIT 3: EL MEDIOAMBIENTE, UN PLANETA PARA TODOS

Enduring Understanding(s)

There are environmental issues that affect our planet.

You can create a plan to minimize impact on the planet.

You can research environmental issues and their global impact

Moral messages are embedded in readings.

Essential Question(s)

What problems are threats to our environment?

What measures can we take to improve our environment?

Why is it vital to save our environment?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.IH A1

7.1.IH A3

7.1 IH A5

7.1 IH B1

7.1 IH B4

7.1 IH B5

7.1 IH C1

7.1 IH C3

7.1 IH C5

Students will know...

Affirmative and negative commands (familiar)

Preterite vs. imperfect

Students will be able to...

Analyze and discuss meanings of songs and readings.

Create a public service announcement about protecting the environment.

Write an essay about global environmental problems and their solutions.

Create and perform original skits based on “El pez y el pescador”.

Identify environmental issues that affect our planet.

Create a plan to minimize our impact on the planet.

Research and present global environmental issue

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)

Presentational: Students will create a video for a public service announcement on ways to save the planet.

Performance Assessment Task 2 (end of unit assessment)

Interpersonal: Students will create a skit based on the short story “El pez y el pescador”.

Performance Assessment Task 3 (end of unit assessment)

Presentational: Complete a graphic organizer about environmental issues that affect a specific area. (lugar, problemas ecologicos, efectos, soluciones-include in organizer) Then students will write an essay/article that presents the problem(s), effects and possible solutions to minimize the impact.

Instructional Strategies and Connections

Interpretive mode:

Film clips of Avatar, Vecinos invasores

Songs. “Mama tierra”, “Donde jugaran los ninos”

Readings that accompany the songs above.

Readings from text “En contacto”

Analyze “El pez y el pescador” and it’s moral.

Comic strip of Sr. Norvi

Create a mente abierta for “El pez y el pescador”

Interpersonal mode:

A/B activity

Discuss environmental problems and their possible solutions.

Discuss the story “El pez y el pescador”

Discuss the painting “Ni arriba ni abajo” by Nicolas Garcia Uriburu

Discuss and interpret the meaning of quotes about the environment.

Discuss and compare definitions of vocabulary.

Play Jeopardy, Monopoly, Ataque and Taboo.

Role Plays

Students are given situations related to renting or buying a home:

You are considering buying a home in a target culture city. Find out as much as you can about the community and the schools.

You are a real estate agent in a target culture city. Research the city and find out as much as you can about the community and the schools so that you may share that information with prospective clients.

Presentational mode:

Present info on Guinea Ecuatorial

Present how the seven capital sins are highlighted in “El pez y el pescador”

Jacket cover

Interdisciplinary Connection: Geography, Social Studies, Environmental Sciences

Technology Integration: Video and audio activities, Internet, PowerPoint/Prezi presentations

21st Century/Career Skills: Critical/Innovative thinking and creative problem solving

Global Perspective: Realizing the impact of our carbon footprint on society and how we can minimize it.

UNIT 4: CARRERAS PARA EL SIGLO XXI

Enduring Understanding(s)

There are challenges that face the 21st century job market.

There are things you can do to prepare for a job interview.

Careers of interest are out there; you must research to find out what they are.

Part of your job preparation is to analyze what skills are necessary to be successful in a future profession.

Essential Question(s)

What are the challenges of the 21st century career market and how do you prepare for them?

How do you prepare for an interview?

What are your career plans for the future?

What skills are necessary to succeed in the job market?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.IH A1

7.1.IH A3

7.1 IH A5

7.1 IH B1

7.1 IH B4

7.1 IH B5

7.1 IH C1

7.1 IH C3

7.1 IH C5

Students will know...

Future

Conditional

Future vs. conditional (uses of each)

Students will be able to...

Research and identify challenges that face the 21st century job market.

Read about and share important advice for preparing for a job interview.

Research possible careers that interest them.

Discuss and evaluate what skills are necessary to be successful at their future profession.

Conduct or participate in a job interview.
Write a cover letter for a job that interests them.
Discuss the proper etiquette for a job interview.
Discuss the differences between Latin American and United States job benefits.
Analyze readings and songs.
Discuss the challenges students will face in the job market of the 21st century.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment): Interpersonal: Job interview

Performance Assessment Task 2 (end of unit assessment): Presentational: Cover letter

Instructional Strategies and Connections

Interpretive mode:

Reading about differences between Latin American jobs and those of USA.

Read job ads and fill out a graphic organizer.

Read about how to prepare for an interview in the 21st century.

Authentic listening

Research a job and then fill out a job application for that particular job.

Reading on job stereotypes.

Read “Papi no seas cocacolero” and “La casa en Mango St.”

Investigate important jobs for the 21st century.

**Challenges for the 21st century career market.

Interpersonal mode:

Practice interviews.

Discuss job stereotype article and if they exist in the USA.

Discuss their future plans.

Discuss and compare definitions of vocabulary.

Play Jeopardy, Monopoly, Ataque and Taboo.

Presentational mode:

Present advice for job interviews (clothing, questions, etc.)

Create a curriculum vitae.

Interdisciplinary Connection: Social Studies/ Business

Technology Integration: Video and audio activities, Internet, PowerPoint/Prezi presentations

21st Century/Career Skills: Collaboration and work ethic

Global Perspective: How job environment, benefits and vacation time differ in Spanish-speaking countries

UNIT 5: VAMOS A HACER LAS MALETAS, EL ARTE DE VIAJAR

Enduring Understanding(s)

There are benefits to being a citizen of the world.

Before traveling, research the area, prepare an itinerary, and gather important and required information.

Essential Question(s)

What are the necessary steps in order to prepare for a trip?

What would the itinerary for an ideal trip look like?

Why is traveling important in the 21st century?

What is some advice you would give to a friend traveling to a Spanish-speaking country?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.NH A1; 7.1.NH A3

7.1 NH A5; 7.1 NH B1

7.1 NH B4; 7.1 NH B5

7.1 NH C1; 7.1 NH C3; 7.1 NH C5

Students will know...

Perfect tenses

Por/Para

Recycle the subjunctive

Students will be able to...

Write a post card to a friend from their travel destination.

Create a travel brochure.

Troubleshoot travel problems.

Discuss where they have vacationed in the past and how it has impacted them.

Research and share important information about traveling:

Documents, health precautions and preparations

Prepare a brochure to a place of their choice

Read and analyze about the benefits of being a citizen of the world.

Discuss cultural differences while traveling.

Assessment Evidence: Integrated Performance Assessment

Presentational: -YouTube Goes Green! YouTube and TIES (The International Ecotourism Society) are sponsoring an international contest to promote ecotourism to teens and young adults around the world. They are hoping to impact how families go on vacation. The winner of the contest will receive an all expense paid trip for a family of four to an ecotourism destination. Design a multimedia-rich ad campaign to promote ecotourism in a country of your choice.

Interpersonal: Write an email or a post card to a friend from their travel destination.

Instructional Strategies and Connections

Interpretive mode:

Authentic listening tasks

Differences between currencies and measurements reading “Cuatro consejos para el viajero norteamericano”

Reading about different travel destinations (En contacto) “Destinos para todos los gustos”
Page 406 in Interacciones

Interpersonal mode:

A/B activities

See below page 105

Discuss an ideal vacation spot.

Discuss where they have visited and its impact.

Discuss and compare definitions of vocabulary.

Play Jeopardy, Monopoly, Ataque and Taboo.

Discuss what ecotourism is and isn't.

Presentational mode:

Page 105 En contacto...Adivine donde estamos with clues of identity of the place based on the reading “Cuatro consejos”.

Present a vacation plan

Present a weather report for their vacation destination.

Venn diagram of traditional tourism and ecotourism.

Interdisciplinary Connection: Geography, Social Studies, Environmental Sciences

Technology Integration: Video and audio activities, Internet, PowerPoint or Prezi presentations.
Multimedia project

21st Century/Career Skills: Critical/Innovative thinking and creative problem solving

Global Perspective: Realizing the impact of our carbon footprint on society and how we can minimize it.

Language: Spanish

Level: IV

Proficiency Level: IH

UNIT: 1 THE JOB MARKET IN THE 21ST CENTURY

Enduring Understanding(s)

There are many career pathways—each pathway with its unique set of skills and abilities. There are also general skills that are necessary regardless of the career pathway you choose. Some jobs are more plentiful than others. The availability of jobs within a career fluctuates. There are things you can do to prepare for career choice.

Essential Question(s)

What skills and abilities are needed for a career?

What are the steps you take in order to search for a successful job interview?

How do you prepare for a job interview?

What jobs will be more in demand in the 21st century?

What makes you the best candidate in a job interview?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.IH: a1, a2, a5, a6, a7, a8, b1, b2, b3, b4, b5, b6, c1, c2, c3, c4, c5, c6

21st Century Life and Career Skills: 9.1.12A.2,B.1, C.4, D.1, D.3, F.2

Students will know:

Formal commands

Present perfect to talk about past expression.

How to replace direct and indirect objects with double object pronouns.

Students will be able to:

Recognize and discuss different types of employment opportunities available to them and the skills necessary to acquire a position.

Conduct a job interview

Fill out a job application

Discuss the steps to get a job.

Discuss the salary, abilities, qualities, experience, education, training, etc. needed for varying jobs.

Discuss what makes the ideal candidate for a job.

Discuss what qualities make people successful (example: Carlos Slim)

Discuss their future goals and what they are doing now to prepare for them.

Discuss if the needs of the 21st century will change their plans for their future career.

Write a cover letter

Analyze classified ads

Assessment Evidence: Integrated Performance Assessment

Final assessment: Students will learn about preparing themselves for the job world.

Interpersonal: Discuss the presentation they hear with their partners and come up with questions they would like to ask at the job fair that correspond and are appropriate to the presentation.

Presentational: Students will prepare a job fair presentation and trifold to attract employees that includes job benefits, testimonials, job descriptions available, etc.

Instructional Strategies and Strategies

Interpretive:

Students will listen to presentations of a job fair created by their classmates.

Interpretive mode:

Students will read classified ads and answer questions related.

Students will read about the differences in the job world/market between

Students will listen to video interviews/interviews and identify pertinent info on graphic organizer.

Read the steps to get a job.

Read about machismo.

Film clips related to jobs.

Read how to prepare a curriculum vitae/ resume and samples of them.

Interpersonal mode:

Students will act out a good and bad interview and discuss why each interview was good/bad based on the article read prior.

Presentational mode:

Students will write a cover letter for a job they are interested in.

Students will write a resume for a famous Hispanic that they research.

Students will prepare their job expo presentation and materials.

Students can write a classified ad.

Final Assessment:

Interpretive Mode: Reading pamphlet "Su curriculum vitae" and write a cover letter.

Interpersonal: Job interview

Presentation: Create a video resume. They have been at their job a couple of years and are now coming back to talk about their experience and give them professional advice.

Technology Integration:
Video interviews

21st Century/Career Skills:
Discuss important jobs related to the 21st century and the skills needed for these jobs.

Global Perspective:
Research jobs that are in demand throughout the world.

UNIT 2: COMMUNITY SERVICE

Enduring Understanding(s)

Each community has different types of community service in their immediate area.
Each community also has global types of community service.
Both types of service, local and global, have importance in our society.

Essential Question(s)

What community service jobs are available locally?
What community service exists in Spanish speaking countries and globally?
Should community service be a mandatory responsibility at the high school level?
What are the advantages of doing community service?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1. A1, a2, a3, a4, a6, a7, a8; B1, b2, b3, b4, b5, b6; C1, c2, c3, c4, c5
21st Century Life and Career Skills: 9.1.12.A.1.3, B.3, D.1, E.2, F.2

Student will know:

Complete usage of the subjunctive
When to use subjunctive vs. the indicative.

Student will be able to:

Investigate and report about different service organizations.
Discuss possible community service projects available to citizens of SB.
Watch The Devil's Miner and discuss Basilio's challenges and how students can participate to help him.
Create an organization that addresses needs in the global community.

Assessment Evidence: Integrated Performance Assessment

Final assessment:
Interpretive: Comprehension questions about the movie.
Interpersonal: Discussion between Basilio and a student from SB.
Presentational: Create a service organization to help miners in South America.

Instructional Strategies and Connections

Interpretive mode:

Students will listen to presentations about existing service organizations and fill out a graphic organizer with information.

Students will read about varying Latin American service organizations such as Milagro or Pies Descalzos.

Students will watch *The Devil's Miner* and fill in graphic organizer and answer comprehension questions.

Interpersonal mode:

Students will discuss how their lives differ from the lives of the students in *The Devil's Miner*

Students will discuss what they can do in order to help the community in *The Devil's Miner*.

Students will discuss in groups if *trabajo voluntario* should be mandatory at SBHS citing advantages and disadvantages.

Students will discuss if citizens should have to participate in community service within their community and why or why not.

Discuss volunteer opportunities available in SB.

Presentational mode:

Students will debate if volunteer work should be a mandatory part of SBHS curriculum.

Students will write an editorial on the implementation of volunteer work as part of the curriculum at SBHS.

Students will investigate an important cause in the global community and create a mock *marcha/ manifestación*.

Students will participate in a Socratic seminar about *The Devil's Miner*

Students will present a Latin American leader and if they defend human rights.

Interdisciplinary Connection:

Human rights issues for child workers in mines in South America.

Global Perspectives:

Students can participate in a service project where they collect materials to help student in Bolivia (*The Devil's Miner*)

UNIT 3: TECHNOLOGY

Enduring Understanding(s)

We use various technological phrases in our daily lives.

There are benefits and dangers in technology advancements that can impact you now and in the future.

You must learn to use the technology appropriately.

Essential Question(s)

What impact does technology have on our daily lives?

How will technology affect our future and the way we will communicate with others?

What are the advantages and disadvantages to using specific modes of communication?

How can we maintain an ethical and safe environment while using technology?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1. A1, ca2, a3, a4, a6, a7, a8; B1, b2, b3, b4, b5, b6; C1, c2, c3, c4, c5

Student will know:

The future tense, The conditional tense, future vs. conditional, uses of por and para

The present perfect

Students will be able to:

Discuss the positive and negative effects of cloning

Discuss how the future will change our lifestyles.

Talk about the technology they use in their personal lives and how and why they use it.

Create an invention that doesn't exist and an infomercial to sell it.

Discuss negative and positive effects of technology on school life.

Recognize E-mail and texting etiquette.

Recognize important Inventors of Latin America and Spain.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Students will create a revolutionary invention for the 21st century that doesn't exist.

Interpretive: Students will watch infomercials.

Interpersonal: Discuss the invention and present to the investors of Shark Tank.

Presentational: Students will prepare a video of the infomercial for the invention they created.

Instructional Strategies and Connections

Interpretive mode:

Read “Nosotros no” and analyze its message and chosen quotes.
Read articles about Latin American inventors.
Read article on technology’s effect on society
Listening activities including commercials for the latest gadgets with graphic organizers.
Learn how to write ethical e-mails.
Read about cyber-bullying.
Reading on use of cell phones in schools in Latin America
Read excerpts from blogs.
Facebook reading

Interpersonal mode:

Discuss the ethical debate of genetic cloning.
Discuss different cases of UFOS and their validity.
Discuss the injection of eternal youth in “Nosotros no”
Discuss the effects of cyber-bullying and how to deal with it.
Compare and contrast the rules of cell phone use in schools in USA with Latin America.
Discuss the positive and negative of Facebook.
Write a formal and informal e-mail.

Presentational mode:

Debate if technology is a monster or helper to society.
Socratic seminar on cloning
Present a new invention and explain how it is used and if it is useful or not and why.
Create Facebook page

Interdisciplinary Connection:

Astronomy, Biology, Environmental Sciences

Technology Integration:

Discussing advantages and perils of technology in the 21st century.

21st Century/Career Skills:

Discussing cyber-bullying, writing formal e-mails, discussing how to properly use Facebook

Global Perspectives:

Use of cell phones in global schools as compared to SBHS.

UNIT 4: ANCIENT CIVILIZATIONS

Enduring Understanding(s)

Past civilizations have had influence on modern societies.

Essential Question(s)

How have ancient civilizations contributed to the progress of mankind and our daily lives?

What were the daily practices of some ancient civilizations?

What had the Mayans already developed by the time the Europeans arrived in the Americas?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.

A1, ca2, a3, a4, a6, a7, a8

B1, b2, b3, b4, b5, b6

C1, c2, c3, c4, c5

Student will know:

Use of Pluscuamperfecto

Present perfect

Progressive with Seguir

Student will be able to:

Recognize different time periods of the Mayas

Recognize similarities and differences between ancient civilizations.

Discuss why Rigoberta Menchu is considered a controversial figure.

Discuss and re-enact the Legend of Quetzal.

Identify the contributions that ancient civilizations made to our society.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Interpretive: Students will read about a travel destination to a Mayan ruin.

Interpersonal: Plan a vacation for your parents to a famous ancient site. (with an anthropologist)

Presentational: Prepare a pamphlet to the site or a photo album of their parents' vacation.

Convince your history enthusiastic parents to go on a vacation to a historical site so you can have the house to yourself. You know a lot about ancient cultures so this should be an easy task for you.

OR

Students will create a post card that they will send back to an indigenous ancestor. They will warn of the terrible fate they will endure after foreigners arrive. Mention the reference in Indian mythology that predicts the arrival of the white man. Pick another issue that the indigenous people will face (deforestation and pollution, racial mixing, imposition of a new religion, or slavery).

Instructional Strategies and Connections

Interpretive mode:

Readings about Aztecs, Incas, Mayas

Readings about Rigoberta Menchú and from her book.

Documentary film clips such as “Cracking the Maya Code”

Interpersonal mode:

Discuss the painting of Dalí “Discovery of America by Christopher Columbus”

Discuss the contributions left by the three civilizations, Aztec, Inca, Maya

Discuss the Maya way of life and how it differs from life in SB.

Presentational mode:

Present researched information on a Mayan god

Present research information on a specific assigned aspect of Aztec, Inca or Maya cultures.

Write an essay comparing and contrasting the three civilizations including government, religion, food, clothing, arts, etc.

Interdisciplinary Connection:

Pre-Columbian history

Technology Integration:

Documentary clips

Global Perspectives:

Human rights issues in Central America

Rigoberta Menchú

UNIT 5: SOLUTIONS TO VIOLENCE

Enduring Understanding(s)

There are causes and effects of violence—as well as preventions and solutions.
Latin American countries have experienced violent events throughout history.

Essential Question(s)

What causes and effects does violence have in society?

How can violence be controlled at a global, as well as school, scale?

What are some events around the globe involving violence that have been solved or controlled?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.

A1, ca2, a3, a4, a6, a7, a8

B1, b2, b3, b4, b5, b6

C1, c2, c3, c4, c5

Students will know:

Formal commands and subjunctive mood

Students will be able to:

Discuss the effects of violence in Latin America

Identify the causes of violence in Latin America.

Analyze the messages of the Arpilleras

Recognize how violence was resolved in Cono del Sur.

Identify who the Madres de Plaza de Mayo are.

Discuss global problems and solutions.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Students will learn about the desaparecidos.

Interpretive: Students will interpret message of a listening or reading about the “desaparecidos” (documentary, film, reading)

Interpersonal: Students will conduct an interview between a desaparecido and an interviewer about their experiences.

Presentational: Students will create their own arpillera (based on Chilean experience) and explain the symbols to the class.

Instructional Strategies and Communications

Interpretive mode:

Readings about the Dirty War in Argentina, Madres de la Plaza de Mayo

Webquest about Argentina and or Chile

Read about arpilleras in Chile and dictator Pinochet

Analyze the message of arpilleras

Read about the coup that took place in Chile

Analyze artwork by Carlos Alonso, such as Manos Anónimas

Analyze music by Mercedes Sosa, Maná, etc.

Interpersonal mode:

Discuss similarities and differences between September 11th in Chile and the USA.

Discuss the message of arpilleras in Chile.

Discuss the role of women in ending genocide in el cono del sur.

Write a letter to Las madres de la Plaza de Mayo

Discuss the message of lyrics in music chosen by the teacher

Presentational mode:

Prepare a conversation between a grandmother and her biological child who meet for the first time.

Prepare a mock trial for the generals who murdered the “Desaparecidos”

Prepare a television show skit where students have a survivor desaparecido, a general, and a madre de la Plaza de Mayo.

Write poetry about the desaparecidos.

Interdisciplinary Connection:

Latin American history

Technology Integration:

Web-quests

Global Perspectives:

Learning about genocide in Latin America

Language: Spanish

Level: IV H

Proficiency Level: IH/AL

UNIT 1: LA EXPERIENCIA MIGRATORIA

Enduring Understanding(s)

Immigrant and migrant workers have played key roles in the development of our society.
The economic and social situations of immigrant/ migrant workers have often been ones of difficulty and struggle.
The quality of life of the immigrant/migrant workers can be improved.

Essential Question(s)

How do immigrants/migrant workers affect the economy of the USA?
What are the struggles of the immigrant/ migrant workers?
How can the USA have a positive impact on immigration?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.IHA1
7.1.IH A3
7.1 IH A5
7.1 IH B1
7.1 IH B4
7.1 IH B5
7.1 IH C1
7.1 IH C3
7.1 IH C5

Students will know:(Language Structure)

Perfect tenses (present, past, future and conditional.)
Uses of por/para

Students will be able to:

Address the issues of the migrant/ immigrant worker.
Read and analyze ideas presented in “Cajas de Carton”
Write an essay that synthesizes information from different sources presented in class.
Complete a web quest based on the reading “Narangas”. AP- page 5-8

Create a digital presentation "El Sueno Americano"

Analyze readings, film, songs and interviews.

Define vocabulary related to the unit theme.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Task 1 (end of unit assessment)

Interpretive: Reading comprehension quiz about "Cajas de carton" and "Naranjas"

Performance Assessment Task 2 (end of unit assessment)

Presentational: Create a Digital presentation "El Sueno Americano"

Presentational: Write an essay that synthesizes sources based on immigration.

Instructional Strategies and Connections

Interpretive mode:

Songs-Mojado, Superman

Readings (online and print resources about immigration)

Authentic listening tasks and interviews (video clips, podcasts)

Web quest

Film-"Bajo la Misma Luna"

Interpersonal mode:

Create a skit based on "Cajas de carton"

Play Jeopardy and monopoly/ataque.

Play taboo.

Discuss struggles of immigrant/ migrant worker

Kahoot

Presentational mode:

Explain what the symbols in the story "Cajas de carton" represent.

Create a mente abierta about characters in the story.

Create a digital presentation "El Sueno Americano" AP Ex-E p12

Technology Integration: Multimedia project

21st Century/Career Skills: Collaborative Problem Solving and Critical Thinking

Global Perspectives: Understanding the impact of the migrant community in the United States economy. Develop awareness of global situation of immigration.

UNIT 2: El Papel de los Jovenes en Nuestra Sociedad

Enduring Understanding(s)

There are different aspects to a parent/child relationship.
Young people face issues and challenges in society today.

Essential Question(s)

What are some of the issues affecting your relationship with your parents?
What contributions do young people make in our society?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.IH. A1
7.1.IH. A3
7.1 IH. A5
7.1 IH. B1
7.1 IH. B4
7.1 IH. B5
7.1 IH. C1
7.1 IH. C3
7.1 IH C5

Students will know:(Language Structure)

Participles as adjectives
Participles to describe people and things using ser and estar
Participles as the result of an action
The passive voice
The impersonal se

Students will be able to:

Discuss and analyze the challenges they face in today's society.
Create a skit where they highlight the main theme of the story.(Jaque Mate)
Complete a web quest about factors that affect the behavior of young people in society today.
Discuss and analyze songs and readings.
Define vocabulary related to the unit them and familiarize themselves with cognates and family works.
Discuss the positive influence young people have in our society.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Task 1 (end of unit assessment)

Interpersonal: Create a skit where students highlight the main theme of the story “Jaque mate en dos jugadas.”

Performance Assessment Task 2 (end of unit assessment)

Presentational: Write an essay where students synthesize sources based on factors affecting youth in society today.

Instructional Strategies and Connections

Interpretive mode:

Reading-Jaque Mate AP- page 136 America Solidaria

Song, “No basta”

Authentic listening-AP- page 146 Ex A

Web-quest- AP- page 147 Ex F

Interpersonal mode:

Discuss the message of the song “No basta.”

Presentational mode:

Digital Multimedia presentation on a non-profit organization led by a hispanic figure.

Present vocabulary definitions related to the topic.

Interdisciplinary Connection: Social Studies and Geography

Technology Integration: Multimedia project

21st Century/Career Skills: Collaborative Problem Solving and Critical Thinking

Global Perspective: Collaborative Problem Solving and Critical Thinking

UNIT 3: TRADICIONES DEL MUNDO HISPANO

Enduring Understanding(s)

Traditions are celebrated in the Spanish-speaking world.

These traditions are both similar and different to the traditions of America and other countries.

Essential Question(s)

What are some holiday traditions that you celebrate?

What are some holidays that are celebrated in Spanish-speaking countries?

What are the differences and similarities between Hispanic traditional holidays and your own?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.IH A1

7.1.IH A3

7.1 IH A5

7.1 IH B1

7.1 IH B4

7.1 IH B5

7.1 IH C1

7.1 IH C3

7.1 IH C5

Students will know(Language Structure)

Formal commands and indirect commands

Students will be able to:

Discuss cultural traditions from their culture and the Spanish-speaking world.

Write an essay about the importance of traditions for the family and for the community.

Analyze and discuss readings, listening tasks and songs.(Jacinto Contreras, Los reyes magos, Burrito Sabanero)

Define vocabulary related to the unit theme.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Task 1 (end of unit assessment)

Interpersonal: Students will recreate a dialogue based on the story “Jacinto Contreras recibe su paga extraordinaria”.

Performance Assessment Task 2 (end of unit assessment)

Students will work in groups to research and recreate two important traditions of the Spanish speaking world.

Instructional Strategies and Connections

Interpretive mode:

Songs- El Burrito Sabanero

Readings (online and print resources about immigration)

Authentic listening tasks and interview (video clips, podcasts)

Web quest

Interpersonal mode:

Create a skit based on “Jacinto Contreras...” using the ipods.

Play Jeopardy and monopoly/ataque.

Play taboo; Kahoot

Discuss cultural traditions and their impact on the community.

Presentational mode:

Write an essay discussing cultural traditions and their importance for family and community.

Present traditions of their own family and culture.

Interdisciplinary Connection Social Studies and Geography

Technology Integration Power Point, web videos and podcasts

21st Century/Career Skills Collaboration and teamwork

Global Perspectives Understanding the importance of preserving cultural traditions and creating an awareness of cultural diversity.

UNIT 4: LAS INNOVACIONES TECNOLOGICAS

Enduring Understanding(s)

The effect of technological advances in our society
The ethical consequences of scientific advances

Essential Question(s)

Cual es la responsabilidad de los seres humanos con respecto a los avances científicos.
Que papel juega la ética en los avances científicos?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.H A1
7.1.I.H A3
7.1 I.H A5
7.1 I.H B1
7.1 I.H B4
7.1 I.H B5
7.1 I.H C1
7.1 I.H C3
7.1 I.H C5

Students will know:(language Structure)

Forms and uses of the present subjunctive
The present subjunctive with conjunctions and indefinite antecedent
To use if clauses
Past subjunctive
The sequence of tenses

Students will be able to:

Discuss and analyze stories and songs.- Nosotros No AP page 307-314 #Medicostuieros
Use the subjunctive in classroom discussion and assignments.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Task 1 (end of unit assessment) Presentational: Write an essay where students express the value and importance of the elderly in society.

Instructional Strategies and Connections

Interpretive mode:

Songs- Cuando nos llamen abuelos

Readings (online and print resources)

Authentic listening tasks and interview (video clips, podcasts) AP page 316 EX-A

Web quest

Power point

Interpersonal mode:

Discuss the impact of immortality in “Nosotros no”

Play Jeopardy and Monopoly/Ataque/ Question Master

Play taboo, kahoot

Compare and discuss vocabulary definitions.

A/B activities

Information gap activities

Situational response, using the subjunctive

Discuss song, “If I were a boy” in groups. What they would do in that situation?

Presentational mode:

Analyze, visualize and present quotes related to “Nosotros no”

Write a paragraph about what they would do if they were the opposite sex.

Create Multimedia presentation based on Hispanic technological contributions to the scientific world.

Interdisciplinary Connection- Psychology/ Global Studies

Technology Integration- Video clips, Power Point,

21st Century/Career Skills- Collaborative Problem Solving and Critical Thinking

Global Perspectives- Understanding how families care for themselves and how they value global societies

UNIT 5: LA CREATIVIDAD

Enduring Understanding(s)

The relationship between creativity and culture
Different expressions of creativity

Essential Question(s)

Como influye la creatividad en la vida cotidiana?
Cuales son algunas de las características de la creatividad?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.H A1
7.1.I.H A3
7.1 I.H A5
7.1 I.H B1
7.1 I.H B4
7.1 I.H B5
7.1 I.H C1
7.1 I.H C3
7.1 I.H C5

Students will know

Students will be able to:

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Task 1 (end of unit assessment)

Presentational: Research a festival from a Spanish-speaking country and present the information about it through multimedia technology.

Performance Assessment Task 2 (end of unit assessment)

Presentational: Write and visualize an original ode.

Instructional Strategies and Connections

Interpretive mode:

Songs

Readings (online and print resources about immigration)

Authentic listening tasks and interview (video clips, podcasts)

Interpersonal mode:

Play Jeopardy and monopoly/ataque.

Play taboo.

Discuss and analyze the songs and poetry (language, symbols).

Play taboo.

Compare and discuss vocabulary definitions.

Presentational mode:

Look for another poem from an author studied in class and they present it.

Recitation of poetry.

Interdisciplinary Connection: Social Studies, English and Geography

Technology Integration: Multimedia project

21st Century/Career Skills: Communication and creative thinking

Global Perspective: Appreciating and respecting festivals from different cultures. Creating an appreciation for global literature.

UNIT 6: LA APARIENCIA FÍSICA

Enduring Understanding(s)

There is a social structure in Latin America.
Physical appearances affect perception.

Essential Question(s)

What is the structure of the social classes in Latin America?
How do appearances affect the way you are perceived?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.H A1
7.1.I.H A3
7.1 I.H A5
7.1 I.H B1
7.1 I.H B4
7.1 I.H B5
7.1 I.H C1
7.1 I.H C3
7.1 I.H C5

Students will know...

Relative pronouns
Pero, sino and sino que

Students will be able to:

Discuss the difference in the structure of social classes in Latin America.
Analyze and discuss how physical appearances impact perception.
Create a multimedia project based on “El delantal blanco”. (trailer, recreation, musical, telenovela, etc.)

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)
Presentational: Create a multimedia project based on “El delantal blanco”.

Instructional Strategies and Connections

Interpretive mode:

Readings (online and print resources about immigration)

Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Play Jeopardy and monopoly/ataque.

Play taboo.

Discuss the impact of physical appearance on perception

Role-play scenes from “El delantal blanco”

Presentational mode:

Present an episode in their life when they were inaccurately judged by appearance.

Interdisciplinary Connection: Social Studies and Psychology

Technology Integration: Multimedia project

21st Century/Career Skills: Critical Thinking

Global Perspective: Understanding the differences between global social structures.

Language: Spanish

Level: VH

Proficiency Level: AL

UNIT: EL VIAJE HACIA EL NORTE

Enduring Understanding(s)

There are many reasons why Hispanics immigrate to the USA.

There are necessary steps that must be taken in order to come to the USA.

Illegal immigrants face struggles on their journey to the border and after crossing the border.

There is heated debate over the advantages and disadvantages of illegal immigrants on the United States economy.

Immigrating to the USA involves difficult decisions for a family.

Essential Question(s)

Why do Hispanics want to immigrate to the USA?

What are the steps families need to take in order to prepare for immigration to the USA?

What challenges do Hispanics immigrating to the USA face on their journey?

What are cultural clashes that immigrants may face once they arrive to the USA?

Should the USA allow illegal immigrants to enter the USA? Why?

How do immigrants prioritize what is more important when making critical decisions about the welfare of their family and future? How do they feel about the decisions they are forced to make?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7

7.1B 2, 3, 4, 5, 6

7.1 C 2, 3, 5

Students will know:

Review noun and gender agreement and contractions.

Review comparisons.

Review ser and estar.

Review using the third person to discuss events about others.

Review the uses of the preterit and imperfect.

Students will be able to:

Express the difficulties that immigrants face when immigrating to the USA.

Identify cultural clashes that Hispanic immigrants may encounter when they arrive to the USA.

Read articles about and discuss how immigrants impact the economy.

Read articles and analyze the struggles immigrants face when attempting to make their journey to the USA.

Read “Los inocentes” and discuss the cultural clashes that families experience.

Watch and analyze “Nueba Yol”.

Discuss how the reality of immigration is much more difficult than it appears as evidenced in “Nueba Yol”.

Identify reasons immigrants leave their country of origin for the USA.

Read and analyze poetry and music that expresses the difficulty second-generation family member’s face with their identity.

(“Soy de aquí y soy de allá”, “Corazon dividido”, etc.)

Write an essay that synthesizes information from different sources presented in class.

Debate how the USA should handle illegal immigrants.

Define vocabulary related to the unit and compare definitions.

Role-play scenes from the short stories read in class.

Present weekly progress and challenges of their family immigrating to the USA.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Interpersonal:

Students will write a letter to a character from one of the films viewed in class “El norte” or “Nueba Yol”. They will either imagine that they crossed the border and are established in the USA and are giving advice to a film character who is trying to come or they will imagine that they are a family member left behind by a character in the film and they are writing a letter to the character about problems and challenges left behind and question how life is in the USA.

Performance Assessment Task 2 Presentational:

Students will create a board game in groups relating to immigration: Monopoly, Chance, Risk, Chutes and Ladders, etc. demonstrating how immigration is a great risk that includes the good and the bad of the journey.

Performance Assessment Task 3 Presentational:

Students will write an essay comparing and contrasting the challenges faced immigrating from the Caribbean as opposed to coming from Central and South America using “Nueba Yol” and “El norte” as examples.

Instructional Strategies and Connections

Interpretive mode:

Analyze films: “El norte”, “Nueba Yol”

Read and analyze music and readings such as articles and short stories.

Interpersonal mode:

Play taboo.

Discuss struggles of immigrants

Discuss why immigrants come to the USA.

Role-play characters in different stories and films.

Participate in Socratic Seminars.

Presentational mode:

Explain what the symbols in the short stories represent.

Create a mente abierta about characters in the stories.

Present weekly updates for their immigrating family and problems they may encounter.

Debate immigration topics and laws.

Interdisciplinary Connection: Geography and Social Studies

Technology Integration: Videos, internet readings, Film, PowerPoint presentations, audio activities

21st Century/Career Skills: Collaborative problem solving and critical thinking

Global Perspectives: Understanding the challenges faced by Hispanic immigrants in their country of origin, way to the USA and in the USA. Understanding the impact of illegal immigration on the USA.

UNIT II: EL ANÁLISIS DE LA POESÍA Y LA LITERATURA LATINOAMERICANA

Enduring Understanding(s)

Hispanic poetry contains literary elements.

The Hispanic literary movements compare and contrast to those of the USA.

Essential Question(s)

What are the most common literary elements used in Hispanic poetry?

How do I analyze a poem?

What are examples of magic realism in Latin American literature?

What are Hispanic literary movements and how do they compare and contrast to those of the USA?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7

7.1B 2, 3, 4, 5, 6

7.1 C 2, 3, 4, 5

Student will know:

Review por and para.

Review the present subjunctive and teach the past subjunctive.

Review muy vs. mucho, mejor vs. mayor,

Review the future and conditional.

Review verbs like gustar.

Students will be able to:

Understand and analyze the role of fantasy and Magic Realism in Latin-American film and literature.

Read, view and analyze works of art that include Magic Realism.

Identify literary elements within poetry.

Memorize a poem of a minimum of 20-25 lines that relates to the environment and/ or nature and discuss the literary elements and themes within the poem.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1: Presentational: Recite a poem of 20-25 lines and present its' literary elements, genre, music and an image that depict its message and biographical information about the author.

Instructional Strategies and Connections

Interpretive mode:

Read and interpret poetry.

Read about magic realism.

Read texts with magic realism.

Interpersonal mode:

Discuss literary themes of poetry.

Define and compare literary elements with a partner.

Discuss magic realism found in literary texts.

Presentational mode:

Present poems and their literary elements.

Presents songs and artwork that relate to poetry.

Interdisciplinary Connection: Art, Music, English

Technology Integration: Multimedia project and films.

21st Century/Career Skills: Critical/Innovative Thinking and Collaborative Problem Solving,
Creative thinking

Global Perspectives: Understanding how the impact of world events affected literary movements in Latin America and Spain.

UNIT III: LAS TRADICIONES Y SUS CONSECUENCIAS

Enduring Understanding(s)

Authentic texts and films depict the traditional role of women in Hispanic society.

Some Hispanic women were seen as protagonists who made sacrifices in order to maintain their societal role or to rebel against it.

Men and, at times, the community at large, determined the consequences for rebelling against a woman's "set" role.

There is a social structure in Latin America.

Physical appearance may impact your social status.

Essential Question(s)

What is the traditional role of the Hispanic women?

What sacrifices has the Hispanic woman had to make in order to maintain her role in society?

What are the consequences that Hispanic women faces when rebelling against the role set by Hispanic culture?

What determines your social class?

How does your social class affect your role in society?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7

7.1B 2, 3, 4, 5, 6

7.1 C 1, 2, 3, 5

Student will know:

The preterit and imperfect

The subjunctive.

The perfect tenses

The future tense

The past subjunctive

Students will be able to:

Compare and contrast how different social classes view society.

Understand and analyze the role of fantasy and Magic Realism in Latin American film and literature.

Read, view and analyze works of art that include Magic Realism.

Define the traditional role of women in Franco's Era and compare it to Lorca's theatre such as "La casa de Bernarda Alba", "Bodas de sangre."

Compare and contrast the role of women in revolutionary Mexico to the time period before the Spanish Civil War.

Read and analyze "El delantal blanco" and its message about Chilean social classes.

Analyze how the changes in Chile's government impacted the students at St Patrick's school in "Machuca."

Identify the role of a traditional Hispanic woman in society and the consequences she faced when she rebels.

Create a film trailer.

Role-play scenes from stories read or films viewed

Discuss the consequences and impact of following tradition as opposed to rebelling against it.

Debate if physical appearance impacts social status using "El delantal blanco" as an example.

Assessment Evidence: Integrated Performance Assessment

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Task 1: Presentational

Create a movie trailer for one of the stories read or films watched.

Performance Assessment Task 2: Interpersonal

Develop a conversation based on "El delantal blanco" between the characters 10 years after the story took place.

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources)

Read and analyze theatre

Analyze and interpret film

Interpersonal mode:

Role-play scenes from texts and films

Discuss traditional Hispanic roles and the consequences when defying them.

Discuss the role of women in the Mexican revolution.

Discuss different governments and the challenges they present for society.

Play taboo.

Participate in Socratic Seminars.

Presentational mode:

Create a film trailer.

Debate the role of appearance in society.

Present magic realism in literary texts presented.

Connections

Interdisciplinary Connection: Art, Music, Theatre, Film and Poetry

Technology Integration: Multimedia project and films.

21st Century/Career Skills: Critical/Innovative Thinking and Collaborative Problem Solving, Creative thinking

Global Perspectives: Understanding how Hispanic traditions mold their customs of machismo and marianismo and creating an awareness of world literature.

UNIT IV: EL OLVIDO Y LA MEMORIA

Enduring Understanding(s)

There are different forms of government in Latin America.

Human rights have been defined by the United Nations.

There have been violations of human rights in Latin America.

Families have gone through great lengths in order to find their lost family members.

The democratic governments after the military regimes tried to bring justice to victims related to “los desaparecidos.”

Essential Question(s)

What are different forms of governments in Latin America?

How does the United Nations define human rights?

How were human rights violated in Latin America?

What is the impact of these violations and how has it shaped the country today?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7; 7.1B 2, 3, 4, 5, 6; 7.1 C 1, 2, 3, 5

Student will know:

The future and conditional

The comparatives and progressive tense

Students will be able to:

Identify the military regimes of Operation Condor and how the change in government affects different age groups of the population.

Discuss the forms of repression victims of Chile and Argentina faced during the Cold War.

Read and analyze texts that explore forms of torture that the desaparecidos experienced and its effects on society.

Compare and contrast the impact of “los desaparecidos” on an adult vs. a teenager.

Create a video expressing their feelings about being a “desaparecido”.

Discuss the involvement of the USA in Operation Condor and or their assistance in the military takeover of socialist countries.

Read and discuss how the United Nations defines human rights.

Identify how women inspired change during time of repression in Hispanic countries.

Explore different types of governments in Hispanic countries.

Explore detention centers during the repression in Hispanic countries.
Discuss how families remembered the victims of the “desaparecidos.”
Read and analyze the messages of poetry and music related to the “desaparecidos.”
Discuss how adolescents repeat what happens in society.
Identify the different roles that organizations such as “Madres de la Plaza de mayo” play in finding the “desaparecidos.”

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Task 1: Presentational

Create a video that presents the testimonial of an actual “desaparecido”, a teenager who has found out they are the child of a “desaparecido”, or a grandmother looking for their grandchild.

Performance Assessment Task 2: Interpersonal

Create a dialogue that mimics “Cautiva” where a teenager finds out that they are the children of a “desaparecido” and they have to meet their biological grandmother for the first time.

Instructional Strategies

Interpretive mode:

Read and analyze authentic videos/ interviews about children of “los desaparecidos.”
View and discuss films about “los desaparecidos” including the torture they faced and how the next generation had to deal with the problems left behind.
Read and analyze historical texts.
Read and analyze poetry and music.

Interpersonal mode:

Role-play scenes from the texts and films viewed in class
Participate in Socratic Seminars.
Play taboo.
Create an interview between a reporter and a victim of “los desaparecidos” and/or a reporter and an abuela or family member of a desaparecido.
Discuss the challenges faced by “los desaparecidos” and their family members.

Presentational mode:

Present different government models.
Create a mente abierta.
Present historical data that relates to the films viewed.
Analyze and then present themes related to readings and texts.

Connections

Interdisciplinary Connection: History/ Social Studies

Technology Integration: Multimedia project/ interviews

21^s Century/Career Skills: Problem solving and critical thinking

Global Perspectives: Understand the impact that different governments have on its people.

Create an awareness of studying the problems of the past in order to not repeat it in the future.

UNIT V: LOS MARGINALES DE LA SOCIEDAD

Enduring Understanding(s)

There are differences and similarities between discrimination and tradition in Hispanic culture.
Characteristics contribute to being considered a marginalized person in Hispanic society.
People react differently in situations of discrimination or bullying.
A political party became marginalized after the Spanish Civil War.
The Republicans faced discrimination and bullying under Franco's regime.
The church plays a role in the lives of marginalized victims.

Essential Question(s)

What is the difference between discrimination and tradition in Hispanic culture?
Who is considered a marginalized in Hispanic society? What characteristics contribute to a person being considered marginalized?
If you were a victim of discrimination/ bullying, how would you react?
What factors would influence your decision to fight against discrimination/bullying?
How did the Franco regime contribute to discrimination in Spain?
What role did/does the church play in the lives of discriminated/ bullied victims?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7
7.1B 2, 3, 4, 5, 6
7.1 C 1, 2, 3, 5

Students will know:

The subjunctive.
The conditional.

Students will be able to:

Describe what a marginalized person in society is.
Compare and contrast practices of discrimination of those of tradition.
Discuss euthanasia, specifically the case of Ramón Sampederro.
Discuss the impact of a family's past on its future generation.
Read and analyze texts.
Watch and analyze film.
Discuss the changes in Spain's government in the 1930's.

Assessment Evidence: Integrated Performance Assessment (final assessment)

Performance Assessment Tasks:

Interpersonal: Students will create dialogue on a talk show where the victim is marginalized from society. They will choose from the characters studied in class.

Presentational: Create a video on how to identify bullying and how to prevent it using the characters from the films viewed in class. (Maria Candelaria, HIB/GANGS, Mar adentro, DROGAS/IDENTIDAD, Lengua de las mariposas, CHEATING/ALCOHOL/BULLYING

Instructional Strategies

Interpretive mode:

Read and analyze authentic texts.

View and analyze authentic films.

Read and interpret poem, "Mar adentro."

Interpersonal mode:

Recreate court case that pertain films studied.

Participate in Socratic Seminars.

Play taboo.

Discuss what characteristics contribute to making a person marginalized.

Discuss how different characters react to being marginalized.

Discuss and analyze the role of the church in each characters case of marginalization.

Discuss how your family's past affects your future.

Presentational mode:

Present the history of "La llorona" and "La malinche."

Present facts and law about euthanasia.

Present what groups were marginalized after the Spanish Civil War.

Connections

Interdisciplinary Connection: History and Social Studies.

Technology Integration: Create a multimedia presentation

21st Century/Career Skills: Critical thinking and problem solving.

Global Perspectives: Understand the affect on marginalization on persons in our society and the impact it has on them. Create an awareness of how to prevent the discrimination faced by certain groups in our society.

Language: Spanish

Level: AP

Proficiency Level: IH/AL

UNIT 1: NOS CONOCEMOS

Enduring Understanding(s)

There are high expectations in an Advanced Placement class.

Essential Question(s)

What are the strategies you need in order to succeed in this course?

What is the format of the exam?

What are the goals and expectations of this course?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1. IH a1, a2, a3, a4, a5, a6, a7, a8

7.1 IH b1, b2, b3, b4, b5, b6

7.1 IH c1, c2, c3, c4, c5

Student will know:

Expectations and format of the exam

Strategies for reading, writing, listening, and speaking

Students will be able to:

Discuss classroom expectations.

Become familiar with reading, writing, speaking and listening strategies.

Become familiar with the format of the AP exam.

Identify different strategies and use them successfully to complete sample exam questions.

Familiarize themselves with the different sections of the exam.

Participate in a simulated conversation on a specific topic.

Prepare a 2-minute formal oral presentation on the related topic.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (Summer Assignment)

Three speaking assignments

Interpretive: (Summer Assignment)

Listen to Five Podcasts and provide a written summary of each.

Performance Assessment Task 2 (Summer Assignment)

Presentational: Formal Essay Tourism and the environment.

Instructional Strategies

Interpretive mode:

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts)

Sample AP Exam sections from AP Review Book.

Interpersonal mode:

Ice breakers

Partner reading activity

Sample AP Exam sections from AP Review Book.

Presentational mode:

Overview of exam format

Skill assessment

Introduce scoring rubrics.

Sample AP Exam sections from AP Review Book.

Connections

Interdisciplinary Connection: English

Technology Integration: Video and audio, activities, PowerPoint and Prezi presentations, Internet

21st Century/Career Skills: Collaborative Problem Solving

Global Perspectives: Understanding the importance of being a positive member in society.

UNIT 2: LA SALUD SCIENCE AND TECHNOLOGY, GLOBAL CHALLENGES, AND PERSONAL AND PUBLIC IDENTITIES.

Enduring Understanding(s)

Our society faces health issues—some of which are controversial.
Healthy habits and lifestyles lead to health and wellness.

Essential Question(s)

What health issues concern you as a member of society?
How do you maintain a healthy body and image?
What ethical health challenges are facing our society today?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1. IH a1, a2, a3, a4, a5, a6, a7, a8
7.1 IH b1, b2, b3, b4, b5, b6
7.1 IH c1, c2, c3, c4, c5

Student will know:

Healthy Habits
Controversial health issues

Students will be able to:

Listen to authentic sources on health concerns.
Prepare and research for a Trial on Ramon Sampedro
Watch and Discuss MAR ADENTRO.
Define vocabulary related to the unit theme.
Participate in a simulated conversation on a specific topic.
Prepare a 2-minute formal oral presentation on the related topic.

Instructional Strategies and Connections

Performance Assessment Task 1 (end of unit assessment)
Interpersonal: Trial Ramon Sampedro

Performance Assessment Task 2 (end of unit assessment)
Presentational: Essay Mar Adentro

Instructional Strategies

Interpretive mode:

Authentic listening

Authentic readings

Authentic Film

Sample AP Exam sections from AP Review Book.

Interpersonal mode:

Discussion of health issues

Sharing opinions on ethical issues

Reading pairing

Play taboo

Sample AP Exam sections from AP Review Book

Presentational mode:

Debate

Sample AP Exam sections from AP Review Book.

Connections

Interdisciplinary Connection: Health, Science, Ethics

Technology Integration: Video and audio activities, Internet, PowerPoint/Prezi presentations

21st Century/Career Skills: Collaborative Problem Solving and Critical Thinking

Global Perspectives: Develop a global understanding of ethical topics.

UNIT 3: TURISMO CONTEMPORARY LIFE, GLOBAL CHALLENGES AND FAMILY AND COMMUNITY

Enduring Understanding(s)

There are similarities and differences between cultures.

Cultures impact and mold our global perspective.

It's important to contribute to the well being of other societies.

Essential Question(s)

Why is it important to be well informed about the world beyond our borders?

How is contemporary life affected by the exploration of other cultures?

How can travel develop a culture of voluntarism?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1. IH a1, a2, a3, a4, a5, a6, a7, a8

7.1 IH b1, b2, b3, b4, b5, b6

7.1 IH c1, c2, c3, c4, c5

Student will know:

Different types of travel

Impact and benefits of traveling

How they can make a difference

Students will be able to:

Students will be able to...

Watch and discuss *Motorcycle Diaries*.

Analyze and discuss readings, listening and songs.

Define vocabulary related to the unit theme.

Complete stations activity based on different types of travel.

Participate in a simulated conversation on a specific topic.

Prepare a 2-minute formal oral presentation on the related topic.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)

Presentational: Formal Essay

Performance Assessment Task 2 (end of unit assessment)

Interpretive: Students will complete a station activity interpreting different types of travel.

Interpersonal: Respond to an email accepting an invitation to travel.

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources about travel)

Authentic listening and interview (video clips, podcasts)

Movie

Sample AP Exam sections from AP Review Book.

Interpersonal mode:

Share information about different types of travel.

Play taboo.

Discuss travel and its impact on the members of society.

Sample AP Exam sections from AP Review Book.

Presentational mode:

Write an essay discussing cultural traditions and their importance for family and community.

Present traditions of their own family and culture.

Sample AP Exam sections from AP Review Book.

Connections

Interdisciplinary Connection: Social Studies and Geography

Technology Integration: PowerPoint, web videos and podcasts

21st Century/Career Skills: Collaboration and team work

Global Perspectives: Understanding the importance of creating an awareness of cultural diversity

UNIT 4: EL HOGAR CONTEMPORARY LIFE, FAMILIES AND COMMUNITIES, PERSONAL AND PUBLIC IDENTITIES.

Enduring Understanding(s)

Family members have roles.

Families have traditions and customs.

Your traditions and customs impact your identity.

Essential Question(s)

How do roles that families assume differ in societies around the world?

How does someone's identity develop over time?

What is the impact of cultural traditions in the family unit?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1. IH a1, a2, a3, a5, a6, a7, a8

7.1 IH b1, b2, b3, b4, b5, b6

7.1 IH c1, c2, c3, c4, c5

Student will know:

Customs and traditions from Spanish speaking countries

The role that food plays in society

How to compare and contrast different types of food

Students will be able to:

Write an essay about the value and importance of traditions in society.

Discuss and analyze stories and songs.

Discuss and analyze the movie.

Define vocabulary related to the unit theme.

Participate in a simulated conversation on a specific topic.

Prepare a 2minute formal oral presentation on the related topic.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment)

Presentational: Write an essay where students express the value and importance of traditions in society.

Interpersonal: Simulated conversation on the topic.

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources)

Authentic listening tasks and interview (video clips, podcasts)

Power Point

Sample AP Exam sections from AP Review Book.

Interpersonal mode:

Play taboo.

Compare and discuss vocabulary definitions.

Sample AP Exam sections from AP Review Book.

Presentational mode:

Sample AP Exam sections from AP Review Book.

Connections

Interdisciplinary Connection: Global Studies, Consumer Science.

Technology Integration: PowerPoint, web videos and podcasts

21st Century/Career Skills: Collaborative Problem Solving and Critical Thinking

Global Perspectives: Understanding the interconnection of cultural traditions

Language: Spanish

Level: Natives

Proficiency Level: IM

UNIT 1: ¿QUIÉNES SOMOS?

Enduring Understanding(s)

Simon Bolivar is an important figure in Latin America.

Simon Bolívar and George Washington can be compared and contrasted.

Heritage and dual identity can be described.

Essential Question(s)

Where are Latinos / Hispanics located in the United States?

What characteristics define a hero?

Who is Simon Bolívar and why is he considered an important figure in Latin America?

How is Simón Bolívar honored in several South American countries?

How can I describe different Latin American lands?

How would I describe my Hispanic heritage?

How did the different ethnic groups influence the colonies in the Americas?

How do the studies of anthropologists contribute to who we are today?

How are the indigenous people treated today in Latin American countries?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8; 7.1B 1, 2, 3, 4, 5; 7.1C 1, 2, 3, 4, 5

Student will know:

How to use noun and adjective gender in agreement both singular and plural

Review the uses of the present tense

How to form complete sentences structure

The difference in spelling words with e and i

The difference between synonyms and antonyms

Teach definite and indefinite articles.

Spell and identify vowel sounds.

Use and place adjectives with nouns in Spanish and English

Students will be able to:

Learn and identify Latinos (Hispanics) in the United States and discuss their own ethnicity
Define the necessary vocabulary related to political science to discuss government and foreign affairs

Write and illustrate a description of a person using adjectives

Read and discuss the life of Simón Bolívar

Identify and analyze the different ethnic groups in Spain and Latin American

Learn some fundamental aspects of sociology and anthropology and relevant terminology

Examine and discuss several literary works with indigenous American themes.

Read and analyze the poems: *Bolívar*, *No sé por qué piensas tú*, *Soy de aquí*, *La araucana*, *Contribución*, *Yo no sé, me llamo Rigoberta Menchú y así me nació la conciencia*

Investigate and present different ethnic groups of Latin America.

Define geographical vocabulary.

Identify the geographical terms

Discuss their heritage and they compare and contrast from another.

Present a hero from different Hispanic countries.

Write a letter to someone they consider a hero.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:

Write a letter to someone they consider a hero.

Investigate an ethnic group of Latin America to understand where we come from. Create a multimedia presentation to teach the class about this group including writing, clothing, language, religion, jobs, art, etc.

Performance Assessment Task 2 Interpretive:

Complete interpretive task on reading assigned.

Performance Assessment Task 3 Interpersonal:

Dialogue about the differences and similarities between Simón Bolívar and George Washington.

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary.

Ataque

Role-play

Discuss themes of poetry

Participate in debates.

Write a letter.

Presentational mode:

Draw a picture that represents poetry read.

Present a Hispanic hero.

Connections

Interdisciplinary Connection: Geography, English and Social Studies

Technology Integration: Videos, Internet readings, PowerPoint presentations, audio activities

21st Century/Career Skills: Collaboration and Team Work

Global Perspectives: Studying Latin American heroes and understanding different ethnic groups of Latin America

UNIT 2: LA FAMILIA EN EL SIGLO XXI

Enduring Understanding(s)

Family units have changed over time.

Perceptions of family structures have changed over time also.

Essential Question(s)

What was the structure of the Hispanic family unit and how has it changed?

How does where you live influence your family customs and traditions?

What is the perception of divorce in different Hispanic countries?

What are the financial responsibilities of the family patriarch?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1A 1, 2, 3, 4, 5, 6, 7, 8

7.1B 1, 2, 3, 4, 5,

7.1C 1, 2, 3, 4, 5

Student will know:

Review irregular present verbs.

Compound nouns.

The accented **a**

The consonant **d**

The nouns with two genders

The difference between ‘**b**’ and ‘**v**’

Students will be able to:

Create a timeline of how things have changed in their family.

Write a description about how the family structure has changed from the past to the present.

Read and analyze poetry using their senses.

Read excerpts of “*La casa de los espíritus*” and “*El amor en el tiempo de cólera*”.

Discuss the authentic texts.

Draw scenes that represent the literature read.

Create a family budget.

Discuss how the traditions of family lunch differ from the city to the suburbs.

Read about and discuss “*compadrazco*” and “*la familia recompuesta*”.

Read about and discuss how divorce is still illegal in certain Hispanic countries.
Read about how to create and maintain a budget.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Interpersonal/ Presentational:
Students will interview a family member of a different generation; ask questions about how things have changed in family life/customs. After they conduct the interview they will prepare a timeline documenting the events.

Performance Assessment Task 2 Interpretive:
Complete interpretive task on reading assigned.

Instructional Strategies

Interpretive mode:

Read and analyze texts.
Listening activities related to the topic.

Interpersonal mode:

Play taboo.
Discuss struggles of immigrants
Discuss why immigrants come to the USA.
Role-play characters in different stories and films
Participate in Socratic Seminars.

Presentational mode:

Explain what the symbols in the short stories represent.
Create a 'mente abierta' about characters in the stories.
Present weekly updates for their immigrating family and problems they may encounter.
Debate immigration topics and laws

Connections

Interdisciplinary Connection: Social Studies, Financial Literacy

Technology Integration: Internet readings, PowerPoint presentations, audio activities

21st Century/Career Skills: Financial Literacy

Global Perspectives: Understanding the family structure of global cultures.

UNIT 3: NUESTRA LENGUA, SALUD Y COMIDA

Enduring Understanding(s)

There are “romance” languages.

Wellness means a balance between physical, emotional and mental health.

Where you live can affect what you eat.

Traditions can impact what you eat.

Essential Question(s)

What are the Romance languages and what is their origin?

How can I keep a balance between my physically, emotionally and mental health?

How does the region where you live affect the climate and food you eat?

What are some traditional dishes prepared by different Hispanic countries and how are they prepared?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8; 7.1B 1, 2, 3, 4, 5; 7.1C 1, 2, 3, 4, 5

Student will know:

How to use comparatives of equality and inequality

Use the preterit tense

The difference in pronunciation and spelling of words with **x** and **y** vs. **ll**

The use of diphthongs and monosyllables

Students will be able to:

Learn and identify the Romance languages and how they are similar.

Identify the importance of physical, mental and emotional health and the vocabulary that are associated with health

Describe your daily routine and how to keep a balance between physical and mental health.

Analyze the different geography in Latin America and how it affects the climate of the region.

Read about some indigenous foods that are native to the Americas.

Discuss the influences of English in the Spanish language

Discuss how different countries use regional terms to refer to the same item.

Talk about some traditional dishes prepared by their families and how they are prepared.

Write and illustrate a description of their daily routine.

Read, discuss and analyze the short stories: *El grano de oro*, *La señorita Cora*, *El Castellano viejo*, *La misma lejanía y un fragment Como agua para chocolate*

Read and analyze the poems: *Canción de pirata*, *Desde lejos para siempre*, *En Paz*, *El viaje infinito*, *El cuervo y el zorro*, etc.

Present a weather report for different climates.

Prepare and present a traditional dish and create a commercial to advertise it.

Create a book that promotes physical and emotional health.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 Presentational: Investigate an ethnic group of Latin America to understand where we come from. Use a multimedia presentation to teach the class about this group including writing, clothing, language, religion, jobs, art, etc.

Performance Assessment Task 2 Interpretive: Complete interpretive task on reading assigned.

Performance Assessment Task 1 Interpersonal: Dialogue about what you do to maintain a healthy lifestyle.

Instructional Strategies

Interpretive mode:

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary.

Ataque

Role-play

Discuss themes of literature

Participate in debates

Write a letter

Presentational mode:

Draw a picture that represents their daily routine and present its meaning

Present a commercial.

Prepare and present a traditional dish.

Weather report.

Connections

Interdisciplinary Connection: Geography, English, Foods and Health

Technology Integration: Internet readings, PowerPoint presentations, audio activities, multimedia project

21st Century/Career Skills: Creativity and innovation.

Global Perspectives: Understanding geography of global cultures and its affect on climate and food.

UNIT 4: LA EDUCACIÓN, TRABAJO Y DÍAS FESTIVOS EN LATINOAMÉRICA

Enduring Understanding(s)

Men and women in the Latin American 21st century work force have certain roles—which differ from what they once were.

Schools in the US differ from those in Latin America.

Celebrations of independence differ according to country of origin.

Essential Question(s)

What is the role of men and women in the Latin American 21st century work force? How does this role differ from what it used to be?

How do schools in the USA differ from those in Latin America?

How do you and your family celebrate Independence Day here as opposed to how you do in your country of origin?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8

7.1B 1, 2, 3, 4, 5,

7.1C 1, 2, 3, 4, 5

Student will know:

Teach the imperfect.

Teach uses of the subjunctive.

Teach punctuation.

Students will be able to:

Discuss Hispanic celebrations.

Identify days schools are closed due to holidays.

Define school related vocabulary.

Read and discuss selected literature with career related themes.

Debate advantages and disadvantages of schools in USA as opposed to those in Latin America

Participate in a Socratic seminar about job options and customs about jobs in Latin America.

Research and present how Independence Day is celebrated in their country of origin.

Discuss traditional career options for men and women in Latin America as opposed to those in the USA.

Explore jobs and professions in Latin America.

Students will be able to compare and contrast schools in USA and Latin America.

Discuss problems in Latin American educational systems.

Compare and contrast how holidays in the USA are celebrated with those of Latin America.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:

Create a pamphlet with the steps necessary in order to perform a job.

Performance Assessment Task 2 Interpretive:

Complete interpretive task on reading assigned.

Performance Assessment Task 3 Interpersonal:

Dialogue about the differences and similarities between Independence Day celebrations in the USA and Latin American countries.

Instructional Strategies

Interpretive mode:

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary.

Ataque

Debates.

Discuss themes of literature.

Discuss differences in school systems.

Presentational mode:

Present holidays of their country of origin and how they are celebrated

Participate in a Socratic Seminar.

Connections

Interdisciplinary Connection: Social Studies.

Technology Integration: Internet readings, PowerPoint presentations, audio activities

21st Century/Career Skills: Collaboration.

Global Perspectives: Understanding the differences in global school structures and its impact on the work force

UNIT 5: LA LITERATURA HISPANA

Enduring Understanding(s)

There are various literary genres each with their own characteristics.
To interpret a poem, you need to apply techniques.

Essential Question(s)

What are literary genres?
What techniques can I use to interpret a poem?
What are the characteristics of a legend?
What are examples of Hispanic legends and how do they compare to those of the United States?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8
7.1B 1, 2, 3, 4, 5
7.1C 1, 2, 3, 4, 5

Student will know:

Sentence structure
The difference between an interrogative and declarative sentence
The differences of tú and Usted
Prefixed and suffixes
Review contractions
Voseo vs. tú/vosotros
The differences between ser and estar
The difference in pronunciation and spelling of words with **h** and **y** vs. **ll** and **j**
The difference in pronunciation and spelling of words with **ca**, **que**, **qui**, **co** and **cu**

Students will be able to:

Write a children's story with a group.
Create an original poem.
Read and analyze Hispanic legends.
Investigate other legends from their country of origin.
Role-play a legend studied in class.
Identify literary terms and find them in literature.

Read and analyze poetry and short stories.
Identify literary genres.
Explore poetry and poetic techniques.
Read about and discuss what traits create a legend.
Read and analyze Hispanic legends.
Compare and contrast Hispanic legends to those of the USA.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Interpersonal:
Role-play an interview a famous author.

Performance Assessment Task 2 Interpretive:
Complete interpretive task on reading assigned.

Performance Assessment Task 3 Presentational:
Create a children's short story.

Instructional Strategies

Interpretive mode:

Songs
Readings (online and print resources)
Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary.
Ataque
Role play an interview
Discuss themes of literature.
In groups, create a short story.

Presentational mode:

Draw a picture that represents poetry read.
Recite original poetry.
Create an original poem.
Create a children's story and illustrate it.

Connections

Interdisciplinary Connection: English

Technology Integration: Internet readings, PowerPoint presentations, audio activities

21st Century/Career Skills: Creativity and innovation and Collaboration and Team Work.

UNIT 6: EL ENTRETENIMIENTO

Enduring Understanding(s)

Famous Hispanics are in the world of entertainment and the arts including music, visual art and dance.

Painting is a fine art.

Essential Question(s)

Who are famous Hispanics in the world of entertainment?

What makes a painting fine art?

What are different forms of Hispanic music and dance?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8; 7.1B 1, 2, 3, 4, 5 ; 7.1C 1, 2, 3, 4, 5

Student will know:

The difference in pronunciation and spelling of words with z, c and s

The difference in pronunciation and spelling of words with g and j

Teach the future and conditional

Teach direct and indirect object pronouns

Students will be able to:

Debate the salaries of professional athletes.

Study famous Hispanics in different fields of entertainment.

Present famous Hispanics in different fields of entertainment

Create a movie trailer for a piece of art/ music, etc. pertaining to entertainment.

Analyze a painting or sculpture.

Read and analyze short stories.

Create a flyer for an entertainment venue.

Discuss famous Hispanics who have contributed to the entertainment world.

Describe paintings.

Analyze the themes in paintings of selected artists.

Explore different materials used to create works of art.

Discuss different forms of music and important Hispanics who have contributed in this field.

Read about the origin of traditional Hispanic dances.

Discuss famous dancers in the Hispanic community

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:

Students will create a multimedia presentation that gives information about a famous Hispanic in the world of entertainment.

Performance Assessment Task 2 Interpretive:

Complete interpretive task on reading assigned.

Performance Assessment Task 3 Interpersonal:

Dialogue expressing opinions and giving facts about famous artists' contributions to the world of entertainment

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary.

Ataque

Debate professional athlete salaries

Discuss themes of literature.

Discuss works of art.

Presentational mode:

Create a movie trailer to highlight a form of entertainment they studies.

Create a flyer to invite the public to an entertainment venue.

Connections

Interdisciplinary Connection: Art and music.

Technology Integration: Internet readings, PowerPoint presentations, audio activities

21st Century/Career Skills: Creativity and innovation and Collaboration and Team Work.

Global Perspectives: Creating an appreciation for global forms of art.

]Language: Spanish
Level: Natives II

Proficiency Level: IH

UNIT 1: EL PROCESO DE LA INMIGRACIÓN

Enduring Understanding(s)

There have been waves of immigration in the USA. With the waves, have come challenges. Government, in all its forms, impacts its people.

Missions have origins, purposes and reasons for establishing.

Essential Question(s)

How did the population of the United States change in the following years 1865/ 1898/ 1914/1941? What was the impact of this change?

What obstacles did immigrants face?

What are different forms of government and how do they affect their people?

What is the purpose of a mission? Why was there a need to establish missions in the new world?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8; 7.1B 1, 2, 3, 4, 5, 6; 7.1C 1, 2, 3, 4, 5

Student will know:

Review the use noun and adjective gender in agreement both singular and plural

Review the uses of the present, preterit, imperfect, future and conditional tenses

Review how to form complete sentences structure and punctuation

Students will be able to:

Discuss the different waves of immigration and its impact on the USA.

Identify challenges immigrants faced when coming to the Americas.

Recognize different form of government.

Discuss how the structure of a government impacts its people.

Discuss the origins, purpose and reasons of missions.

Discuss the different groups that migrated to the Americas and what parts they settled in.

Describe the life of an immigrant.

Identify reasons immigrants leave their country.

Discuss the difference between immigrants' hopes for a new life and what they actually do find when they arrive.

Compare and contrast how people used to immigrate as opposed to how they immigrate presently.

Explore the personal, financial and political obstacles found by immigrants in the past and present.

Describe the structure of the United States government.

Compare and contrast their country of origin's government to that of the USA.

Present different forms of government

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:

Collage of their trip to the United States- what they saw, what they ate, what they heard

Write five diary entries of your experience on the boat traveling to the United States from your country of origin.

Performance Assessment Task 2 Interpersonal:

With a partner, discuss your opinion on the varied experiences of an immigrant.

After presentation of videos from the summer assignment, students will write questions on cards for the presenter to read and answer. Questions and answers will be assessed.

Performance Assessment Task 3 Interpretive:

Complete interpretive task based on reading assigned.

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary

Ataque / Role play / Discuss themes of literature

Debate if missions were helpful to the indigenous or the government that established it

Presentational mode:

Present different forms of government

Draw a picture that represents poetry read.

Connections

Interdisciplinary Connection: History and Social Studies

Technology Integration: Videos, Internet readings, PowerPoint and Prezi presentations, audio activities

21st Century/Career Skills: Critical thinking and problem solving.

Global Perspectives: Understand and appreciate the obstacles and challenges immigrants face in order to arrive to the USA

UNIT 2: CÓMO COLÓN CREÓ NUEVAS RAZAS

Enduring Understanding(s)

Throughout the history of Spain, cultural diversity has played an important part.
Different races contributed to developing Spain as a nation.
The various kings made decisions that impacted life in the Americas.
New races formed after Columbus' arrival to the Americas.
The Spanish Conquest had impact on the indigenous people.

Essential Question(s)

How is the history of Spain different from other European nations?
How did ethnic groups contribute to the development of Spain as a nation?
How did the Spanish conquest affect the Americas?
What new races were developed as a result of the Spanish conquest?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1A 1, 2, 3, 4, 5, 6, 7, 8; 7.1B 1, 2, 3, 4, 5, 6; 7.1C 1, 2, 3, 4, 5

Student will know:

The ethnic groups studied in Natives I.
The pluperfect.
The preterit and imperfect

Students will be able to:

Explore the cultural diversity throughout the history of Spain.
Examine how different races contributed to developing Spain as a nation.
Discuss the different Spanish kings and how their decisions impacted life in the Americas.
Read about and analyze the Spanish conquest and its impact on the indigenous people.
Discuss the new races formed after Columbus' arrival to the Americas.
Read and analyze the history of Spain and its influences on conquering the Americas
Read and analyze the poems: *Abenámar*, *En Durango comenzó*, *Canción de jinete*, *El recado*, *El mensajero de San Martín*, *¿Quién sabe?*
Read and analyze: *Walimai*, *Una conquista llena de intriga*, *Carta de Cortés*, *El ingenioso hidalgo de Quijote de la Mancha*,
Write a letter to the King and Queen of Spain about what they see happening in the Americas.
Retell the class about pre-Columbian life the Americas.

Present an important historical figure involved in the conquest of the Americas.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:

Investigate the Incas, the Mayan and the Aztecs to understand how they lived before and after Christopher Columbus. Create a multimedia presentation to teach the class about this group including writing, clothing, language, religion, jobs, art, etc.

Write a letter to the king of Spain telling him what you saw while conquering Mexico.

Performance Assessment Task 2 Interpersonal:

Discuss with a classmate your observations about the impact of the conquest on indigenous civilizations.

Performance Assessment Task 3 Interpretive:

Complete interpretive task based on reading assigned.

Instructional Strategies

Interpretive mode:

Read and analyze texts.

Listening activities related to the topic.

Interpersonal mode:

Play taboo.

Discuss pre-Columbian life in the Americas.

Role-play characters in different stories

Debate if it is fair and just how the Spanish treated the indigenous populations of the Americas.

Presentational mode:

Explain what the symbols in the short stories represent.

Create a 'mente abierta' about characters in the stories.

Present an important historical figure.

Connections

Interdisciplinary Connection: History

Technology Integration: Internet readings, PowerPoint and Prezi presentations, audio activities

21st Century/Career Skills: Critical thinking and problem solving.

Global Perspectives: Understand the influence of Columbus on creating new races.

UNIT 3: LOS MITOS Y LEYENDAS DE NUESTRA TIERRA

Enduring Understanding(s)

Myths and legends are part of the oral tradition of story telling.

Essential Question(s)

What are the differences between myths and legends?

What are the cultural influences of myths and legends?

What cultural issues do myths and legends identify and resolve?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8

7.1B 1, 2, 3, 4, 5, 6

7.1C 1, 2, 3, 4, 5

Student will know:

Myths and legends are different types of genre.

Both have had cultural influence.

Both identify and resolve cultural issues.

The preterit and imperfect

Students will be able to:

Identify the elements of myths and legends.

Analyze cultural influences and their effects on audience of the era.

Compare implications of myths and legends in their era to present day.

Read, analyze and interpret “Yerbamate”, “*El mito de la creación*”, “*Los amantes de Teruel*”, “*La leyenda del Dorado*”, “*El año que llovieron tortillas*”, “*Los cadejos*”, “*La Virgen de la Caridad del Cobre*”

Create a modern myth or legend of Hispanic origin.

Role-play a myth or legend using various multimedia sources.

Research the sociological influences in myths and legends.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 Presentational:

Create a modern myth or legend in a group.

Performance Assessment Task 2 Interpersonal:

Dialogue about the comparisons of implications of myths and legends between their origin and present day.

Performance Assessment Task 3 Interpretive:

Complete interpretive task based on reading assigned.

Instructional Strategies

Interpretive mode:

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts, etc.)

Songs

Interpersonal mode:

Define and compare vocabulary.

Ataque / Role play

Discuss the difference between myths and legends.

Participate in debates.

Presentational mode:

Create a gossip legend based on innuendo.

Create a 'mente abierta' on characters from the legends.

Connections

Interdisciplinary Connection: English and Social Studies

Technology Integration: Internet readings, PowerPoint and Prezi presentations, audio activities, multimedia project

21st Century/Career Skills: Creativity and innovation, Collaboration

Global Perspectives: Creating an awareness of global myths and legends.

UNIT 4: DE COMPRAS EN ESPAÑA Y LATINOAMERICA

Enduring Understanding(s)

The status of the economy has impact on shopping.

Shopping in an open-air market has advantages and disadvantages.

To bargain in a Latin American open-air market, you must know the steps.

To sell a product, you must market it.

Essential Question(s)

How does the economical status of the country impact the commerce?

What are the advantages and disadvantages of shopping in an open-air market as opposed to shopping in a store?

How can I bargain in an open-air market in Latin America?

How would I market a product?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8

7.1B 1, 2, 3, 4, 5, 6

7.1C 1, 2, 3, 4, 5, 6

Student will know:

The formal and informal commands

Students will be able to:

Analyze the impact of the economy on shopping.

Discuss the advantages and disadvantages of shopping in an open-air market.

Identify the steps necessary to bargain in a Latin American open-air market.

Read about the process of marketing a product.

Recognize that Central American countries have more open-air markets.

Compare and contrast what is bought in a market as to what is bought in a shopping mall.

Discuss the advantages and disadvantages of using a market to do your shopping.

Identify the steps necessary in order to bargain in a market.

Define vocabulary needed to discuss commerce and accounting.

Read about how to market a product.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:

Form a company, create a product and market it. Create a multimedia presentation to market your product.

Performance Assessment Task 2 Interpersonal:

Discuss the advantages and disadvantages of shopping in an open-air market.

Performance Assessment Task 3 Interpretive:

Complete interpretive task based on reading assigned.

Instructional Strategies

Interpretive mode:

Readings (online and print resources)

Authentic listening and interview (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary.

Ataque / Roleplay regateo en el mercado

Discuss themes in stories.

Presentational mode:

Draw a picture that represents literature read.

Create and market a product.

Connections

Interdisciplinary Connection: Financial Literacy

Technology Integration: Internet readings, PowerPoint and Prezi presentations, audio activities

21st Century/Career Skills: Creativity and innovation and Collaboration and Team Work.

Global Perspectives: Understanding how the economy of a country's impacts its shopping process.

UNIT 5: LA VIDA URBANA Y RURAL EN LATINOAMERICA

Enduring Understanding(s)

The conquistadores tried to maintain agricultural norms and implement them for their own expansion

Latin American cities were changes as a result of the arrival of the Spaniards.

Urban life and rural life in Latin America differ socially and economically.

Essential Question(s)

What role did the conquistadors play in creating the structure of the Latin American City?

Who were the landowners before the independence of Latin American countries and after their independence?

What are the similarities and differences between rural and urban life in Latin America?

How do human needs and demand affect the environment?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8; 7.1B 1, 2, 3, 4, 5, 6; 7.1C 1, 2, 3, 4, 5

Student will know:

The imperfect progressive

The demonstrative adjectives

Students will be able to:

Discuss how the conquistadores tried to maintain agricultural norms and implement them for their own expansion.

Compare and contrast Latin American cities before and after the arrival of the Spaniards.

Explore the social and economic differences between urban and rural life in Latin America.

Identify environmental problems in Latin America and how they can be solved.

Create a public service announcement about how to protect the environment.

Create a pamphlet about the advantages and disadvantages of living in the rural and urban parts of Latin America.

Read and analyze literature.

Compare and contrast colonial cities to the countryside of Latin America.

Discuss the structure of the Latin American city.

Recognize that malls and parks are a new phenomenon for Latin America compared to the United States.

Read about and discuss the history of different cities in Latin America.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:

Make a multimedia presentation comparing the layout/ structure of a colonial city in Spain to one of Latin America. How are they similar and different?

Performance Assessment Task 2 (end of unit assessment) Interpersonal:

Role-play a conversation between a 'peon' and a landowner during the colonial era in Latin America

Performance Assessment Task 3 Interpretive:

Complete interpretive task based on reading assigned.

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources)

Authentic listening (video clips, podcasts)

Interpersonal mode:

Define and compare vocabulary.

Ataque / Role play

Debate where to live, la ciudad o los suburbios.

Discuss themes of literature.

Discuss environmental problems and their solutions.

Discuss the benefits of living in Latin America.

Presentational mode:

Create a public service announcement about protecting the environment.

Create a pamphlet.

Create a multimedia presentation about city layouts and structures.

Connections

Interdisciplinary Connection: Science and Social Studies.

Technology Integration: Internet readings, PowerPoint presentations, audio activities

21st Century/Career Skills: Critical thinking and problem solving.

Global Perspectives: Creating an appreciation for the environment

UNIT 6: LOS PASATIEMPOS CULTURALES EN LATINOAMERICA

Enduring Understanding(s)

Music as an art form has had impact and influence socially, economically and psychologically. Rhythms have been geographically influenced. Music and theater have been influenced and impacted by historical trends.

Essential Question(s)

How did music and rhythm shape Latin American culture?
How is the development of music influenced by geographical locations and cultural influences?
What does the social, economical and psychological context reveal in its theatre and music?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1A 1, 2, 3, 4, 5, 6, 7, 8

7.1B 1, 2, 3, 4, 5, 6

7.1C 1, 2, 3, 4, 5

Student will know:

Comprehensive grammar

Students will be able to:

Describe the impact of social, economic and psychological influences in music as an art form.
Identify the various types of rhythms and describe their geographical influences.
Identify historic trends and implications influencing the fine arts of music and theatre.
Study and discuss the history of music and instruments.
Read about the history of theatre including the movements from the Golden Age to the present.
View two different scenes of theatre and compare and contrast the elements.
Develop music genres to new forms such as “reggaetón” describing the impact and influence of their social message.
Compare and contrast Hispanic music and dance genres to those of the United States.
Read, analyze and interpret theatre.
Listen to and interpret different music genres.

Assessment Evidence: Integrated Performance Assessment

Performance Assessment Task 1 (end of unit assessment) Presentational:
Create a how to video on a particular Hispanic dance.

Write an article explaining the historical trends and implications influencing fine arts of music and theatre.

Performance Assessment Task 2 Interpersonal:

Compare and contrast Hispanic music and dance genres to those of the United States.

Performance Assessment Task 3 Interpretive:

Complete interpretive task based on reading assigned.

Instructional Strategies

Interpretive mode:

Songs

Readings (online and print resources)

Authentic listening (video clips, podcasts, etc.)

Interpersonal mode:

Define and compare vocabulary.

Ataque

Discuss how Hispanic music genres compare to those of the USA.

Discuss elements and themes of music and literature.

Role-play different scenes of theatre

Presentational mode:

Present the historical background of different Hispanic dances.

Create a trailer for a piece of literature read.

Connections

Interdisciplinary Connection: English and Music.

Technology Integration: Internet readings, PowerPoint and Prezi presentations, audio activities

21st Century/Career Skills: Creativity and innovation.

Global Perspectives: Appreciate how culture is portrayed cross-continent through different art forms such as theatre, dance and music.

JAMES KIMPLE CENTER SPANISH COMMUNICATION & CULTURE

“One language sets you in a corridor for life. Two languages open every door along the way.”
–Frank Smith

Preamble

The James Kimple Center (JKC) for Alternative Education is a program designed for students who have experienced difficulty being successful in the traditional high school setting. While adhering to the New Jersey Core Curriculum Content Standards of Education, the JKC offers students smaller class sizes, daily forty-five minute class periods for core subject areas, individualized instruction, and varied teaching strategies to address different learning styles.

The JKC teachers work from the District core curriculum in developing their long range, unit and daily plans, and make modifications and develop alternatives as per students’ IPPs, interests and academic performance.

The South Brunswick World Languages curriculum for JKC is based on the Spanish Curriculum and meets the objectives as stated in the NJ State Department of Education Core Curriculum Content Standards. Technology is embedded where meaningful, and cross-curricular connections are purposely and explicitly noted.

The focus of the acquisition of the Spanish language will be for students to understand, negotiate, and produce spoken and written language in a culturally authentic context while also developing an awareness and sensitivity to different peoples and perspectives. Students will be able to read, write, speak and understand with proficiencies commensurate to their development and length of study.

LANGUAGE: SPANISH COMMUNICATION & CULTURE
LEVEL: YEAR 1

UNIT I: EL MUNDO HISPANO (THE SPANISH WORLD)

Suggested Pacing: September

Enduring Understanding:

Each Spanish-speaking country has its own culture.

Essential Questions:

- What are the Spanish countries?
- Where are the Spanish countries located?
- What makes each Spanish speaking country unique?
- What are the main cities?
- What items do they import and export?
- What is the religion?
- What are the current facts of the country?
- What holidays are celebrated?

NJCCCS

- 7.1NMA1, 2, 3
- 7.1NMB 2, 3
- 7.1NMC 4

The student will be able to:

Show understanding of the Hispanic World and its cultures.

Activities

Culture:

- Teach the name of all the Spanish speaking countries
- Describe differences and similarities of the countries

Essential Vocabulary:

- The names and capitals of the countries
- Location / area of the countries
- Ethnic groups
- Religion
- Government
- Currency
- Exports
- Brief historical background
- Flag

Activities:

- Exprésate video on Spain
- Teacher created power point

Assessments

Teacher created quizzes:

Written

Oral

Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessment:

Using geographical skills to locate Spanish Speaking countries.

Project:

Use technology to complete a power point presentation on the assigned Spanish speaking country including factual information.

UNIT II: ¿QUIÉN SOY? WHO AM I?

Suggested Pacing: October

Enduring Understanding:

Introductions lead to making friends and acquaintances in all parts of the world

Essential Questions:

What is your name?

How are you?

How old are you?

Where are you from?

When is your birthday?

What is the date?

What is your address?

What is your phone number?

How would you ask to leave the class for different situations?

NJCCCS

7.1NMA1, 2, 3, 4, 5

7.1NMB 2, 3, 4

7.1NMC 2, 3

The student will be able to:

Introduce him-herself and others.

Activities

Culture:

- Teach the difference between a long life friend and an acquaintance
- Teach how the Aztec calendar relates to the modern calendar

Essential Vocabulary:

- The alphabet (sounds and pronunciation)
- Classroom expressions
- Describe yourself (name, age, origin)
- greet people and introduce yourself
- ask how someone is feeling and tell how you are
- ask where someone is from and tell where you are from
- say good-by
- Spell and use numbers 0-30
- Months, days and years

Grammar:

- Nouns (masculine vs. feminine)

Assessments

Teacher created quizzes:

Written

Oral

Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessment:

Interview a classmate and then introduce him/her to the class.

Project:

Student created poems about themselves

UNIT III: ¿QUÉ TIEMPO HACE? WHAT IS THE WEATHER LIKE?

Suggested Pacing: November

Enduring Understanding:

Each season has particular weather based on geographical location.

Essential Questions:

How does the geographical location affect the seasons in Spanish Speaking countries?

How do you change from Celsius to Fahrenheit and vice versa?

What season are we in?

What is the weather like?

What was the weather like?

What is your favorite season and why?

NJCCCS

7.1NMA 1, 2, 3, 4, 5

7.1NMB 1, 2, 3, 4, 5

7.1NMC 2, 3, 4

The student will be able to:

Describe the weather and identify the seasons.

Activities

Culture:

- Teach how the weather affects the climate in Chile

Essential Vocabulary:

- Review assigned countries and geographical location
- Teach seasons
- Teach the difference between degrees Celsius and Fahrenheit
- Review numbers 0-30 and introduce numbers 31-100
- Review how to give the date

Grammar:

- Use of “hacer” with weather expressions both in present and past tense

Assessments

Teacher created quizzes:

Written

Oral

Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessment:

To present how the geographical location affects the climate of the Spanish speaking country they were assigned

Project:

Create a weather map of their assigned country of selected cities and provide the temperature in both Celsius and Fahrenheit degrees.

UNIT IV: ¿QUÉ ROPA LLEVO? WHAT DO I WEAR?

Suggested Pacing: December

Enduring Understanding:

Weather determines what you wear each day.

Essential Questions:

What are you wearing?

How much does it cost?

When do you wear it?

What do you wear in the Spring, Summer, Fall, and Winter?

What size/color is it?

How does it fit?

Where did you buy it?

What did you pay for it?

NJCCCS

7.1NMA 1, 2, 3, 4, 5

7.1NMB 1, 2, 3, 4, 5

7.1NMC 2, 3, 4

The student will be able to:

Describe what to wear depending on the weather.

Activities

Culture:

- Teach where a person in a Spanish Speaking country may buy something for a special event.
- Diseñadores hispanos: Sol y Viento pg.109

Essential Vocabulary:

- Review seasons and weather
- Teach clothing vocabulary
- Teach colors
- Review numbers 0-100 and teach 101-100,000
- Teach sizes for clothing and shoes. (Talla- Chica/Pequeña, Mediana y Grande) (Número 5, 6, 7, etc.)

Grammar:

- Use of “llevar,” “comprar,” “pagar” y “costar” in the present and past tense
- Me queda bien/mal, grande, justo, chico, apretado

Assessments

Teacher created quizzes:

Written

Oral

Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessment:

Fashion show: Student will present their entire outfit to the class using colors, sizes, prices and where it was purchased.

Projects:

Create a clothing catalogue for each season and describe a complete outfit including color, sizes, prices and where it was bought.

Research Hispanic Fashion designers and present findings

UNIT V: ¿QUÉ HICE EN MIS VACACIONES? WHAT DID I DO ON VACATION?

Suggested Pacing: January

Enduring Understanding:

There are things you must consider when you are going on a vacation.

Essential Questions:

How was the weather?

What did you bring?

How did you spend your time while on vacation?

What places did you visit?

Where did you stay?

How much money did you spend?

NJCCCS

7.1NMA 1, 2, 3, 4, 5

7.1NMB 1, 2, 3, 4, 5

7.1NMC 2, 3, 4

The student will be able to:

Describe how the Hispanic World takes vacation and describe the vacation

Activities

Culture:

- Teach how northern and southern hemisphere seasons are different and describe fashion differences.
- Propinas: Sol y Viento pg.323

Essential Vocabulary:

- Review seasons and weather
- Review clothing vocabulary including colors
- Review previously learned activities
- Teach vocabulary that talks about places to visit while on vacation and activities to do
- Review numbers 0-100 and teach 101-100,000

Grammar:

- Use of “pensar,” “salir,” “regresar” y “desear” in the present and past tense
- Teach ‘para + infinitivo’
- Review the verbs ‘poder’, ‘querer’, and the ‘demonstrative adjectives’
- Review ir + a + infinitivo in the present tense
- Teach ir + a + infinitivo in the past tense

Assessments

Teacher created quizzes:

Written

Oral

Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessment:

Mis Vacaciones Poster- Student will present their selected vacation place to the entire class including where they went, date they left and returned, activities, weather, how much money they spent, the hotel and food they ate.

Projects:

Planning a vacation to a Hispanic country including monetary exchange, miles traveled, how long it took, necessary documentation, preparation for the trip and necessary vaccinations.

Research the selected Spanish-speaking country to get information on the weather, monetary exchange, activities, hotel, restaurant and flight information

UNIT VI: ¿QUÉ COMO? WHAT DO I EAT?

Suggested Pacing: February

Enduring Understanding:

We all have likes and dislikes when it comes to eating. It's a matter of taste.

Essential Questions:

At what time do you eat breakfast, lunch and dinner?

What do you eat for breakfast, lunch and dinner?

What do you drink for breakfast, lunch and dinner?

What foods are healthy for you?

What foods are unhealthy?

What should you eat as a balanced meal?

Who do eat with?

NJCCCS

7.1NMA 1, 2, 3, 4, 5

7.1NMB 1, 2, 3, 4

7.1NMC 1, 2, 3, 4

The students will be able to:

Describe what they like and don't like to eat and drink.

Activities

Culture:

- Compare and contrast eating customs in Spanish-speaking countries and in the United States

Essential Vocabulary:

- Review numbers
- Review telling time
- Teach food vocabulary
- Teach drinks, fruits and vegetables

Grammar:

- Teach adjectives that relate to foods and drinks (más o menos, siempre, nunca, bueno/a, malo/a, horrible)
- Teach “me gusta”, “no me gusta” and “me encanta”
- Teach “comer”, “beber” “deber” and “preferir” in the present tense

Assessments

Teacher created quizzes:

Written

Oral
Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessment:

Mi Libro de Cocina- Students will use technology to find and put together a cookbook with the recipes of famous Spanish dishes.

Projects:

Students will create a food pyramid using the food vocabulary.

Language: Spanish Communication & Culture

Level: Year 11

UNIT VII: ¿CÓMO PONGO EN LA MESA? HOW DO I SET THE TABLE?

Suggested Pacing: March

Enduring Understanding:

There are foods that are native to Spanish-speaking countries—just as there are foods that are known as “American” foods.

Essential Questions:

- What might you eat for breakfast, lunch and dinner?
- What are the different types of tortillas?
- What combinations of food make different main dishes?
- What items will you place on the table?
- Who sets the table at your home?

NJCCCS

- 7.1NMA 1, 2, 3, 4, 5
- 7.1NMB 2, 3, 4, 5
- 7.1NMC 2, 3, 5

The students will be able to:

Follow a recipe to create a dish that is common in Spanish-speaking countries, set the table and enjoy.

Activities

Culture:

- Compare family dinners in the Spanish-speaking world and in the United States (Paso a Paso I pgs. 440)
- Where did ingredients like onions, potatoes come from? (Paso a Paso I pgs. 454)

Essential Vocabulary:

- Review the foods, drinks, fruits and vegetables
- Teach the combination food vocabulary that make dishes(Use Paso a Paso I Ch13 pgs. 428-429)
- Teach dessert vocabulary
- Teach vocabulary of items you find on a table setting
- Teach vocabulary relating to location of items (encima de, debajo de, delante de and detrás de).

Grammar:

- Review the verbs “comer” and “beber”
- Teach the verbs “probar,” “servir,” “poner,” “pedir” and “traer” in the present tense

Assessments

Teacher created quizzes:

Written

Oral

Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessment:

The student will make a table place setting & act out a restaurant scene serving a student prepared meal.

Projects:

Students will make a variety of main dishes from selected Spanish-speaking countries (ex: salsa, burritos, tacos, quesadillas, enchiladas, guacamole, 7 layer dip, tostadas, Pico de gallo, etc.)

UNIT VIII: VAMOS A UNA FIESTA! LET'S GO TO A PARTY!

Suggested Pacing: April

Enduring Understanding:

Every culture has its traditions and celebrations.

Essential Questions:

How would you go about to throw a specific party? What do you wear to the party?

What kind of party will you be attending?

What are you doing at the party?

What would someone wear to a 15 años versus a regular birthday party?

Who is at the party?

NJCCCS

7.1NMA 1, 2, 3, 4, 5; 7.1NMB 2, 3, 4; 7.1NMC 2, 3, 4

The students will be able to:

Create an invitation for a variety of different parties describing the celebration and what traditions will be followed.

Activities

Culture:

- Movie on 15 Años (purchase necessary)
- Realidades I- pgs. 238 & 264.

Essential Vocabulary:

- Review clothing
- Review family members to describe those attending the party
- Teach vocabulary in Paso a Paso II Chapter 14 pgs. 450-451 & 454-455

Grammar:

- Review “estar” in present tense
- Teach present progressive

Assessments

Teacher created quizzes: Written, Oral, Listening

Departmental Examinations:, Written, Oral, Listening

Projects: Invite to your 15 Años (girl)/invite to fiesta de graduacion (boy). Use pg. 468 Paso a Paso II as a guide.

Pg. 469 #2 gift giving

UNIT IX: COMMUNITY

Suggested Pacing: May

Enduring Understanding:

Each community has its own customs and cultures.

Essential Questions:

How would you give and ask for directions to / from a Spanish-speaking person?

You have just returned from visiting your host family in a Spanish speaking country. How would you describe the things that you did in the community?

What are the different specialty shops and what items you can purchase?

What are the different departments in a store?

NJCCCS

7.1NMA 1, 2, 3, 4, 5

7.1NMB 2, 3, 4, 5

7.1NMC 2, 3, 5

The students will be able to:

Recognize the differences among customs and cultures in various communities.

Activities

Culture:

- Paso a Paso I: Chapter 10. Is your town diverse? Does it feel like a home away from home? Pgs. 328-329.
- Regatear: Sol y Viento pg. 125, Los mercados y supermercados pg.97

Essential Vocabulary:

- Review numbers 1-1000
- Teach vocabulary pgs. 316-317 including ONLY Blue box words anoche & ayer
- Teach vocabulary pgs. 322-323 including ONLY blue box words: a la derecha, a la izquierda, al lado de, detras de, enfrente de, entre, en + vehicle.
- Teach the vocabulary of specific stores PAP2 pgs. 260-261
- Teach the vocabulary of the store sections PAP2 pgs. 266-267

Grammar:

- Teach “Que hiciste ayer?” Donde esta?
- Teach Preterite of “ar,” “er,” and “ir” verbs
- Teach Preterite of the verb “ir” and “hacer.”
- Practice with directions p. 332

Assessments

Teacher created quizzes:

Written

Listening

Departmental Examinations:

Written

Oral

Listening

Performance Assessments:

Give directions to a real place in South Brunswick from the High School. Students will do a skit in which they tell their partner about where they went, what they did/bought in these places this past weekend.

Oral Make mini commercial for a store. Talk about what is sold and where the items are located within the store.

Projects:

Students will make a map with streets and a variety of places within the community.

Create your dream store with more than 2 floors similar to the one on page 266-267. What would this store sell?

SUPPLEMENTAL UNITS

May-June as time permits

AYUDANDO A TU COMUNIDAD

Pg. 399 Realidades I, and PAPI pg. 415

BODY

Ch. 9 Paso a Paso 1, plus personal hygiene

ART

Paso a Paso 3 Ch. 3 and Spanish for Nat 1 Ch. 10.

Students will learn about various painters and their work.

Students will be asked to pick a painting describe it and find the history behind it.

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

FRENCH

COMMUNICATION BENCHMARKS: FRENCH

What are students able to do in French?

By the end of Grade 8 students will:

- express their likes, dislikes and feelings
- communicate about themselves, other people, places and a simple sequence of events
- invite someone to do something, and respond to invitations
- communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another
- gather and organize information in simple ways
- use French for fun, to interpret simple humor and to be creative

How well are students able to use French?

By the end of Grade 8 students will:

- use correct pronunciation, with guidance
- demonstrate understanding by using groups of words that relate to familiar topics
- correctly use grammatical elements, such as forming simple questions, using common verbs and descriptive words, with guidance
- understand simple sentences when they hear them and produce simple sentences, with guidance
- read and write short and simple texts, with guidance
- interact with others in simple situations, with guidance

What are students able to do in French?

By the end of Grade 10 students will:

- express their feelings appropriately in formal and informal situations
- communicate about events that have taken place or will take place
- offer invitations, compliments and congratulations to others and be able to respond to them
- communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas
- gather information in different ways and use this information for a variety of purposes
- use French for fun, to interpret and express humor, and to be creative

How well are students able to use French?

By the end of Grade 10 students will:

- pronounce words correctly in familiar situations
- demonstrate understanding by using groups of words that relate to topics
- use grammatical elements, form more complex questions, use irregular verbs and adverbs, with guidance
- understand short texts when they hear them, and produce different kinds of statements, with guidance

- read and write short texts, with and without guidance
- interact with others in simple situations, asking for guidance when needed

What are students able to do in French?

By the end of Grade 11 students will:

- communicate about how feelings and emotions are expressed in a variety of media
- communicate information to different audiences
- communicate socially in formal and informal situations
- communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities
- organize and synthesize information they obtain from a variety of sources for various purposes
- use a more complex level of French for fun, to interpret and express humor, and to be creative

How well are students able to use French?

By the end of Grade 11 students will:

- use words and phrases related to topics studied in class
- use more complex grammatical elements, such as using different verb tenses for various purposes, making comparisons and using irregular verbs in a variety of tenses
- understand authentic texts and create relevant written texts, with guidance
- interact with others in familiar situations, with ease, and in formal situations

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

Language: French

Level: 6th - 8th Grades

Language: French

Level: Grade 6

Proficiency Level: NM

UNIT 1: JE PARLE FRANÇAIS

Enduring Understanding(s)

Many aspects of communication are common to all languages.

Essential Question(s)

How do people communicate without words?

How does context aid in understanding oral and written language?

What are some common elements that exist in French and English?

What are some major differences in greetings and forms of address between French and English?

What are some useful French classroom expressions?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.A.5

7.1.NM.B.3

7.1.NM.C.5

Students will know:

Cognates in songs, poems, and other realia.

Differences in formality (tu/vous), gender, and salutations (faire la bise/se serrer les mains).

How to use “passwords” to accomplish everyday classroom tasks such as: sharpening pencils, opening/closing doors, asking to go to the bathroom, etc.

Students will be able to:

Perform/guess charades of common activities.

Define and perform common American gestures and learn some French gestures.

Learn and perform songs with accompanying actions.

Change statements into questions through the use of inflection.

Write and perform mini-dialogues, choosing phrases from a given list or from memory.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: Work with a partner to prepare a short conversation between the following two characters:

Person #1 (American teen in France): You are the “new kid” at a French school, where nobody speaks English! One of the students seems friendly, so during passing time you start up a conversation. Greet the person politely, and ask how he/she is. You’ll want to find out the person’s name and age, and whether they live close to you. Of course, your new friend will probably ask the same things about you, so be prepared with your answers. At the end of the conversation, you remember that you need to get to class soon! Ask the person what time it is, and say goodbye quickly before you’re late for class.

Person #2 (French teen): The new American kid at your school starts up a conversation with you during passing time. Respond to the person’s questions, and see just how good his/her French is by asking some questions of your own (name, age, and where the person lives). At the end of the conversation, say goodbye and hurry to class.

Instructional Strategies

Interpretive mode:

Listen to a conversation and choose the logical response.

Put a conversation in the correct order.

Look at a picture and decide whether to use tu or vous.

TPR for basic classroom expressions.

Clocks

Interpersonal mode:

Greeting and leave-taking with a partner.

Survey: asking where you live, how you’re doing, and how old you are.

Asking and giving the time.

Presentational mode:

Record basic personal info on iPod.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Cultural awareness (teaching gestures).

Collaborating with a partner on the final assessment.

Interdisciplinary Connection: Math (time telling), Art (comic strips), Music (songs), Social Studies (cultural differences between France and the U.S.)

Technology Integration: Laptop, LCD projector, PowerPoint, Digital recorders, iMovie, and other supported technology at teacher discretion.

UNIT 2: MA FAMILLE

Enduring Understanding(s)

Family can be defined in many ways

Essential Question(s)

What is the make-up of a typical French family and how does it compare with an American family?

How do I express my likes and dislikes, and those of my family members?

What words can I use to describe my family members' physical and personality traits?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.2; 7.1.NM.A.4; 7.1.NM.A.5; 7.1.NM.B.3; 7.1.NM.C.5

Students will know:

Family members – Ma mère, mon père, ma sœur, mon frère, ma tante, mon oncle, ma grand-mère, mon grand-père, ma cousine, mon cousin.

How to say what they and their family members like and dislike to do, using the verb aimer + infinitives. (nager, danser, jouer au ____, étudier, manger ____, parler ____, travailler, voyager, etc).

How to describe physical appearance (hair and eye color, other traits at teacher's discretion)

How to describe personality, using adjectives in feminine and masculine forms.

Use possessive adjectives (mon / ma / mes) correctly, when talking or writing about family members.

Students will be able to:

Draw and label a picture of their family.

Interview each other about their likes and dislikes.

Talk about their pets.

Identify a person by listening to a description.

Introduce family members to others.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: Create a poster, book, or PowerPoint with photos or drawings of at least 4 members of your family

Write a descriptive paragraph about each family member. Each paragraph must include: 1) The person's name and relation to you; 2) Their age ; 3) A physical description; 4) A description of their personality (at least 2 traits); 5) Two activities that the person likes to do; and 6) One activity that the person doesn't like to do.

Make some visuals to show what each family member likes to do.

Other Assessment Evidence:

Unit quiz/test

Written paragraph about 1 family member.

Answer multiple-choice questions after watching a video about a French family.

Instructional Strategies

Interpretive mode:

Write a description based on a picture of a person.

Draw a picture according to oral instructions.

Interpersonal mode:

Family tree – introduce family members (including pets).

Write and read a description of a classmate. Other students guess who the person is. “Snowball” game – writing three compliments about classmates.

Presentational mode:

Family tree – introduce family members (including pets).

Write and read a description of a classmate. Other students guess who the person is. “Snowball” game – writing three compliments about classmates.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Cultural connections (listening to / writing descriptions of famous French people and characters).

Character education – complimenting each other.

Interdisciplinary Connection: 1. Art (poster/drawings); 2. Language arts (parts of speech, placement of adjectives).

Technology Integration: Laptop, LCD projector, PowerPoint, Digital recorders, iMovie, and other supported technology at teacher discretion.

UNIT 3: MA MAISON

Enduring Understanding(s)

Living space affects daily life.

Essential Question(s)

What are some similarities and differences between French and American houses?

How does the space we live in affect our daily life?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.5

7.1.NM.C.3

7.1.NM.C.5

Students will know:

The French words for types of dwellings, including: maison, appartement, villa, immeuble.

The French words for rooms of the house, including: L'entrée, le salon, la cuisine, la salle à manger, la chambre, la salle de bains, le W.C., le jardin, le garage, and others as teacher finds appropriate.

The French words for furniture and household objects, as appropriate.

Prepositions of placement including dans, sur, sous, au-dessus de, devant, derrière, à côté de.

The possessive form using 'de' (for example, "La chambre de ma sœur").

How to answer questions about what they do in different rooms of their house. (For example, "Est-ce que tu dînes dans la cuisine ou dans la salle à manger?")

Students will be able to:

Ask and answer where something is, using "où est / où sont ___?" and "Il (elle) est / Ils (elles) sont).

Say where an object is, related to another object, using "Il y a un(e) (des) _____ [preposition] _____."

Talk about where they would like to live (location and type of building, using "Où est-ce que tu voudrais habiter? / Je voudrais habiter _____."

Give a description of the color, size, and contents of a room in their house.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: You are the head architect in your firm. Your company has just been awarded the bid to construct a prototype house from recyclables. Use a shoebox or similar container to make your model. Write a paragraph of 4-5 sentences describing one of the rooms. Use the “prépositions de placement” correctly.

Other Assessment Evidence:

Quizzes / tests including speaking, listening, reading and writing activities.

HW assignments.

Graded class work activities.

Informal assessment of partner conversations.

Instructional Strategies

Interpretive mode:

Vocabulary games – Flyswatter, bingo, telephone, line-race, etc.

Storyboards activity – illustrate, based on a written description of a house.

Read and answer questions about a French article on apartment living.

Sort objects / furniture into their appropriate rooms, visually, orally, and/or verbally.

Interpersonal mode:

“Où est mon crayon?” game for prepositions of placement. Student 1 closes eyes, while another hides his/her pencil. Student 1 asks “Où est mon crayon?”, to which other students respond with clues in increasing specificity.

After reading a French article on apartment living, discuss differences between French and American lifestyles.

Interview other students about where they would like to live.

Presentational mode:

Write and present a description of one room in student’s own house.

Write a description of a house for another student to illustrate.

Describe the position of a classroom object (or puppet / stuffed animal, etc.) in as many ways as you can. (Can be competition between various teams in the class).

Present a chart/graph or other visual representation of where students in the class would like to live.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Core ethical values – recycling, environmental awareness.

Problem solving – how to build a model house with limited materials.

Cross-cultural understanding

Interdisciplinary Connection: Social studies – differences between French and American houses; Art – constructing a house out of non-new, recyclable materials; Science – discussion of recycling and recyclable materials.

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 4: MARDI GRAS

Enduring Understanding(s)

The celebration of holidays can be a delight for all 5 senses.

Essential Question(s)

Why, where, and how is Mardi Gras celebrated around the world?

Where are French cultural traditions still observed in the United States?

Does the enjoyment of an activity increase when more senses are involved?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.3

7.1.NM.A.4

7.1.NM.A.5

7.1.NM.B.3

7.1.NM.C.2

7.1.NM.C.5

Students will know:

The location and reason for Mardi Gras celebrations around the world.

Some New Orleans Mardi Gras traditions, such as Indians, chicken runs, krewes, parades, Rex, etc.

Some facts about the cajun bayou, including geography and animals.

Regular –er verb conjugation (Je, Il/Elle, Ils/Elles forms in present indicative).

Some Mardi-Gras / New Orleans music, such as “Les animaux du bayou” (Matt Maxwell), and “Quand tous les saints”.

The five senses in French – la vue, l’ouïe, l’odorat, le toucher, le goûter.

Students will be able to:

Identify traditions of Mardi Gras.

Describe the traditions and realia of Mardi Gras.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: Choose one of the three mini–projects to present to the class on the due date.

Perform a Jazz number for the class. The number may be vocal or instrumental and may be either a solo or ensemble performance involving other members of the class. Be able to give some background information about the piece, including the title and composer.

Make a mask or hat typical of Mardi Gras. Be ready to explain why you designed it the way you did, and model the hat/mask for the class.

Create a poster that tells what Mardi Gras is about. When is it? What goes on? Who is involved? Where is it celebrated? What is the atmosphere like?

Other Assessment Evidence:

Quiz on vocab / verb endings

Posters based on 'Les animaux du bayou'

Instructional Strategies

Interpretive mode:

Answer questions based on cultural readings about Mardi Gras.

TPR motions based on 'Les animaux du bayou' or 'Laissez les bons temps rouler' (video).

Follow directions to mime making a recipe such as 'Gâteau à l'orange'.

Word find / loto game / Jeopardy game.

Interpersonal mode:

Partner conversations using "Qu'est-ce que tu manges/vois/sens/touche/entends à une fête de Mardi Gras?"

Presentational mode:

Create a poster based on "les animaux du bayou", showing one or more animals doing silly actions. Present to the class.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Cultural Awareness – Cajuns, New Orleans “melting pot”.

Creative thinking – Jazz and improvisation.

Interdisciplinary Connection: Home arts – recipe; Music – songs, jazz style; Social studies – US geography

Technology Integration: Laptop, LCD projector, PowerPoint, Digital recorders, iMovie, and other supported technology at teacher discretion.

UNIT 5: AU CAFÉ

Enduring Understanding(s)

Sharing a meal with others nourishes the body and the soul.

Essential Question(s)

How are hunger and thirst expressed in French?

How will I order food and drinks in a French café or restaurant?

How will I ask about prices and paying for the items chosen?

How do I invite others to join me for something to eat or drink?

How do I accept or decline an invitation to go get something to eat or drink?

How might a successful café advertise?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.3

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

Students will know:

How to ask for a specific food or beverage item using the verbs vouloir (present indicative and conditional) and donner (imperative).

How to use a menu to ask/tell a partner how much various items cost.

How to extend and accept an invitation to go to a restaurant or café.

How to order a meal in a French café.

How to take an order and serve a meal politely.

Students will be able to:

Describe pictures of people eating or drinking or buying things to eat or drink, using faim and soif in 1st and 3rd person.

Ask whether a person is hungry or thirsty; respond appropriately to these questions.

Say which food and beverage items they and others like, prefer, don't like or don't like at all using positive and negative forms of aimer, préférer and détester.

Tell how much they like foods and beverages by using the expressions un peu and beaucoup.

Create a colorful and creative menu for a new café.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: You are walking along the Champs-Élysées in Paris when you meet an old friend you haven't seen in a long time. You both are hungry, so you decide to go to a local café for lunch. Role-play the situation including, at minimum, the following elements :

- greeting each other and saying that you are both hungry.
- suggesting / agreeing on a café to go to for lunch.
- ordering food politely (Another student will be the server).
- lunch time small talk / catching up with your friend.
- asking for and settling the check.
- taking leave politely.

Other Assessment Evidence:

Unit quizzes/tests

Menu incorporating French foods and drinks.

In-class mini-dialogues in preparation for the Oral Assessment.

Written assignments – cloze sentences

Instructional Strategies

Interpretive mode:

Flyswatter game to practice new vocabulary.

Students write what food and drink the teacher or another student orders.

Students draw on a paper plate what their partner orders (Interpretive / Presentational).

Interpersonal mode:

Practice calling a friend / deciding on a time and place to go for a meal.

Practice taking orders and ordering food politely.

Practice asking for the check, and/or the total, and paying for the meal.

Practice brief 'small talk' conversations incorporating previously learned concepts.

Presentational mode:

Make and share menus showing the different parts of a French lunch or dinner.

Students find authentic French café menus online and share with the class.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Cultural awareness (differences in food styles, meal times, and restaurant etiquette).

Career & life skills (being able to order food, knowing how to take an order and serve politely).

Interdisciplinary Connection: Physical Education/Health (Nutrition); Mathematics (adding up a total, figuring out how much tip is included in the bill.)

Technology Integration: iMovie, Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 6: LE CIRQUE

Enduring Understanding(s)

Circus acts are universal in their appeal.

Essential Question(s)

What are the French words for the circus acts and animals?

What circus act would I like to do, if I could?

Which circus acts are the most appealing, the most dangerous, and the most difficult, and why?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.2

7.1.NM.A.3

7.1.NM.A.4

7.1.NM.A.5

7.1.NM.B.2

7.1.NM.C.5

Students will know:

How to describe any costumes or props being used in the circus acts.

Vocabulary set: circus acts, circus animals and circus actions.

Students will be able to:

Identify each act and animal by name.

Say what each person or animal is doing.

Try a few circus acts: juggling, making animal balloons, performing magic tricks.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: For this last project you may choose how to show what you have learned about the circus. Some suggested projects are:

- Power Point presentation, with live narration.
- Live presentation (one or more circus acts).
- iMovie.
- Poster with accompanying oral presentation.
- Survey of the class (what do people like most/least, etc.), with oral presentation.

- Or a project of your choice, approved in advance by your teacher.

You must include at least 5 sentences of spoken French per person. You may work individually or in groups of up to 4 people. Each person will receive an individual grade.

Other Assessment Evidence:

Quizzes and/or tests including listening, speaking, reading and writing activities.

Clown drawing / coloring activity.

Oral presentation of clown or balloon animal – including name, physical description, likes & dislikes.

Instructional Strategies

Interpretive mode:

Storyboard activity (illustrate a 4 or 6 sentence story).

TPR commands to practice actions and negation.

Balloon animal making (following directions)

Watch and answer questions about Cirque du Soleil, or other circus video.

Interpersonal mode:

Interview activity (Which act is your favorite / do you like ___? etc.)

Writing and guessing riddles (Devinette) about acts and animals.

Presentational mode:

Charades to practice vocab

Present results of interview activity to class

Pull a card from a hat and describe the action / animal to the class or to a partner

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Critical thinking – deducing an act from a series of clues.

Collaboration & Communication - working with partners to accomplish various tasks.

Innovation – Students develop their own project to show what they have learned.

Interdisciplinary Connection: Art (drawing, using color words); Physical Education (juggling, acting out circus acts); Music (instruments of the orchestra and band).

Technology Integration: Computer Stations, PowerPoint, iMovie, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

Language: French

Level: Grade 7

Proficiency Level: NM

UNIT 1: LES VÊTEMENTS

Enduring Understanding(s)

Seasons and climate dictate, in part, what types of clothing are worn in a given country, but style is determined by culture and social traditions.

Essential Question(s)

What types of clothes are appropriate for different seasons and weather conditions?

What types of clothes are appropriate for different social situations and everyday activities?

Where do people in France go to shop for clothes?

What factors help a consumer determine whether or not to buy an article of clothing?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.4

7.1.NM.A.5

7.1.NM.B.2

7.1.NM.B.3

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.1

7.1.NM.C.3

Students will know:

Seasons and months of the year.

Weather conditions.

French words for a wide variety of clothing items.

Adjectives of style related to clothing.

Activities related to everyday life.

The proper use of demonstrative adjective (Ce/Cet/Cette/Ces)

Different types of places to buy clothing in France – Grand magasin, boutique de vêtements, boutique de soldes, maison de couture, marché aux puces.

Students will be able to:

Describe articles of clothing in terms of the type of article, the color, the attractiveness, and the price.

Politely shop for an item of clothing in a French store, including asking for the price.

Suggest appropriate clothing items to wear in different situations.

Ask and offer opinions on items of clothing.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Project Option 1- Individual Clothing Catalogue Page

Project description: You are to design a page for a seasonal clothing catalog. The finished project should be on 11x17 poster paper.

Project option 2: Partner Clothing Fashion Show

Project Description: You and a partner will work together to present a seasonal clothing fashion show. You will take turns being the announcer (l'animateur) and the model (le mannequin).

You may present your show in one of two formats: a video which you show to the class, or a live performance.

Other Assessment Evidence:

Quizzes / tests as appropriate, including listening, speaking, reading, and writing components.

Informal assessment of partner conversations.

HW assignments as appropriate.

Instructional Strategies

Interpretive mode:

4 corners game for seasons.

TPR commands for actions.

Magic suitcase / remove one object game for learning clothing vocab.

Loto (bingo) game.

Determine what a classmate has changed about his/her clothing.

Authentic French clothing website visits: lebonmarche.com, 3suisses.fr, etc. (Teacher-guided tour of sites).

Reading passages on the different types of stores in France and answering questions based on the reading.

Interpersonal mode:

Using "Comment trouves-tu ___?" and "Qu'est-ce que tu penses de ___?" in partner conversations.

Password / "Taboo" game (Get your partner to guess what item of clothing you're talking about.

Extension: do the same, without saying certain key words.

2 Truths and 1 lie game.

Improvised conversations in a store, buying / selling clothing.

Presentational mode:

Charades for practicing everyday actions.

Describe a person based on what he/she is wearing (rest of class guesses).

Present logical / illogical sentences to the class or a partner, following the form of “Quand _____, je porte _____.”

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Critical thinking – putting together various clues to deduce what item is being discussed.

Cultural awareness – different types of stores, shopping etiquette.

Career skills – serving a customer politely.

Interdisciplinary Connection: Social studies – what do people from other cultures wear?

Physical education – names of sports in French.

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 2: VISITONS UN PAYS FRANCOPHONE

Enduring Understanding(s)

Travel broadens horizons and gives a deeper understanding of the traveler's own culture.

Essential Question(s)

What are some necessary preparations to take before traveling to a foreign country?

What can a traveler do to gain a deeper understanding of the culture of the country visited?

What insights into our own lives can be gained by visiting a foreign country?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.1

7.1.NM.A.3

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.1

7.1.NM.C.3

7.1.NM.C.5

Students will know:

The formation of the “near future” with aller.

Question words Où, quand, quel, qui, qu'est-ce que.

Facts about Francophone countries, including:

Tourist attractions

Weather in the country (Fahrenheit vs. Celsius)

Local foods

Local currency

Means of transportation.

Comparatives and superlatives.

Clothing, weather, and seasons (review of Unit 1).

Tourist attractions in French speaking countries.

Students will be able to:

Create a packing list based on the weather and time of year of their trip.

Relate basic information about a country.

Plan a trip to a French-speaking country.

Compare the U.S. with a French-speaking country in terms of schooling, music, clothes, foods, etc.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

“Visitez un pays francophone”

Description: Make a booklet. Décrivez le plan de votre voyage en répondant aux questions suivantes :

Other Assessment Evidence:

Packet of background information, comparing 3 francophone countries in terms of money, geography, form of government, climate, tourist attractions, and foods.

Instructional Strategies

Interpretive mode:

Gather information from realia, including authentic tourist videos, print ads for francophone countries, or other sources.

Look at photos of francophone countries, and describe the actions shown.

Interpersonal mode:

Asking / giving directions.

Asking / answering questions about the francophone country, or about the capital city.

Presentational mode:

Venn diagram or other means of comparing / contrasting francophone countries with the US. Students research and present information about the capital city.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Life skills – planning a trip abroad, awareness of cultural norms.

Interdisciplinary Connection: Social studies (geography); Math (currency and temperature conversion); Science (climate).

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 3: MA VILLE IMAGINAIRE

Enduring Understanding(s)

The design of a city, or any communal space, is based on a series of compromises.

Essential Question(s)

What makes a city desirable to live in?

How do French and American cities differ?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.1

7.1.NM.A.3

7.1.NM.A.4

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.1

7.1.NM.C.3

7.1.NM.C.5

Students will know:

French words for places in the city.

Compass directions.

Prepositions: au / à la / à l' / aux

Prepositions of placement – Devant, derrière, en face, à côté de, à gauche, à droite, près, loin, au coin de.

Actions (conjugations of –er verbs) related to places in the city.

Some famous French people.

Words for types of streets in France (rue, avenue, boulevard, etc.)

Names of authentic French stores / public buildings / restaurants.

Students will be able to:

Give / follow directions.

Interpret a map.

Discuss differences between French and American cities, including supermarkets vs. small specialty stores, attitudes towards the suburbs.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: You are to design, draw, and present a plan for a French city .

Grading:

Part 1 – Written plans for the city (10 points)

Part 2 – Oral presentation (10 points). Recorded on iPod. A classmate will ask you whether a certain place is in your city. You will answer, and give him/her directions to the place, or suggest an alternative place to go. Graded on speaking rubric gone over and handed out in class.

Other Assessment Evidence:

Tests/ quizzes on vocabulary and expressions.

Teacher observation of partner activities.

Written paragraph based on a map – giving directions.

Instructional Strategies

Interpretive mode:

Draw places on a map, based on a set of oral instructions.

Determine which of a set of 3 different directions leads to a specific place.

Flyswatter / Jeopardy / other games for vocabulary practice.

Interpersonal mode:

Ask / give directions based on student-created maps.

Presentational mode:

Orally and/or visually relate information about a famous French person.

Skits based on a short reading (Glaces, bonbons, cacahuètes!)

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Critical thinking - analyzing differences.

Problem solving - what are the main problems in French and American cities, and how might they be resolved?

Interdisciplinary Connection: Social studies (history & geography).

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 4: L'IMPRESSIONNISME

Enduring Understanding(s)

The use of color, light and form as well as the subject matter chosen by an artist can define the style of a single painting or an entire artistic movement.

Essential Question(s)

What are some similarities and differences in paintings of different styles and time periods?

What distinguishes impressionist paintings from paintings of other movements?

What vocabulary is needed to discuss the style of paintings in French?

Who are the major French Impressionists and what are some of their major works?

How can I use French to communicate my opinion about a painting?

To what extent do the ideas and techniques of Impressionism translate to modern life?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.1; 7.1.NM.A.4; 7.1.NM.A.5

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.3

7.1.NM.C.5

Students will know:

Vocabulary related to Impressionist painting techniques.

Impressionist artists.

Everyday objects.

Geographical locations (la montagne, la forêt, etc.)

Weather expressions.

3rd person possessive adjectives (son/sa/ses/leur/leurs).

Students will be able to:

Identify a painting as Impressionist or not, based on learned traits.

Describe a painting in French, in terms of subject matter, color, and composition.

Offer their opinion about a work of art.

Create a painting in Impressionist style.

Accurately re-create a painting or drawing based on an oral description.
Say what they would include in a painting, using the verb “vouloir”.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: Your Impressionist painting: typical subjects of the Impressionists:

- La nature (rivers, oceans, forests, fields, lakes...)
- Les gens ordinaires (dancers, waiters/waitresses, workers)
- La vie quotidienne [daily life] (cafés, night clubs, jobs, schools)

Make a list of what you are going to include in your painting.

Present your painting and description orally to the class, or record your description on iPod.

Other Assessment Evidence:

Drawing from a description activity.

Impressionism website activity: <http://www.bemberg-educatif.org/sommaire/paysage.html>

Class discussions around PowerPoint of artists and their works.

Vocabulary and grammar tests, quizzes, HW assignments, as appropriate.

Instructional Strategies

Interpretive mode:

Identify the Impressionist painting activity.

Drawing from a description.

Website visit – learning vocabulary from context.

Matching titles French to English.

Interpersonal mode:

Interview classmates about their opinions of various paintings and artists.

Say what you want to put in a painting / ask a classmate what they want to add.

Presentational mode:

Written and/or oral description of your own painting or of another student’s painting.

Present basic facts about an Impressionist artist.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Creative thinking and innovation – creating a work of art based on Impressionist style.

Core ethical values – Politely critique classmates work.

Interdisciplinary Connection: Art; Social studies (history)

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 5: LES PROFESSIONS

Enduring Understanding(s)

A young person's interests, likes, and dislikes can influence their choice of a career later in life.

Essential Question(s)

What actions and services are associated with various professions, and how do we talk about these in French?

What constitutes a working environment, and what type of environment would I prefer?

How does workplace language differ from informal language?

How do people go about finding a job?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.1

7.1.NM.A.4

7.1.NM.A.5

7.1.NM.B.2

7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.3

7.1.NM.C.5

Students will know:

Names of professions in French.

Je / vous conjugations of: Être, aimer, travailler, faire, aller, porter, savoir

Expressions with aimer.

Pourquoi/ parce que / à cause de.

Adjectives of personality.

Je voudrais, related to professions.

Expressions with il faut, related to what is necessary in order to do a profession

Students will be able to:

Anticipate a person's profession based on clues, including what the person uses for his/her job, where the person works, what the person knows how to do.

Say what job they would like to do in the future, and why.

Say what kind of preparation is needed for various professions

Say what personality traits are useful for working in various professions.

Ask and answer formal questions using vous.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Interview at an employment agency

Description: You are looking for a job, but aren't exactly sure what career best suits your personality. You call up an agency and they set up a time for you to come in for an interview. After you greet each other and make a little small talk, they will ask you a series of questions about your preferences, likes/dislikes, personality, skills, and knowledge. They will then confer and offer you a list of the top three professions for which you would be best suited. Decide which one you like, thank them, and take your leave politely.

Rubric: Novice learner interpersonal mode rubric.

Instructional Strategies

Interpretive mode:

Students will match written descriptions to a list of professions.

From a given list of job characteristics, students will select those that they prefer. They will use this information to fill in an outline about a specific profession. Vocabulary will include: je and vous conjugations of: aimer, être, savoir, connaître, travailler, porter. Students will also use the infinitive after: c'est important, il faut, on doit, on peut.

Students will distinguish between formal and informal conversations by listening and reading. "Une soirée internationale" reading and questions.

Presentational Mode:

Students will perform charades depicting various professions for the class to guess using new vocabulary.

Students will create flashcards to be used in various games (flyswatter, etc.)

Interpersonal mode:

Students will perform dialogues in various registers of formality. Students, working in groups of two or three, will role-play and/or improvise conversations from situation cards.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Career and life skills – interviewing, learning about professions and careers.

Core and ethical values – knowing different registers of formality and politeness.

Interdisciplinary Connection: Social studies – Learning about jobs and work in France and French-speaking countries.

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 6: LE MARCHÉ

Enduring Understanding(s)

When visiting another country, shopping in an open air market is a more broadening and interactive social experience than shopping in a large supermarket.

Essential Question(s)

What are open-air markets like in French-speaking countries?

How do open-air markets differ from large supermarkets?

How would I ask for quantities of fruits and vegetables in an open-air market?

What expressions are needed when shopping for food in general?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NM.A.1

7.1.NM.A.2

7.1.NM.A.3

7.1.NM.B.2

7.1.NM.B.3

7.1.NM.B.4

7.1.NM.C.2

7.1.NM.C.5

Students will know:

Fruits and vegetables.

Quantities.

Adjectives.

Shopping in a market.

Students will be able to:

Identify fruits and vegetables from pictures and oral descriptions.

Describe fruits and vegetables in terms of color, size and taste.

Negotiate shopping for fruits/vegetables in an open-air market setting.

Describe open-air markets in French-speaking countries.

Describe differences between open-air markets and supermarkets.

Determine the better deal by calculating the unit price.

Recognize different denominations of euros and convert euros to dollars.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: Role-play a situation in which a shopper buys fruits and vegetables from a local market. The shopper will greet the vendor, explain what they would like, ask about prices, sample a product, and choose what to buy. The vendor will make suggestions, answer the customer's questions, tell the price, and give change.

Rubric: Novice-level Interpersonal mode.

Other Assessment Evidence:

Tests and quizzes.

Homework.

Classwork, as appropriate.

Instructional Strategies

Interpretive mode:

Fruits/vegetables powerpoint / Loto games

Listening – identify the fruit/vegetable from a description.

Look at and describe pictures of markets in francophone countries.

French market videos:

<http://www.youtube.com/watch?v=wT8Xvow8bXA&feature=channel&list=UL> or

<http://www.youtube.com/watch?v=7hyYkqok9>

Follow a French recipe.

Interpersonal mode:

Password-type game for identification.

Partner practice – asking for specific quantities of food.

“Marchés de Paris” reading & questions.

Ask / answer questions about what fruits and vegetables you like, and why.

Presentational mode:

Say what and how much you are going to buy, using Je vais acheter + quantities.

Write & orally present a ‘devinette’ about a fruit or vegetable.

Tell about a market from another francophone country (not France).

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Life skills – shopping, making change in a transaction, comparing based on unit price.

Interdisciplinary Connection: Home economics - food & shopping, money; Math – foreign currency conversion, unit price.

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

Language: French

Level: Grade 8

Proficiency Level: NM/NH

UNIT 1: INTRODUCING SELF AND OTHERS

Enduring Understanding(s)

Introducing yourself appropriately can be a bridge to more in-depth conversation.

Essential Question(s)

How can I introduce myself or someone else to a speaker of French?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NH.A.3

7.1.NH.A.4

7.1.NH.A.5

7.1.NH.B.2

7.1.NH.B.3

7.1.NH.C.5

Students will know:

Nationalities.

Present tense conjugation of venir.

Interrogatives: Qui / quand / qu'est-ce que / où / quel / comment / combien de.

J'aime / Je n'aime pas / Je préfère / Je déteste / J'adore.

Present tense conjugation of être and avoir (affirmative and negative).

Adjectives of personality and physical appearance (including irregular adjectives).

Possessive adjectives: mon/ma/mes/ton/ta/tes/son/sa/ses

Family members.

French gestures.

Students will be able to:

Introduce themselves.

Describe themselves in terms of physical appearance, personality, nationality, likes and dislikes.

Introduce their family members.

Describe their family members, using the above criteria.

Ask and answer informational questions about a classmate's family and/or friends.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: Write, illustrate, and present to the class a book, introducing a 'thumbprint' character.

Other Assessment Evidence:

Quizzes / tests as appropriate, including listening, speaking, reading, and writing components.

Informal assessment of partner conversations.

HW assignments as appropriate.

Instructional Strategies

Interpretive mode:

Read paragraphs written by French-speaking teens, and answer questions.

Dictées

BBC "Ma France" video on family members

Interpersonal mode:

Introduce yourself to a classmate / respond appropriately.

Ask classmates about their preferences.

Exchange greetings.

Presentational mode:

Give commands.

Introduce / describe a family member to the class.

Present "La vie d'un pouce" to the class.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Life skills – speaking confidently, talking about yourself and others.

Interdisciplinary Connection: Art; Health – personal accomplishments and pride.

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 2: LA NOURRITURE ET LES BOISSONS

Enduring Understanding(s)

The universal human need for nourishment has created social traditions that vary among different times and cultures.

Essential Question(s)

How do you express hunger / thirst in French?

How do you order food in a French café / restaurant?

What are some differences between French and American eating habits?

How can I make healthier food choices?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NH.A.3

7.1.NH.A.4

7.1.NH.B.3

7.1.NH.C.2

7.1.NH.C.5

Students will know:

Types of restaurants in France / francophone countries.

Expressions with avoir, (avoir faim, avoir soif....)

The partitive article.

Food vocab from Bien Dit.

The 4 principal tastes: sucré, salé, amer, aigre

Food group names: Les féculents, les produits laitiers, les fruits et les légumes, les viandes, poissons, et noix, les produits sucrés, les boissons.

Differences and similarities between French and American mealtimes, sizes of meals, and other cultural aspects of meals.

Students will be able to:

Say that they are hungry and thirsty.

Order food in specific and non-specific quantities.

Analyze their food choices, and create a healthier menu for their family.

Compare and contrast foods in terms of taste and healthiness, using plus...que, moins...que and aussi...que.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description:

Je suis ce que je mange...

Directions: Keep a log of what you eat & drink for one week. Sort each food and drink from your 1-week journal by food group.

Un menu pour ma famille

Directions: Using your 1-week food journal and the follow-up analysis, make up a healthy, varied menu for your family for three meals a day for seven days. This menu needs to be healthier and more varied than your original journal.

For breakfast, include at least two different foods and one drink. For the other meals, include three foods and one drink.

Use the “partitive article” (du / de la / de l’ / des) correctly for each item.

Other Assessment Evidence:

Quizzes / tests as appropriate, including listening, speaking, reading, and writing components.

Informal assessment of partner conversations.

HW assignments as appropriate.

Instructional Strategies

Interpretive mode:

‘Juice tasting’ activity for comparative adjectives.

Website activity – mangerbouger.fr

Prepare or simulate preparing a French menu from written or spoken directions.

Interpersonal mode:

Improvise a conversation between two or three friends, saying that you are hungry and thirsty, deciding where to go to get something to eat, ordering food, paying for the check, and saying goodbye.

Presentational mode:

Prepare a short presentation about similarities and differences in French and American meals (each person or partnership talks about 1 aspect).

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Creative Thinking and Problem Solving (analyze and improve how and what you eat).

Cross-cultural Understanding and Interpersonal Communication (similarities / differences in French and American cultural practices).

Interdisciplinary Connection: Physical Education / Health; Home arts

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 3: ACTIVITÉS

Enduring Understanding(s)

Life is the result of the choices and decisions we make every day.

Essential Question(s)

How can I use French to tell about what I am doing or what I have done?

How can I use French to tell what other people are doing or what they have done?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NH.A.3

7.1.NH.A.5

7.1.NH.A.6

7.1.NH.B.2

7.1.NH.B.3

7.1.NH.C.3

7.1.NH.C.4

7.1.NH.C.5

Students will know:

Present-tense conjugation of regular –er verbs.

Passé composé formation of –er verbs.

Negative using ne...pas.

Major Paris monuments and attractions.

Typical activities in a French teenager's week.

Students will be able to:

Ask / answer questions about their daily activities.

Relate past events.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Paris Visit Project

Description: Your family is taking a trip to Paris, France for one week this spring. Because you will be missing several French classes, you have made a deal with your French teacher.

You will keep a journal of your activities while in Paris. There will be three journal entries. The journal needs to be typed, double-spaced.

Other Assessment Evidence:

Quizzes / tests as appropriate, including listening, speaking, reading, and writing components.

Written and spoken class work assignments

Informal assessment of partner conversations.

HW assignments as appropriate.

Instructional Strategies

Interpretive mode:

Viewing /discussing teacher-created materials, such as photos of Paris attractions, maps, travel documents, and/or other realia.

“Chère Mobilère” videos and discussion (French TV ads)

Interpersonal mode:

Information-gap activities to discover what a person has / hasn't done.

Presentational mode:

Tell the class about things you've done in the past. This can be through informal class conversations, or more formal presentations.

Create a new “Chère Mobilère” ad to show the class.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Career & life skills- foreign travel

Interdisciplinary Connection: Social Studies - Geography

Technology Integration: Computer stations, PowerPoint, LCD projector, Digital recorders, Flip cameras, Google voice and other supported technology at teacher discretion.

UNIT 4: LE SHOPPING

Enduring Understanding(s)

Fashion trends and styles mark a need to conform as well as a desire to be creative.

Essential Question(s)

How does shopping differ between France and the United States?

How important is fashion to French people?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NH.A.4

7.1.NH.A.5

7.1.NH.A.6

7.1.NH.B.2

7.1.NH.C.3

7.1.NH.C.5

Students will know:

Clothing vocabulary, including items, fabrics, and styles.

Pourquoi / Parce que / À cause de.

Comparative and superlative adjectives.

Categories of items (in a department store or on a website).

Students will be able to:

Use French to shop for clothes and other items, both online and in (simulated) stores.

Explain why they decided to buy what they did.

Negotiate about the price of an item in the context of a ‘marché aux puces’ (flea market).

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: Find 3 French websites all advertising the same (or similar) items that you are interested in buying. Make a PowerPoint or other visual/oral presentation showing what it is you want to buy, the names and URLs of each of the stores, and the price from each store. Also, compare the merits of each of the sites (using descriptive/comparative adjectives), and tell which online store you would buy from. What factors other than price might have influenced your decision?

Other Assessment Evidence:

Quizzes / tests as appropriate, including listening, speaking, reading, and writing components.

Written and spoken class work assignments

Informal assessment of partner conversations.

HW assignments as appropriate.

Instructional Strategies

Interpretive mode:

“Sam fait du shopping” video and online game accompaniment

Website visit and activities – 3suisses.fr / lebonmarché.com / etc.

Interpersonal mode:

Role-play a bargaining/negotiating situation at the Marché aux puces. The shopper needs to greet the shopkeeper and explain what he or she would like (je voudrais...). The shopkeeper of course wants to get the best price possible, while the shopper wants to hold onto as much money as he or she can:

- Instead of just arguing or naming numbers, smart bargainers use all kinds of other tricks to get what they want. Some of these include:
- Flattering the merchant/customer.
- Saying how good/bad the product is.
- Mentioning the price offered by a different market.
- Pretending to refuse an offer/walking away.
- Come to an agreement on price, and complete the transaction politely.

Presentational mode:

Create a real-life situation and come up with an appropriate clothing list.

Talk about places you have gone shopping before, what you bought, and how much you paid, etc.

UNIT 5: LA FRANCE ET SES REGIONS

Enduring Understanding(s)

A world citizen is socially involved and culturally aware of geographical locations and historical backgrounds.

Essential Question(s)

What is the layout of a French city?

What are the major differences between the city and the countryside in France?

How can we safely drive in Paris?

What are the cultural sites that tell the story of a region?

What are the famous dishes in Ile de France, Le Midi and L'Ouest de France?

What is the geographical location of France?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.NH.A.3

7.1.NH.A.4

7.1.NH.B.3

7.1.NH.C.2

7.1.NH.C.5

Students will know:

Driving rules vocabulary.

Additional vocabulary for places in the city and means of transportation.

The difference between savoir/connaitre and their conjugation.

Conjugation of –ir irregular verbs in the singular form.

Cultural sites in and around Paris.

Fairy tales of francophone world.

Songs and dances of various French regions.

C'est versus Il/Elle est.

Venir and the passé recent.

10. Present tense of –ir and –re verbs.

Students will be able to:

Make plans to visit a city by using information from research.

Reach various places in town by using a map and written directions.

Retell and illustrate a French fairy tale.

Perform a regional French dance.
Make a recommendation based on personal preferences.
Plan a three-day trip to one of the French regions studied in class.

Assessment Evidence: Integrated Performance Assessment

All students will take this assessment.

Description: With a partner, create a PowerPoint presentation about one of the French regions presented in class. The PowerPoint should include all of the following:

- one or two cities in the region and their particularities
- one or two cultural sites: museums, medieval villages, cathedrals
- one natural site
- one cultural event
- one regional dish

The students will show the geographical location of their region and will give one piece of advice for future tourists

Other Assessment Evidence:

Vocabulary and grammar quizzes.
Listening comprehension exercises.
Oral presentations and demonstrations.

Instructional Strategies

Interpretive mode:

Students will read a story tale in French and answer questions about the story.

Students will watch travel videos about various regions in France and fill in a comprehension sheet.

Interpersonal mode:

Ask and give directions using a map of Paris.

Quiz a partner on their cultural knowledge using an individually-made assessment.

Presentational mode:

Students will perform a traditional French dance.

Students will present various recipes of French dishes specific for the French regions studied in class.

Connections:

Evidence of 21st century skills (collaboration & communication; critical thinking & problem solving; creative thinking & innovation; career & life skills; or core ethical values) being emphasized through:

Life skills – being able to use a map to navigate the city and to interpret the road signs if travel by car.

Interdisciplinary Connection: Geography and history; Art and folk culture

Technology Integration: Travel DVDs, PowerPoint, Computer station

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

Language: French

Level: 9th – 12th Grades

Language: French
Level: I

Proficiency Level: NL

UNIT: 1 (LA RENTRÉE)

Enduring Understanding(s)

School provides common ground for social development.

Essential Question(s)

Do people from other cultures greet each other differently? Or is there one universal way of initiating a conversation?

What sort of information is typically exchanged when first meeting someone?

What can I discuss with my new classmates and teachers at school?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1 N.L A5

7.1 N.L B1

7.1 N.L B4

7.1 N.L B5

7.1 N.L C1

7.1 N.L C3

7.1 N.L C5

Students will know:

How to greet someone and say goodbye

How to ask how someone is doing

How to introduce someone

How to ask how old someone is

How to ask about things in a classroom

How to give classroom commands and ask the teacher something

How to ask how words are spelled

How to ask for and give email addresses

How to ask about likes and dislikes

How to agree and disagree
How to ask how often you do an activity
How to ask how well you do an activity and talk about preferences
Food, art, history and pastimes in Île-de-France

Students will be able to:

Greet each other and others.
Count to 60
Identify a subject pronoun and verb.
Identify classroom objects.
Follow classroom commands.
Recite the alphabet and spell words orally.
Use appropriate articles with nouns.
Conjugate the verb avoir and negate verbs.
Discuss likes and dislikes.
Conjugate regular ER verbs.
Pluralize irregular adjectives.
Discuss leisure activities.
Contract the preposition à.
Describe food, art, history and pastimes in Île-de-France.

Assessment Evidence:

Performance Assessment Task 1: Personal posts on class wiki/blog.
Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.
Interpersonal: Introduction project.
Presentational: Introduction project.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities, Wikis/Blogs.

Presentational mode: Presentation of one's self through unit project.

Interdisciplinary Connection: Connection with Social Studies, Math, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Students will post information on wikis/blogs. Explore geography and culture of Île-de-France.

Global Perspectives: Students will compare the American capital to Île-de-France.

UNIT: 2 (MA VIE FAMILIALE ET SCOLAIRE)

Enduring Understanding(s)

Description is an important skill for communication.

Essential Question(s)

How do I describe myself and others?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A2

7.1.N.L A4

7.1.N.L B1

7.1.N.L B2

7.1.N.L B3

7.1.N.L B4

7.1.N.L C1

7.1.N.L C2

7.1.N.L C3

7.1.N.L C4

7.1.N.L C5

Students will know:

How to ask about and describe people

How to ask for and give opinions

How to identify family members

How to ask about someone's family

How to ask about classes

How to ask others what they need and tell what you need

How to inquire about and buy something

The geography, food, sports, holidays, festivals and history of Québec

Students will be able to:

Give physical descriptions of people.

Describe people's personalities.

Conjugate and use the verb être.

Discriminate between masculine and feminine descriptions.
Use irregular adjectives.
Describe their families.
Indicate possession.
Discuss what subjects they take in school.
Tell time and when something happened during the week.
Describe actions using RE, GER and CER verbs.
Say what supplies are needed for school.
Describe people and things with colors.
Count to 1,000
Discuss what they prefer and want to buy.
Use adjectives as nouns.
Describe the geography, food, sports, holidays, festivals and history of Québec.

Assessment Evidence:

Performance Assessment Task 1: Personal posts on class wiki/blog.
Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.
Interpersonal: Conversation about individual school schedules.
Presentational: Family tree album; school brochure project; typical school day project.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video.

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities. Wikis/Blogs. Télé-roman video

Presentational mode: Paired unit projects.

Interdisciplinary Connection: Connection with Social Studies, Math, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Students will post information on wikis/blogs. Explore geography and culture of Québec.

Global Perspectives: Students will compare American schools/families with French schools/families.

UNIT: 3 (LE TEMPS LIBRE)

Enduring Understanding(s)

Having a variety of choices is essential to enjoying my free time.

Essential Question(s)

How do I spend my free time?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.N.L A1

7.1.N.L B4

7.1.N.L A2

7.1.N.L C1

7.1.N.L A4

7.1.N.L C2

7.1.N.L B1

7.1.N.L C3

7.1.N.L B2

7.1.N.L C4

7.1.N.L B3

7.1.N.L C5

Students will know:

How to ask about interests

How to ask how often someone does an activity

How to extend, accept, and refuse an invitation

How to make plans

How to offer, accept, and refuse food

How to ask for and give an opinion

How to inquire about food and place an order

How to ask about prices and pay the check

The culture of western France

Students will be able to:

Discuss sports and personal activities.

Describe the seasons and months of the year.

Explain activities using the verb *faire*.

Formulate questions.

Describe actions using adverbs.

Describe places to go in town.

Discuss the weather.

Say where they go and what they will do using *aller* (+ infinitive).

Talk about where they came from and what they just did using *venir*.

Use idioms with *avoir*.

Ask for, offer, accept and refuse food and beverages.

Set the table.

Describe actions using IR verbs.

Talk about what they want using the verb *vouloir*.

Give and follow orders using the imperative.

Describe their food and beverage choices using *prendre / boire*.

Discuss history, geography, food, sports, and architecture.

Assessment Evidence:

Performance Assessment Task 1: In teams, students make brochures about resorts in western France.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Interview each other about their favorite activities in each season.

Presentational: Favorite sport or team project.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities, Wikis/Blogs.

Presentational mode: Paired unit projects.

Interdisciplinary Connection: Connection with Social Studies, Physical Education, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Ordering food in foreign countries. Explore geography and culture of western France.

Global Perspectives: Students will compare/contrast activities and foods in the United States and France.

UNIT: 4 (LA VIE DOMESTIQUE)

Enduring Understanding(s)

Home life varies across cultures.

Essential Question(s)

How are responsibilities shared at home?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.N.L A1

7.1.N.L B4

7.1.N.L A2

7.1.N.L C1

7.1.N.L A4

7.1.N.L C2

7.1.N.L B1

7.1.N.L C3

7.1.N.L B2

7.1.N.L C4

7.1.N.L B3

7.1.N.L C5

Students will know:

How to offer and ask for help in a store

How to ask for and give opinions

How to ask about and give prices

How to make a decision

How to ask for, give or refuse permission

How to tell how often you do things

How to describe a home

How to tell where things are

How to talk about the past

Handicrafts, music, sports, geography and food of Sénégal

Students will be able to:

Discuss clothing and accessories.

Specify what items they are referring to using demonstrative adjectives.

Form questions.

Talk about what they are going to wear using the verb *mettre* and *porter*.

Count from 1,000 to 1,000,000

Describe past activities using the *passé composé* of *avoir* and *être* verbs.

Discuss the chores they do at home using that verbs that end in YER such as *balayer, nettoyer*, etc.

Describe things one can or must do using the verbs *pouvoir* and *devoir*.

Describe the home and what is in it.

Say where things are located using prepositions of placement.

Describe actions using *verbs sortir, partir* and *dormir*.

Describe handicrafts, music, sports, geography and food of Sénégal

Assessment Evidence:

Performance Assessment Task 1: Students make a catalogue for their own clothing store.

Students make a model of their own home.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Students discuss the different chores they do at home.

Presentational: House project. Clothing catalogue.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Conversation about past shopping excursions.

Presentational mode: Unit projects.

Interdisciplinary Connection: Connection with Social Studies, Math, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Online shopping. Explore geography and culture of Sénégal.

Global Perspectives: Students will compare/contrast homes and clothing in the United States and France.

UNIT: 5 (BON VOYAGE)

Enduring Understanding(s)

Travel is essential to broaden one's horizons.

Essential Question(s)

How do I travel in a foreign country?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L B4

7.1.N.L A2

7.1.N.L C1

7.1.N.L A4

7.1.N.L C2

7.1.N.L B1

7.1.N.L C3

7.1.N.L B2

7.1.N.L C4

7.1.N.L B3

7.1.N.L C5

Students will know:

How to plan their day

How to ask for and give directions

How to tell what you need

How to make and respond to requests

How to give advice

How to get and ask for information

How to buy travel tickets and make a transaction

Geography, handicrafts, festivals, holidays, art and food of le Midi

Students will be able to:

Locate places in the city.

Describe what they see using the verb voir.

Describe what they know using the verbs savoir and connaître.

Form questions using inversion.

Discuss travel items needed for a trip.

Make a reservation and ask for services at a hotel.

Describe actions using verbs like appeler.

Use idioms with faire.

Navigate a train station and airport.

Describe the order of things using ordinal numbers.

Describe the geography, handicrafts, festivals, holidays, art and food of le Midi.

Assessment Evidence:

Performance Assessment Task 1: Students will make a map of their neighborhood or town.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Role-play at a hotel. (staff and guests). Students give each other directions to places in their neighborhood.

Presentational: In teams, students create an itinerary for a trip abroad

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Students will help each other around town using verbal directions.

Presentational mode: Unit projects.

Interdisciplinary Connection: Connection with Social Studies, Math, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Online research for itineraries and reservations. Explore geography and culture of le Midi. (Southeast France)

Global Perspectives: Students will compare/contrast homes and clothing in the United States and France.

Language: French

Level: II

Proficiency Level: NM

UNIT: 1 (RÉVISIONS)

Enduring Understanding(s)

Who I am is a combination of many factors.

Essential Question(s)

How do I describe myself and others?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to describe themselves and ask about others

How to talk about likes and dislikes

How to ask questions

How to tell when they do something

Sports, science, fashion and food in Paris

Students will be able to:

Describe family, friends and self.

Recall the verbs avoir and être.

Recall adjective agreements.

Discuss after-school activities.

Recall ER, IR and RE verbs.

Discuss sports, science, fashion and food in Paris.

Assessment Evidence:

Performance Assessment Task 1: Personal posts on class wiki/blog.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Conversations about themselves, others and their favorite activities.

Presentational: Composition about oneself.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities. Wikis/Blogs.

Presentational mode: Collage, video or power point demonstrating who they are.

Interdisciplinary Connection: Connection with Social Studies, Science, Art, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Communication, collaboration and cross-cultural skills.

Global Perspectives: Students will compare and contrast the lives of francophone teenagers with themselves.

UNIT: 2 (ON FAIT LA FÊTE)

Enduring Understanding(s)

Celebrations are a unique reflection of one's culture.

Essential Question(s)

How do I prepare for celebrations?

How do people in French speaking countries prepare for celebrations?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to wish someone a good time

How to ask for and give advice

How to ask for help

How to check if things have been done

How to ask about food preparation

How to shop for groceries

How to ask where things are in a store

Architecture, food, arts, festivals and holidays of Québec

Students will be able to:

Talk about celebrations.

Refer to others using direct and indirect object pronouns.

Offer people things using the verb offrir.

Prepare for parties using the negative expressions ne...pas, ne...rien, ne...personne, ne...que, ne...jamais, ne...nulle part.

Go food shopping in a French-speaking supermarket.
Buy and prepare food.
Ask for quantities using the partitive and the pronoun en.
Ask where things are using the pronoun y and contractions with à and de.
Narrate past events using verbs with avoir and être in the passé composé.
Discuss architecture, food, arts, festivals and holidays in Québec.

Assessment Evidence:

Performance Assessment Task 1: In teams, students prepare and present the aspects of chosen holidays of a francophone country.
Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.
Interpersonal: Holiday project.
Presentational: Greeting card project.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video, Film: The Count of Monte Cristo.

Interpersonal mode: Paired speaking activities, Wikis/Blogs.

Presentational mode: Team holiday project. Composition about the last holiday they celebrated.

Interdisciplinary Connection: Connection with Social Studies, Science, Math, Art, Architecture, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Explore geography and culture of Québec.

Global Perspectives: Students will explore customs and celebrations of the French-speaking world.

UNIT: 3 (MA VIE QUOTIDIENNE)

Enduring Understanding(s)

How does my day compare to a typical French teen

Essential Question(s)

How do I organize my time during a typical day?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to talk about their routine

How to express impatience

How to say when they do things

How to make recommendations

School places and events

Computer terms

Morning and daily routines

How to ask how something turned out

How to express frustration

The culture, architecture, arts, music, festivals and holidays of Rennes

Students will be able to:

Talk about when they do things using *tout, tous, toute* and *toutes*

Talk about their daily routines using reflexive verbs in the passé composé, imperative and with infinitives

Describe the various locations within a school and its events.

Describe actions using the verbs like *s'appeler* and *se lever*.
Discuss their daily routines in the past using reflexive verbs.
Tell people what to do using reflexive verbs.
Talk about things already mentioned using object pronouns with the passé composé.
Use the opposite expressions of *quelque chose*, *quelqu'un*, *toujours*.
Describe actions using verbs such as *recevoir*.
Describe the courses they take using the verb *suivre*.
Say how long ago they did something using *il y a*, *depuis* and *ça fait*.
Discuss the culture, architecture, arts, music, festivals and holidays of Rennes.

Assessment Evidence:

Performance Assessment Task 1: Composition about their daily routines in the present and/or in the past.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Students tell each other about their typical day.

Presentational: Team project, team creates and presents a model of their ideal school.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Role-play using reflexive verbs.

Presentational mode: Students create a survey about student's activities before and after school.

Interdisciplinary Connection: Connection with Social Studies, Art, Architecture, Music, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Students will post information on wikis/blogs. Explore geography and culture of Île-de-France. Information literacy.

Global Perspectives: Compare and contrast education in the United States with that of Francophone countries.

UNIT: 4 (EN PLEIN AIR)

Enduring Understanding(s)

Understanding the past influences the future.

Spending time outdoors leads me to a greater appreciation of the environment.

Essential Question(s)

How do I narrate past events?

How is life different in the city and country?

What outdoor activities do people do for fun?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to say what happened

How to talk about childhood

How to tell about an event in the past

How to compare life in the country and the city

How to describe life in the country

How to describe circumstances

How to tell what they will do

How to wonder what will happen

The arts, fashion, cinema, festivals and holidays of Dakar

Students will be able to:

Go on a nature trip.

Tell about their childhood activities using the imparfait and passé composé.

Recall adverb placement.

Talk about what life is like in the country and the city.

Compare things using the comparative and superlative.

Narrate past events using the passé composé and imparfait.

Say what they are currently doing using *être en train de*.

To talk about the past using être (and avoir) with the passé composé.

Talk about what you can see and do in nature.

Discuss future plans using the future tense.

Describe outdoor activities using the verb *courir*.

Discuss the arts, fashion, cinema, festivals and holidays of Dakar.

Assessment Evidence:

Performance Assessment Task 1: Composition about a trip they took in nature.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Conversations about what they did when they were younger.

Presentational: Write a composition about your childhood and include a photograph.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video, Film: Les Choristes

Interpersonal mode: Copycat activity: Student draws a scene based on a description of another student.

Presentational mode: Students will write about their future plans.

Interdisciplinary Connection: Connection with Social Studies, Art, Film, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Explore geography and culture of Dakar.

Global Perspectives: Students will understand how people enjoy nature in Francophone countries.

Language: French

Level: III

Proficiency Level: IL

UNIT: 1 (LA SANTÉ)

Enduring Understanding(s)

Good health is essential to a happy, productive life.

Essential Question(s)

How do I maintain a healthy lifestyle?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to ask and tell how they feel

How to describe symptoms and give advice

How to complain about health and give advice

How to sympathize with someone

How to maintain a healthy lifestyle

How to hypothesize

Students will be able to:

Discuss actions using the verb courir.

Identify parts of the body.

Discuss injuries and illnesses that happen to our body.

Say what they do to stay in good health.

Say what they would do given certain conditions using the conditional.

Assessment Evidence:

Performance Assessment Task 1: Student plan a healthy menu based on my plate principals.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension. Compare the American and French health systems.

Interpersonal: Role-play (doctor / patient)

Presentational: Create a public service announcement about what one should and shouldn't do to stay in good health

Instructional Strategies and Connections

Interpretive mode: Compare the American and French health systems.

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities.

Presentational mode: Students design a fitness program and healthy eating plan.

Interdisciplinary Connection: Connection with Social Studies, Science, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Explore health/nutrition issues.

Global Perspectives: Doctors Without Borders. (SIDA)

UNIT: 2 (LE DIVERTISSEMENT)

Enduring Understanding(s)

Having fun is an essential component of a balanced lifestyle.

Essential Question(s)

What can do I do for entertainment?

Where can I go on vacation?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to describe a movie or a book

How to ask for and give information

How to ask about preferences

How to recommend or advise against something

How to ask about a vacation

How to say what they would do if they could

How to express necessity

How to ask about what has been done

The arts, architecture, food, holidays and festivals of Nice

Students will be able to:

Use qui, que and dont when discussing taste in movies and books.

Say what they are doing at the same time as something else happening using the present participle.

Recall the difference between il/elle est and c'est.

Discuss taste in television shows and music.
Refer back to someone or something previously mentioned using the interrogative pronoun *lequel* and the demonstrative pronoun *celui*.
Recall comparatives and superlatives
Discuss vacation plans.
Recall object pronouns.
Recall the conditional.
Recall *si* clauses.
Recall subjunctive
Recall *passé composé* and *imparfait*.
Recall *être en train de*
Discuss the arts, architecture, food, holidays and festivals of Nice.

Assessment Evidence:

Performance Assessment Task 1: Students will create a local entertainment guide for their community.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Students discuss similarity and differences in musical, film and book tastes.

Presentational: Make a poster or trailer about an upcoming movie.

Instructional Strategies and Connections

Interpretive mode: Research French movies and write about them. Film: *La Vie en Rose*

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities.

Presentational mode: Write composition critiquing a film, book or concert. Plan a vacation to a francophone country. Students will make a fake *Facebook* page about a famous French entertainer.

Interdisciplinary Connection: Connection with Social Studies, Art, Science, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Media Literacy

Global Perspectives: Explore different cultures through various media.

UNIT: 3 (LE MONDE DU TRAVAIL)

Enduring Understanding(s)

What I do now impacts my future success.

Essential Question(s)

How do I prepare myself for success in the work force?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to ask about future plans

How to make polite requests

How to make a phone call

How to write a formal letter

About the history of France

Students will be able to:

Discuss their future plans for a profession or providing services.

Recall the future tense.

Describe actions using the verb conduire.

Make a phone call and write a proper letter to someone.

Say what they will do when they will have finished something else.

Say what they are doing at the same time as something else happening using the present participle.

Be polite using the conditional.

Discuss their future plans for a profession or providing services.

Make a phone call and write a proper letter to someone.
Say what they will do when they will have finished something else.
Say what they are doing at the same time as something else happening using the present participle.
Be polite using the conditional.
Discuss the history of France.

Assessment Evidence:

Performance Assessment Task 1: Prepare a resumé, cover letter and job application.
Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.
Interpersonal: Role-play job applicant and potential employer.
Presentational: Class reunion project.

Instructional Strategies and Connections

Interpretive mode: Cultural reading comprehension.

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities.

Presentational mode: Create a want ad for applicants.

Interdisciplinary Connection: Connection with Social Studies, Business, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: 21st century work force. Initiative and self-direction

Global Perspectives: Explore employment in the field of linguistics.

UNIT: 4 (IL ETAIT UNE FOIS)

Enduring Understanding(s)

Fairy tales, fables, and legends reflect the culture from whence they came. Important life lessons are learned through our relationships with others.

Essential Question(s)

How do we narrate past events?

Where do our fairy tales, fables and legends come from?

What do we value in our lives?

How do love and friendship impact our lives?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.L A1

7.1.I.L A3

7.1 I.L A5

7.1 I.L B1

7.1 I.L B4

7.1 I.L B5

7.1 I.L C1

7.1 I.L C3

7.1 I.L C5

Students will know:

How to set the scene for a story

How to continue and end a story

How to relate a sequence of events

How to tell what happened to someone else

How to say what happened

How to ask for and give advice

How to share good and bad news

How to renew old acquaintances

About life and history of Francophone Africa

Students will be able to:

Refer to a general idea or to something that hasn't been mentioned using *ce qui*, *ce que*, *ce dont*

To understand how adjective placement can affect the meaning of a noun.
Relate a sequence of events using time expressions.
Tell what happened to someone else using que.
To say that a past event happened before another past event using the pluperfect
Express past time using the past infinitive.
Refer to one self and others using disjunctive pronouns.
Talk about relationships using reciprocal verbs.
Say what would have happened using the past conditional.
Discuss life and history of Francophone Africa.

Assessment Evidence:

Performance Assessment Task 1: Rewrite ending to a fairytale.
Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Blog about relationship advice.
Interpersonal: Analyzing films.
Presentational: Presenting a special person in student's life.

Instructional Strategies and Connections

Interpretive mode: Cultural reading comprehension. Film: The French fairytale "Beauty and the Beast", Film: Cyrano de Bergerac

Interpersonal mode: Student conversations about their relationships with family and friends.

Presentational mode: Perform fables of Lafontaine. Write a love story of a couple you know or of a famous couple.

Interdisciplinary Connection: Connection with Social Studies, Art, Literature, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Technology literacy

Global Perspectives: How different cultures are shown through fables, stories, fairytales and legends.

Language: French

Level: III H

Proficiency Level: IL

UNIT: 1 (LA SANTÉ)

Enduring Understanding(s)

Good health is essential to a happy, productive life.

Essential Question(s)

How do I maintain a healthy life-style?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to ask and tell how they feel

How to describe symptoms and give advice

How to complain about health and give advice

How to sympathize with someone

How to maintain a healthy lifestyle

How to hypothesize

Students will be able to:

Discuss actions using the verb *courir*.

Identify parts of the body.

Discuss injuries and illnesses that happen to our body.

Say what they do to stay in good health.

Say what they would do given certain conditions using the conditional.

Assessment Evidence:

Performance Assessment Task 1: Student plan a healthy menu based on my plate principals.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension. Compare the American and French health systems.

Interpersonal: Role-play (doctor / patient)

Presentation: Create a public service announcement about what one should and shouldn't do to stay in good health.

Instructional Strategies and Connections

Interpretive mode: Compare the American and French health systems.

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities.

Presentation mode: Students design a fitness program and healthy eating plan.

Interdisciplinary Connection: Connection with Social Studies, Science, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Explore health/nutrition issues.

Global Perspectives: Doctors Without Borders (SIDA)

UNIT: 2 (LE DIVERTISSEMENT)

Enduring Understanding(s)

Having fun is an essential component of a balanced lifestyle.

Essential Question(s)

What can do I do for entertainment?

Where can I go on vacation?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.L A1

7.1.I.L A3

7.1 I.L A5

7.1 I.L B1

7.1 I.L B4

7.1 I.L B5

7.1 I.L C1

7.1 I.L C3

7.1 I.L C5

Students will know:

How to describe a movie or a book

How to ask for and give information

How to ask about preferences

How to recommend or advise against something

How to ask about a vacation

How to say what they would do if they could

How to express necessity

How to ask about what has been done

The arts, architecture, food, holidays and festivals of Nice

Students will be able to:

Use qui, que and dont when discussing taste in movies and books.

Say what they are doing at the same time as something else happening using the present participle.

Recall the difference between il/elle est and c'est.

Discuss taste in television shows and music.
Refer back to someone or something previously mentioned using the interrogative pronoun *lequel* and the demonstrative pronoun *celui*.
Recall comparatives and superlatives
Discuss vacation plans.
Recall object pronouns.
Recall the conditional.
Recall *si* clauses.
Recall subjunctive
Recall *passé composé* and *imparfait*.
Recall *être en train de*
Discuss the arts, architecture, food, holidays and festivals of Nice.

Assessment Evidence:

Performance Assessment Task 1: Students will create a local entertainment guide for their community.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Students discuss similarity and differences in musical, film and book tastes.

Presentational: Make a poster or trailer about upcoming movies

Instructional Strategies and Connections

Interpretive mode: Research French movies and write about them. Film: *La Vie en Rose*

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities.

Presentational mode: Write composition critiquing a film, book or concert. Plan a vacation to a francophone country. Students will make a fake Facebook page about a famous French entertainer.

Interdisciplinary Connection: Connection with Social Studies, Art, Science, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Media Literacy

Global Perspectives: Explore different cultures through various media.

UNIT: 3 (LE MONDE DU TRAVAIL)

Enduring Understanding(s)

What I do now impacts my future success.

Essential Question(s)

How do I prepare myself for success in the work force?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.L A1

7.1.I.L A3

7.1 I.L A5

7.1 I.L B1

7.1 I.L B4

7.1 I.L B5

7.1 I.L C1

7.1 I.L C3

7.1 I.L C5

Students will know:

How to ask about future plans

How to make polite requests

How to make a phone call

How to write a formal letter

About the history of France

Students will be able to:

Discuss their future plans for a profession or providing services.

Recall the future tense.

Describe actions using the verb conduire.

Make a phone call and write a proper letter to someone.

Say what they will do when they will have finished something else.

Say what they are doing at the same time as something else happening using the present participle.

Be polite using the conditional.

Discuss their future plans for a profession or providing services.

Make a phone call and write a proper letter to someone.
Say what they will do when they will have finished something else.
Say what they are doing at the same time as something else happening using the present participle.
Be polite using the conditional.
Discuss the history of France.

Assessment Evidence:

Performance Assessment Task 1: Prepare a resumé, cover letter and job application.
Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.
Interpersonal: Role-play job applicant and potential employer.
Presentational: Class reunion project.

Instructional Strategies and Connections

Interpretive mode: Cultural reading comprehension.

Interpersonal mode: Exchange of personal information through student dialogues / A/B activities.

Presentational mode: Create a want ad for applicants.

Interdisciplinary Connection: Connection with Social Studies, Business, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: 21st century work force. Initiative and self-direction

Global Perspectives: Explore employment in the field of linguistics.

UNIT: 4 (IL ETAIT UNE FOIS)

Enduring Understanding(s)

Fairy tales, fables, and legends reflect the culture from whence they came.

Important life lessons are learned through by exploring the major themes of the classic children's novel *Le Petit Prince*.

Essential Question(s)

How do we narrate past events?

Where do our fairy tales, fables and legends come from?

What do we value in our lives?

How do love and friendship impact our lives?

What is the difference between growing old and maturing?

How does travel to other places make us look at things from a different perspective?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.N.L A1

7.1.N.L B5

7.1.N.L A3

7.1.N.L C1

7.1.N.L A5

7.1.N.L C3

7.1.N.L B1

7.1.N.L C5

7.1.N.L B4

Students will know:

How to set the scene for a story

How to continue and end a story

How to relate a sequence of events

How to tell what happened to someone else

How to say what happened

How to ask for and give advice

How to share good and bad news

How to renew old acquaintances

How to read and analyze the novel *Le Petit Prince*

About life and history of Francophone Africa

Students will be able to:

Refer to a general idea or to something that hasn't been mentioned using *ce qui*, *ce que*, *ce dont*

To understand how adjective placement can affect the meaning of a noun.
Relate a sequence of events using time expressions.
Tell what happened to someone else using *que*.
Narrate historical events using the *passé simple*.
Use the pluperfect to say that a past event happened before another past event.
Express past time using the past infinitive.
Refer to one self and others using disjunctive pronouns.
Talk about relationships using reciprocal verbs.
Say what would have happened using the past conditional.
Express wishes, wants, and desires using the subjunctive.
Discuss life and history of Francophone Africa.

Assessment Evidence:

Performance Assessment Task 1: Rewrite ending to a fairytale.
Performance Assessment Task 2: Teacher generated quizzes and tests

Other Evidence: Integrated Performance Assessments

Interpretive: Blog about relationship advice.
Interpersonal: Analyzing films and novel.
Presentational: Presenting a special person in student's life.
Present and analyze a character from *Le Petit Prince*

Instructional Strategies and Connections

Interpretive mode: Cultural reading comprehension. Film: The French fairytale "Beauty and the Beast", Film: *Cyrano de Bergerac*, Novel: *Le petit Prince*

Interpersonal mode: Student conversations about their relationships with family and friends.

Presentational mode: Perform fables of Lafontaine. Perform chapters from *Le Petit Prince*.
Write the love story of a couple you know or of a famous couple.

Interdisciplinary Connection: Connection with Social Studies, Art, Literature, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Technology literacy

Global Perspectives: How different cultures are shown through fables, stories, fairytales, and legends.

Language: French

Level: IV

Proficiency Level: NL

UNIT: 1 (LE MONDE QUI NOUS ENTOURE)

Enduring Understanding(s)

Respect for and understanding of the environment leads to a greater appreciation for it.
In order to be well informed, one must get their information from different sources.

Essential Question(s)

How can I best appreciate nature?
Where do I get my information and my news?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1
7.1.N.L A3
7.1.N.L A5
7.1.N.L B1
7.1.N.L B4
7.1.N.L B5
7.1.N.L C1
7.1.N.L C3
7.1.N.L C5

Students will know:

How to identify wild animals of North America
How to bring people and things using *amener, apporter, emmener and exporter*
How to describe actions using verbs followed by à / de and the infinitive
How to describe actions using the verbs *croire* and *paraître*
About Francophone America (Louisiana, Quebec, New England and Haiti)

Students will be able to:

Complain and offer encouragement using idiomatic expressions.
Express fear, certainty, doubt, disbelief and possibility using the subjunctive.
Use the imperative to give and receive instructions.
Make announcements.

Describe people, places and things using *quelque part*, *quelqu'un*, *quelque chose* and *quelquefois*.

Recall direct and indirect object pronouns.

Discuss Francophone America (Louisiana, Quebec, New England and Haiti)

Assessment Evidence:

Performance Assessment Task 1: Students will create a news report: sports, entertainment, weather, news

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Discuss current events.

Presentational: Presentation of nature brochure.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: A/B activities.

Presentational mode: Brochure for a nature tour.

Interdisciplinary Connection: Connection with Social Studies, History, Literature, Science, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Explore geography of Francophone America.

Global Perspectives: Students will gain a broader view of North America by studying Francophone culture.

UNIT: 2 (NOTRE SOCIÉTÉ)

Enduring Understanding(s)

Our society is a reflection of our cultural values and politics.

Essential Question(s)

How can I contribute to society?

How can one prepare for natural disasters?

How do my actions influence the health of the planet?

How do politics influence our society and vice versa?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to discuss natural phenomena

How to tell why something happened

How to make predictions and express assumptions

Express and support an opinion

How to express a point of view

How to speculate about what happened

How to ask for assistance

How to get information and explain

About the different Francophone countries in Europe

Students will be able to:

Compare and contrast things using the comparative and superlative.
Use the subjunctive after a conjunction.
Use the passive voice to describe environmental events.
Discuss situations using *quand, lorsque* and *dès que*.
Describe actions using verbs like *éteindre*.
Refer to something already mentioned using contractions with *lequel*.
Express fear, certainty, doubt, disbelief and possibility using the past subjunctive.
Recall the conditional tense.
Describe actions using verbs like *vaincre*.
Talk about each other using *chacun, chacune*.
Discuss the different Francophone countries in Europe.

Assessment Evidence:

Performance Assessment Task 1: Political campaign speech.
Performance Assessment Task 2: Teacher generated quizzes and tests

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.
Interpersonal: Debate preparation.
Presentational: Current events.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Discuss current events.

Presentational mode: In class debate.

Interdisciplinary Connection: Connection with Social Studies, Political and environmental science, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Keeping abreast of current political and environmental trends.

Global Perspectives: Students will compare and contrast French and American politics.

UNIT: 3 (L'ART EN FÊTE)

Enduring Understanding(s)

Our artistic expressions are influenced by our surroundings.

Essential Question(s)

How does one define art?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to ask and give opinions

How to introduce and change a topic of conversation

How to make suggestions and recommendations

How to give an impression

About the history of *outré-mer*

Students will be able to:

Recall forming questions using inversion.

Recall using present participles as adjectives.

Distinguish when to use *si* and *oui*.

Recall the comparative and superlative.

Recall the different between *Savoir* and *Connaître*.

Discuss the history of *outré-mer*.

Assessment Evidence:

Performance Assessment Task 1: Students create a review of a performance they have seen recently.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Discuss performances they have seen or about to see.

Presentational: Create an ad for an upcoming show.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: A/B activities.

Presentational mode: Present and analyze a piece of artwork of students choice.

Interdisciplinary Connection: Connection with Social Studies, Science, Art, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Explore geography and culture of *outré-mer*

Global Perspectives: Students will be able to compare *outré-mer* to American over seas territories.

UNIT: 4 (BON VOYAGE!)

Enduring Understanding(s)

Travel by land and air requires specialized knowledge.

Essential Question(s)

What preparations do I need to make for my voyage?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

How to ask for and give information

How to remind and reassure

How to ask for and give help

How to ask for directions

About the history of *outré-mer*

Students will be able to:

Make their way around an airport.

Discuss going to places using prepositions.

Recall the subjunctive.

Recall adverb placement.

Travel by car.

Recall the future and past perfect.

Say what they have had done by using the *causative faire*.

Discuss the history of *outré-mer*.

Assessment Evidence:

Performance Assessment Task 1: Students plan a road trip.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: Learn to play the classic French card game Mille Bornes.

Presentational: Students will describe their ideal vacation spot in a Francophone region.

Instructional Strategies and Connections

Interpretive mode: Cultural readings and Télé-roman video

Interpersonal mode: Discuss future vacation plans.

Presentational mode: Make a brochure to advertise for a Francophone vacation spot.

Interdisciplinary Connection: Connection with Social Studies, Literature, Math, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Using the Internet to plan itineraries.

Global Perspectives: Students will broaden their horizons through overseas travel.

Language: French

Level: IV H

Proficiency Level: IM

UNIT: 1 LA PAIX ET LA GUERRE

Enduring Understanding(s)

Both times of war and times of peace impact the development of countries.

Essential Question(s)

How do political and social issues influence the products, practices and perspectives of francophone cultures?

What are the origins of these issues?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

The history of France and select francophone countries

How to narrate past events

When to form agreement in the written past between subjects and past participles

Students will be able to:

Narrate past events using the passé récent, passé composé and imparfait.

Use the plus-que-parfait to say that a past event happened before another past event.

Identify when subject/verb agreement occurs in past narration.

Identify major political and social events that profoundly impacted French and francophone societies.

Explain the causes of war and offer suggestions for how it could be avoided.

Analyze and discuss poetry related to war.

Assessment Evidence:

Performance Assessment Task 1: Write a letter in the style of *La lettre de Guy Môquet*

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Read and analyze poetry from Arthur Rimbaud, Paul Éluard and Jacques Prévert as well as *La Marseillaise*

Interpersonal: Analyze films in a Socratic seminar format.

Presentational: Write a summary of one of the major revolutions in French history and present it to the class.

Instructional Strategies and Connections

Interpretive mode: Cultural reading comprehension. Film: *Joyeux Noël*. Film: *Au Revoir les Enfants*

Interpersonal mode: Student conversations about historical and/or personal past events.

Presentational mode: Act out an important scene from French/francophone history.

Interdisciplinary Connection: Connection with Social Studies, Art, Literature, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Technology literacy

Global Perspectives: How different societies are formed as a result of social and political challenges

UNIT: 2 LA FAMILLE ET LA COMMUNAUTE

Enduring Understanding(s)

The definition of family is a reflection of the culture in which it resides.
The roles of members within a family are constantly evolving.

Essential Question(s)

How has the family structure changed across generations?
To what extent has society influenced this change?
How have the roles of family members changed?
What other types of family structures exist in the world, specifically in francophone countries?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1
7.1.N.L A3
7.1.N.L A5
7.1.N.L B1
7.1.N.L B4
7.1.N.L B5
7.1.N.L C1
7.1.N.L C3
7.1.N.L C5

Students will know:

How the family structure has changed over time
The different civil states available to French citizens
The different family structures in francophone countries
How to say what would or would have happened
How to say what will happen
How to say that someone should do something

Students will be able to:

Describe the changing roles within the family structure.
Compare and contrast the various civil states in France.
Debate the importance of marriage from a cultural perspective as it relates to the French.
Discuss the differences between raising children in France vs. the United States.

Talk about future events.

Say that one event in the future will be completed before another using the *future antérieure*

Describe hypothetical situations using the present and past conditional tenses and “if” clauses.

Express doubts, regrets and criticisms using the verb *devoir*

Assessment Evidence:

Performance Assessment Task 1: Create an immersion handbook for American expatriates describing the French family structure and how to raise children the French way.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Listening and reading comprehension using songs, videos and interviews.

Interpersonal: In-class debates on a variety of subjects that relate to family

Presentational: Students create and present skits in French using the conditional/future tenses.

Instructional Strategies and Connections

Interpretive mode: Cultural reading comprehension.

Interpersonal mode: Student conversations about their relationships with family and friends.

Presentational mode: Students create posters using “if” clauses as they relate to the family.

Interdisciplinary Connection: Connection with Social Studies, Literature, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Technology literacy

Global Perspectives: How different cultures define the word “family.”

UNIT: 3 L'IDENTITÉ LINGUISTIQUE

Enduring Understanding(s)

Identity is a product of beliefs, customs and traditions.

There are differences between regional French dialects including:

How to express wishes, desires, doubt and uncertainty

How to tell someone to do something

How to analyze poetry

How to compare and contrast

What life and history are like for Cajuns in America.

What the province of Quebec is like.

Essential Question(s)

How are aspects of identity expressed in various situations?

How to language and culture influence identity?

How does one's identity develop over time?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will be able to:

Express themselves using vocabulary unique to Canadian and Louisiana French.

Express their opinion on the standardization of a language

Compare and contrast stereotypes of Francophiles and Anglophiles.

Say what they wish, desire and doubt using the subjunctive.

Express necessity using the subjunctive.

Express wishes, desires, doubts and uncertainty using the past subjunctive.

Discuss life and history of Acadians in Canada and Cajuns in Louisiana.
Debate the pros and cons of the secession of Quebec from Canada.

Assessment Evidence:

Performance Assessment Task 1: Group skits using the subjunctive.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Analysis of songs and poems that relate to language, culture and identity.

Interpersonal: In class debate on cultural integration and/or language standardization

Presentational: Writing poems in the style of Barry Ancelet's *Schizophrénie linguistique*

Instructional Strategies and Connections

Interpretive mode: In class viewing of videos, reading of poetry, listening to songs that relate to language and identity.

Film: *American Tongues*

Interpersonal mode: Student conversations about language and stereotypes. Exchange of information through A/B activities

Presentational mode: Student created videos

Interdisciplinary Connection: Connection with Social Studies, Art, Literature, Music, Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Technology literacy

Global Perspectives: Where one comes from and the language one speaks is the basis for one's concept of identity.

Language: French

Level: IV H

Proficiency Level: IH

UNIT: 4 LES ARTS VISUELS

Enduring Understanding(s)

Art comes in a variety of forms and can be interpreted many ways.
One can better understand a culture by understanding its art.

Essential Question(s)

What constitutes art?

What have francophone artists contributed to the world of art?

How does art reflect the perspectives of its culture?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.N.L A1

7.1.N.L A3

7.1.N.L A5

7.1.N.L B1

7.1.N.L B4

7.1.N.L B5

7.1.N.L C1

7.1.N.L C3

7.1.N.L C5

Students will know:

Various art forms

How to express their opinion

How to compare and contrast

How to tell what happened to someone else

How to introduce and change a topic of conversation

How to make suggestions and recommendations

Students will be able to:

Refer to a general idea or to something that hasn't been mentioned using ce qui, ce que, ce dont

Avoid repetition through the use of pronouns.

Compare works of art using the comparative and superlative.
Describe works of art using present participles as adjectives.
Contradict a negative statement or question using “si”
Give an impression using targeted vocabulary.
Describe influential francophone artists.

Assessment Evidence:

Performance Assessment Task 1: Research project on a francophone artist and how their art influenced culture.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension.

Interpersonal: A/B conversations where students discuss their artistic preferences.

Presentational: “Guided” museum tour of selected francophone artists.

Instructional Strategies

Interpretive mode: Cultural reading comprehension. Listening comprehension through videos and interviews.

Interpersonal mode: Student conversations about art and their impressions of it.

Presentational mode Students develop a questionnaire about artistic preferences and present their findings to the class.

Interdisciplinary Connection: Connection with Social Studies, Art, Literature, Music, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Technology literacy

Global Perspectives: Ideals of beauty and art vary across countries and cultures

UNIT: 5 LA FRANCOPHONIE

Enduring Understanding(s)

To truly get a sense of France and the French people one must study the many Francophone countries.

Essential Question(s)

What is La Francophonie?

What roles have France and the French language played in the development of certain countries?

How do France and the French language continue to influence particular societies around the globe?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1.I.H A1

7.1.I.H A3

7.1 I.H A5

7.1 I.H B1

7.1 I.H B4

7.1 I.H B5

7.1 I.H C1

7.1 I.H C3

7.1 I.H C5

Students will know:

The various Francophone countries

The effects of French colonialism on Africa and the Caribbean

La Négritude movement

The various forms of negation

Prepositions of placement and time

Students will be able to:

Express themselves using complex negative constructions.

Compare and contrast French fables to African tales.

Discuss and analyze African and Caribbean poetry.

Narrate a series of events using prepositions of placement and time.

Assessment Evidence:

Performance Assessment Task 1: Research project on a francophone country.

Performance Assessment Task 2: Teacher generated quizzes and tests.

Other Evidence: Integrated Performance Assessments

Interpretive: Cultural reading comprehension, listening comprehension

Interpersonal: Socratic seminar to analyze films.

Presentational: Create a timeline of the decolonization of Africa and the Caribbean.

Instructional Strategies

Interpretive mode: Cultural reading comprehension. Film: *Chocolat* by Claire Denis

Film: *Indochin*. Film: *La Rue Casses-Nègres*.

Interpersonal mode: A/B conversations

Presentational mode: Students write their reactions to the concept of colonization.

Interdisciplinary Connection: Connection with Social Studies, Art, Literature, Music, and Character Education

Technology Integration: Use of PowerPoint, media, videos, Google voice, iPods, flip cams, and other supported technology at teacher discretion

21st Century/Career Skills: Technology literacy.

Global Perspectives: France has played an important role in the development of many countries.

Language: French

Level: AP

Proficiency Level: IH/AL

UNIT: I GLOBAL CHALLENGES: ENVIRONMENT

Enduring Understanding(s)

Beliefs and ideals of a society influence the social, political and economic decisions of the society.

Together we can help surmount obstacles and achieve success

Essential Question(s)

What environmental, political and social issues pose challenges to societies?

What are the origins of these issues throughout the world?

What are possible solutions to these challenges?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1: IH

A1, A2, A3, A5, A6, A7

7.1 IH

B1, B2, B4, B5

7.1: IH

C1, C2, C3, C4, C5

Knowledge and Skills

Suggested input strategies:

Study vocabulary associated with nature and the environment. Review of grammar: nouns, articles, present tense and imperatives.

Suggested interpretive activities:

Students will read and discuss “L’homme qui plantait les arbres”, “L’homme le plus grand ennemi de la planète” as well as articles from Le Monde, L’Express, Paris Match and Sept Jours sur la Planète that correspond to the environment. Students listen to “Aux Arbres Citoyens” (Yannick Noah) and analyze the lyrics. Students will watch the film *Nos enfants nous accuseront*

Suggested interpersonal activities:

Students research Swiss environmental protection technology companies or research institutes and then write an e-mail or letter inquiring about the company. Students discuss and debate topics related to the environment, Students provide feedback on classmate's presentations (peer review). Students write poems relating to the environment, peer edit them and then upload their poems to a Voice Thread for discussion and feedback.

Suggested presentational activities:

Students will present articles on current events to the class. Students will calculate their carbon footprint and will create a video/PowerPoint/podcast on ways to reduce impact on the environment. Students will make a mock presentation to the Board of Education suggesting at least one initiative the district should undertake in order to minimize its environmental impact.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

Students are given situations related to the environment.

Performance Assessments

Performance Assessment Task 1: Presentation on global challenges as they relate to the environment.

Performance Assessment Task 2: Persuasive and/or analytical essay

Instructional Strategies

Interpretive mode: Authentic texts from French and Francophone writers, film clips, newspaper articles, and news reports

Interpersonal mode: e-mail, blogging, in class debates

Presentational mode: Presentations on current events and student research

Interdisciplinary Connection: Science, Social Studies, Government, and Health

Technology Integration: PowerPoint and/or Prezi presentations, online videos, podcasting, Google docs

21st Century/Career Skills: Critical thinking and problem solving, collaboration and teamwork, cross-cultural and interpersonal communication

Global Perspectives: Environmental challenges

UNIT: II FAMILIES AND COMMUNITIES: LOVE, FRIENDSHIP AND CUSTOMS

Enduring Understanding(s)

The definition and role of family vary throughout the world.
Actions of individuals and groups affect society.

Essential Question(s)

What constitutes a family in different societies?
How do individuals contribute to the well-being of communities?
How do the roles that families and communities assume differ in societies around the world?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1: IH
A1, A2, A6, A7
7.1 IH
B4, B5
7.1: IH
C3, C4, C5

Knowledge and Skills

Suggested input strategies:

Study vocabulary associated with love, friendship, relationships and customs. Grammar review of past tenses, prepositions, conjunctions

Suggested interpretive activities:

Students will read and discuss “Aux Champs” by Guy de Maupassant. Students will read, discuss and react in writing to the article “Les Pères Changent”. Students will watch programs from Sept Jours sur la Planète and read articles that correspond to customs.

Suggested interpersonal activities:

Students will compare and contrast today’s family structures with those of the 19th century. Students will participate in a French civil marriage ceremony and will compare and contrast it to American marriage customs.

Suggested presentational activities:

Students will read “Cendrillon” and will role play an interview between Cinderella and the Prince. Students will research famous historical couples and will complete a template for an “Agence de Rencontre”.

Role Plays

In order to maximize language production during a role play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role play. Then partner up students to complete role play

Students are given situations related to families and communities

Performance Assessments

Performance Assessment Task 1: Students write and illustrate a fairy tale about love and friendship

Performance Assessment Task 2: Students research and present francophone customs and holidays

Instructional Strategies and Connections

Interpretive mode: Authentic texts from French and Francophone writers, newspaper articles, and authentic film

Interpersonal mode: in class discussions, wiki writing

Presentational mode: essays and oral presentations

Interdisciplinary Connection: Social Studies

Technology Integration: wikis and blogs, online videos, PowerPoint and Prezi presentations

21st Century/Career Skills: Critical thinking and problem solving, collaboration and teamwork, cross-cultural and interpersonal communication

Global Perspectives: The effect of love and friendship on local customs and traditions

UNIT: III PERSONAL AND PUBLIC IDENTITIES: ALIENATION AND ASSIMILATION

Enduring Understanding(s)

Identity is a product of beliefs, customs and traditions.

Society and environment affect the actions of humans in different conditions.

Personal attitudes and behaviors promote self-awareness and personal responsibility.

Essential Question(s)

How does one's identity develop over time?

How do language and culture influence identity?

How are aspects of identity expressed in various situations?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1: IH A1, A2, A6, A7

7.1 IH B4, B5

7.1: IH C3, C4, C5

Knowledge and Skills

Suggested input strategies:

Study vocabulary associated with immigration. Grammar review of subjunctive, relative pronouns

Suggested interpretive activities:

Students will read and discuss excerpts from “Kiffe Kiffe Demain” by Fazia Guene and “Le Racisme expliqué à ma fille” by Tajar Ben Jelloun. Students will listen to “Ma France à Moi” by Diam’s and analyze the images and lyrics. Students will watch the film “Inch Allah Dimanch” Students will also watch programs from Sept Jours sur la Planète that correspond to alienation, assimilation and immigration. Students will complete a Google Docs survey on immigration and analyze the results.

Suggested interpersonal activities:

Students will analyze, discuss and participate in activities about French colonization, contemporary immigration and the dilemma of the veil. Students will participate in a wiki and/or voice threads discussion comparing and contrasting the conception of public identity in French

and francophone countries with that of the U.S. and will react to others' posts. Students will debate issues that relate to immigration.

Suggested presentational activities:

Students will participate in an exposé oral concerning the topic of multiculturalism in the U.S. vs. a francophone country.

Role Plays

In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role-play. Then partner up students to complete role-play

Students are given situations related to multiculturalism

Performance Assessments

Performance Assessment Task 1: Students will create a magazine for immigrants

Performance Assessment Task 2: persuasive and/or analytical essay addressing immigration

Instructional Strategies and Connections

Interpretive mode: Authentic texts from French and Francophone writers, newspaper articles, movies and video clips

Interpersonal mode: in class discussions, wiki writing, A/B activities

Presentational mode: essays and oral presentations

Interdisciplinary Connection: Social Studies, Government

Technology Integration: video clips, movies, internet, Google docs, PowerPoint and Prezi presentations, voice threads, flip cameras

21st Century/Career Skills: Critical thinking and problem solving, collaboration and teamwork, cross-cultural and interpersonal communication

Global Perspectives : Immigration, aliénation and assimilation

UNIT: IV BEAUTY AND AESTHETICS: LITERATURE AND PERFORMING ARTS

Enduring Understanding(s)

Individuals and groups sometimes have different perceptions of art and beauty and understanding this helps to promote individuality.

Recognizing how the arts relate to all aspects of learning and daily life enhances the ability to make connections and solve problems.

Recognizing the importance of art as a representation of a culture helps to understand others.

Essential Question(s)

How are perceptions of beauty and creativity established?

How do ideals of beauty and aesthetics influence daily life?

How do the arts both challenge and reflect cultural perspectives?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1: IH

A2, A5, A6, A7

7.1 IH

B1, B4, B5

7.1: IH

C3, C4, C5

Knowledge and Skills

Suggested input strategies: Grammar review of descriptive adjectives and adjective agreement, possessive and demonstrative adjectives.

Suggested interpretive activities: Students read and analyze *En Attendant Godot* by Samuel Beckett as well as excerpts from *La Cantatrice chauve*, *La Farce de Maistre Pathelin*, *Le Bourgeois Gentilhomme*. Students read and analyze poetry from François Villon, Pierre de Ronsard, Jean de la Fontaine and Paul Verlaine. Students will watch the film *Molière*.

Suggested interpersonal activities: Students discuss and analyze with a partner the various literary works read

Suggested presentational activities: Students summarize important literary works in the form of skits.

Role Plays: In order to maximize language production during a role play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role play. Then partner up students to complete role play. Students are given situations related to literature and plays.

Performance Assessments

Performance Assessment Task 1: Students create an original fable based on *Fables de la Fontaine*

Performance Assessment Task 2: Analytical essay on selected literary works

Instructional Strategies and Connections

Interpretive mode: Readings from influential authors

Interpersonal mode: In class discussions, A/B activities

Presentational mode: oral presentations

Interdisciplinary Connection: Art, Literature, Theater, and Music

Technology Integration: Internet, video and sound clips

21st Century/Career Skills: Critical thinking and problem solving, collaboration and teamwork, cross-cultural and interpersonal communication

Global Perspectives: Art is a reflection of the culture from whence it comes.

UNIT: V SCIENCE AND TECHNOLOGY: THE SOCIAL IMPACT OF TECHNOLOGY

Enduring Understanding(s)

Technological and scientific innovations and advancement have both intended and unintended consequences.

Character and ethics are constantly being challenged and are always evolving.

Essential Question(s)

How do developments in science and technology affect our lives?

What factors have driven innovation and discovery in the fields of science and technology?

What role do ethics play in scientific advancement?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1: AL

A1, A2, A6, A7

7.1 AL

B4, B5

7.1: IH

C3, C4, C5

Knowledge and Skills

Suggested input strategies: Vocabulary related to technology and social networking. Grammar review of si clauses and related verb tenses.

Suggested interpretive activities: Students will complete listening activities regarding “textos” and SMS. Students will read excerpts from “Je voudrais que quelqu’un m’attende quelque part” by Anna Gavalda and the use of cellphones and other electronic devices.

Suggested interpersonal activities: On line discussion of wiki entries

Suggested presentational activities: Write a wiki entry expressing how electronic communication and social networking is changing the world. Students create videos that demonstrate the way technology has influenced society today.

Role Plays: In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role play. Then partner up students to complete role-play. Students are given situations related to science and technology.

Performance Assessment Tasks

Performance Assessment Task 1: analytical and/or persuasive essay

Performance Assessment Task 2: video presentation

Instructional Strategies

Interpretive mode: Authentic texts from French writers, newspaper articles, online articles

Interpersonal mode: A/B discussions, class debates

Presentational mode: wiki writing, videos

Interdisciplinary Connection: 21st century skills, Science

Technology Integration: PowerPoint and Prezi presentations, wiki, videos, movies, Internet

21st Century/Career Skills: Critical thinking and problem solving, collaboration and teamwork, cross-cultural and interpersonal communication

Global Perspectives: Technology has a profound impact on our society

UNIT: VI CONTEMPORARY LIFE: EDUCATION

Enduring Understanding(s)

There are many positive and negative aspects of change.

The production, distribution and consumption of goods/services produced by society are affected by the location, customs, beliefs and laws of that society.

Educational philosophy varies widely across cultures.

Essential Question(s)

What are the challenges of contemporary life?

How is contemporary life influenced by cultural products, practices and perspectives?

How do societies and individuals define quality education?

Standard: 7 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

7.1: AL

A1, A2, A6, A7

7.1 AL

B4, B5

7.1: IH

C3, C4, C5

Knowledge and Skills

Suggested input strategies: Vocabulary related to schools, subjects and education.

Suggested interpretive activities: Students will read excerpts from Rousseau's "Emile" or "L'education". Students will read excerpts from "L'enfant noir" by Camara Laye as well as excerpts from "Chagrin d'Ecole" by Danial Pennac. Students will analyze news articles and blogs related to education. Students watch and discuss the films *Entre les Murs* and *Être et Avoir*.

Suggested interpersonal activities: Students will complete listening and interactive internet activities related to education and contemporary issues in the French-speaking world using *Sept Jours sur la Planète*.

Suggested presentational activities: Students will make a group presentation based on reading and other information gleaned from internet and news articles regarding the educational system

in France, illustrating the pros and cons; students will compare and contrast this with the American educational system.

Role Plays: In order to maximize language production during a role-play, brainstorm as a class words, phrases, questions and/or statements you might hear during the role play. Then partner up students to complete role-play. Students are given situations related to science and technology.

Performance Assessments

Performance Assessment Task 1: Students write a persuasive essay on the ways our educational system could be improved upon and what we can learn from the French system.

Performance Assessment Task 2: Oral assessments

Instructional Strategies

Interpretive mode: Authentic texts from French writers, newspaper articles, and online articles

Interpersonal mode: A/B discussions, class debates

Presentational mode: presentations, essays, oral exposés

Interdisciplinary Connection: Social Studies, History

Technology Integration: Internet sources, video clips, films, authentic French blogs

21st Century/Career Skills: Critical thinking and problem solving, collaboration and teamwork, cross-cultural and interpersonal communication

Global Perspectives: Education is a global issue

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

LATIN

Latin Statement of Philosophy

In the South Brunswick school community, students will have the opportunity to study Latin through sustained study beginning in middle school and continuing through the end of high school. The language acquisition environment will be one that promotes communication, improves literacy and decoding skills and promotes individual student success.

The primary goal for the study of Latin is the interpretation of texts and historical/cultural understanding. Instruction in the study of Latin will be concentrated in the interpretive mode. Students will be asked to understand and interpret within the appropriate cultural context spoken and written communication. Occasionally, some attention may be given to oral dimensions of classical languages as a way of strengthening their language knowledge and use.

Professor Emeritus William Harris notes:

The study of Latin does foster precision in the use of words. Since one reads Latin closely and carefully, often word-by-word, this focuses the student's mind on individual words and their usage. It has been noticed that people who have studied Latin in school usually write quite good English prose. There may be a certain amount of stylistic imitation involved, but more important is the habit of reading closely and following important texts with accuracy.

Latin in the School District

Latin instruction begins in the middle school. Latin I is taught in grades 6, 7, and 8. Incoming freshman who have had Latin in the middle school enroll in Latin 2 and advance to Latin V when they are seniors. The high school also offers Latin I for freshman who did not take Latin in the middle school or for other students who wish to take Latin as an elective

Latin Language Goals

The primary goal for the study of Latin is the interpretation of texts and historical/cultural understanding. Instruction in the study of Latin will be concentrated in the interpretive mode. Students will be asked to understand and interpret within the appropriate cultural context spoken and written communication.

Standards for Classical Language Learning

COMMUNICATION:

Goal 1 Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

CULTURE:**Goal 2 Gain Knowledge and Understanding of Greco-Roman Culture**

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

CONNECTIONS:**Goal 3 Connect with Other Disciplines and Expand Knowledge**

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

COMPARISONS:**Goal 4 Develop Insight into Own Language and Culture**

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

COMMUNITIES:**Goal 5 Participate in Wider Communities of Language and Culture**

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

These Standards are a result of a collaborative project of The American Classical League and The American Philological Association.

**SOUTH BRUNSWICK SCHOOL DISTRICT:
WORLD LANGUAGE CURRICULUM**

Language: Latin

Level: 6th - 8th Grades

COURSE: LATIN I

LEVEL: 6TH

UNIT: II FAMILIA ROMANA

Enduring Understandings

Family is a universal concept.

Essential Questions

How does an ancient Roman family compare to a modern family?

How does an inflectional language use word order differently than a syntactic language?

Unit Objectives

SWBAT use the Genitive case of a Latin noun to express family relationship, possession and description.

SWBAT identify the members of a typical ancient Roman household.

Language

Standards- 1.1, 1.2

Objectives: SWBAT

Recognize and form the Genitive case of Latin nouns in the 1st and 2nd declensions

Materials

FR 13-18

CP 9

L Disc. 11-12

L Doc.. 25

ELI 4-7

CC 7-1

Culture

Standards- 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Construct a Latin family tree

List the members of a typical Roman family

Materials: See Language Materials. Teacher created materials

Connections

Standards- 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment

Create a Roman family tree based on a Latin reading

LEVEL: 6TH

UNIT: III PUER IMPROBUS

Enduring Understandings

Dress reflects culture.

Essential Questions

How did various members of Roman society dress?

How does an inflectional language use word order differently than a syntactic language?

Unit Objectives

SWBAT discuss Roman styles of dress and compare to their own.

SWBAT compare the use of word endings and word order in both English and Latin.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Recognize three different sentence structures in Latin (S LV SC, S VT DO, S VI)

Explain the primary uses of the Nominative and Accusative cases

Materials

FR 19-25

CP 10-11

L Disc. 12-13

L Doc.. 25-26

ELI 7-9

CC 14-20

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Classify articles of Roman clothing based on social class and occasion

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare Roman clothing to modern dress

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment

Identify and color clothing depicted on Roman character.
Illustrate clothing based on a Latin reading.

LEVEL: 6TH

UNIT: IV DOMINUS ET SERVI

Enduring Understandings

Slavery was a Ancient Roman institution.

Essential Questions

How did a slave's life differ from that of a Roman citizen?

How do languages employ mood to differentiate between declarative statements and commands?

Unit Objectives

SWBAT describe the relationship between master and slave in Ancient Rome.

SWBAT recognize the difference between dialogue and narrative constructions.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Recognize the Vocative case in Latin dialogue

Differentiate the uses of Indicative and Imperative mood

Employ the Indicative and Imperative mood in Latin

Materials

FR 26-31

CP 12-13

L Disc. 14

L Doc.. 26

ELI 10-12

CC 21-26

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Describe the life of a slave in Ancient Rome

Discuss the relationship between master and slave in Ancient Rome

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare Ancient Roman slavery to antebellum slavery

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment- Written assessment featuring fill-in-the-blank, matching, composition.

LEVEL: 6TH

UNIT: V VILLA ET HORUS

Enduring Understandings

Shelter and housing is a universal need.

Essential Questions

What were the different types of housing in Ancient Rome?

How does a language use prepositional phrase to modify verbs?

Unit Objectives

SWBAT describe the principal rooms of an Ancient Roman house.

SWBAT recognize prepositional phrases in both English and Latin.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Recognize the Ablative case in Latin prepositional phrases

Convert singular to plural in both Indicative and Imperative moods

Materials

FR 32-39

CP 14-15

L Disc. 15

L Doc.. 26

ELI 13-16

CC 27-31

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Identify the location and function of the principal rooms in a Roman house

Relate social class to type of housing

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare and contrast ancient Roman and modern floor plans

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment

Label and illustrate an ancient Roman floor plan.

LEVEL: 6TH

UNIT: VI VIA LATINA

Enduring Understandings

Transportation is a universal need.

Essential Questions

What was the structure and function of the Roman system of roads?

How can languages use the voice of a verb to alter the emphasis of a passage?

Unit Objectives

SWBAT describe the Roman road system and modes of transportation.

SWBAT use voice to vary the emphasis of a sentence.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Use the Accusative, Ablative and Locative cases to express location and motion

Convert Latin sentences from active to passive voice

Materials

FR 40-47

CP 16-17

L Disc. 16

L Doc.. 26

ELI 16-19

CC 32-38

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Recognize principal Roman roads on a map

Identify various modes of transportation in Ancient Rome

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare ancient and modern modes of travel

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment

Highlight journey traveled along ancient Roman road map based on Latin reading.

LEVEL: 6TH

UNIT: VII PUELLA ET ROSA

Enduring Understandings

Descriptive words enrich writing.

Essential Questions

How does Latin use the Dative Case to expand the meaning of a verb?

How does the Latin language use colors and other adjectives to enrich a passage?

Unit Objectives

SWBAT use adjectives to describe nouns.

SWBAT express the indirect object of a verb.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Identify and use the Dative Case in Latin to express an indirect object

Employ the case, number and gender of a Latin adjective to appropriately modify a Latin noun

Materials

FR 48-53

CP 18-19

L Disc. 17

L Doc.. 26-27

ELI 19-22

CC 49-45

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Identify and name colors in Latin

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment

Write short Latin passage, using adjectives, to describe provided illustration.

LEVEL: 6TH

UNIT: VIII TABENA ROMANO

Enduring Understandings

Commerce (buying and selling) is a commonly held practice throughout the world.

Essential Questions

How does the relationship between buyer and seller compare with modern buying practices?

How can different types of pronouns be employed to express varying relationships between nouns?

Unit Objectives

SWBAT discuss basic Roman shopping practices.

SWBAT identify and use pronouns in both English and Latin.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Identify and use Personal, Demonstrative, Relative and Interrogative Pronouns in Latin constructions

Materials

FR 54-62

CP 20-22

L Disc. 18

L Doc.. 27

ELI 22-26

CC 46-54

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Describe the atmosphere and practices of a Roman marketplace

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment

Written assessment- featuring fill-in-the-blank, matching, and composition.

COURSE: LATIN I

LEVEL: 7TH

UNIT: IX PASTOR ET OVES

Enduring Understandings

Rome had a sphere of influence: it had the power to affect developments in other countries and places although it had no formal authority.

Essential Questions

What were the different environments and natural features within the Roman sphere of influence?
How do nouns naturally fall into different groups with similar endings?

Unit Objectives

SWBAT recognize prepositional phrases in both English and Latin.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Decline and sort Latin nouns of the first 3 declensions

Use the Ablative Case of both Means and Manner to express “how” an action has been accomplished

Materials

FR 63-68

CP 23-24

L Disc. 19

L Doc.. 27

ELI 27-30

CC 55-61

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Label the features of a landscape in Latin

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment- Complete paradigm for unfamiliar nouns of the first 3 declensions

LEVEL: LATIN I - 7TH
UNIT: X BESTIAE ET HOMINES

Enduring Understandings

Animal life has existed on Earth for millions of years. Habitat determines which animals live and survive where.

Essential Questions

What animals existed both within and without the Roman Empire?
How is the infinitive mood of the verb used to express a verbal idea?

Unit Objectives

SWBAT identify ancient geographical features and relate them to their modern counterparts.
SWBAT use the infinitive mood of the verb to complete the meaning of finite verbs.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Use and recognize present active and passive infinitives
Use a complementary infinitive to complete the meaning of certain finite verbs

Materials

FR 69-76
CP 25-27
L Disc. 20
L Doc.. 27-28
ELI 30-33
CC 62-69

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Sort animals indigenous to the Roman Empire based on habitat, domesticity and distinguishing features

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Discuss binomial nomenclature and scientific taxonomy

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment- Write Latin sentences about various animals answering the question(s): Quid facere (non) potest?

LEVEL: LATIN I - 7TH
UNIT: XI CORPUS HUMANUM

Enduring Understandings

Latin influenced the anatomical terminology we use today.

Essential Questions

How did Latin vocabulary affect modern anatomical terminology?

How does gender affect the grouping of Latin nouns?

Unit Objectives

SWBAT identify the parts of the human body using Latin vocabulary.

SWBAT distinguish between variations in 3rd declension nouns due to gender.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Decline 3rd declension neuter nouns

Use an accusative and infinitive construction to complete the meaning of a finite verb

Use the ablative case of the noun to express cause or reason

Materials

FR 77-84

CP 28-29

L Disc. 21

L Doc.. 28

ELI 34-38

CC 70-74

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Label parts of the human body in Latin

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Discuss the Latin roots featured in anatomical vocabulary

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment

Identify the parts of the body described by English derivatives.
Label parts of the body in Latin.

LEVEL: LATIN I - 7TH
UNIT: XII MILES ROMANUS

Enduring Understandings

Fighting strategies were influenced by Roman weaponry and armor.

Essential Questions

How do nouns naturally fall into different groups with similar endings?

How can adjectives be modified to express different degrees of comparison?

How does a Roman soldier's weaponry and armor influence fighting strategies?

Unit Objectives

SWBAT identify the case endings of 4th declension Latin nouns.

SWBAT use the comparative degree of adjectives to describe the quality of Latin nouns.

SWBAT describe the armor and weaponry of a typical Roman soldier.

Language- Standards: 1.1, 1.2

Objectives: SWBAT

Decline Latin nouns in the 4th declension

Modify nouns using the comparative degree of adjectives

Use the dative case of the noun to express possession

Use the genitive case of the noun to express the part of the whole

Materials

FR 85-94

CP 30-32

L Disc. 22-23

L Doc.. 28-29

ELI 38-44

CC 75-83

Culture- Standards: 2.1, 2.2, 5.1, and 5.2

Objectives: SWBAT

Label a picture of a Roman soldier with the appropriate Latin names of armor/weaponry.

Describe the type of combat for which each weapon was best suited

Materials: See Language Materials. Teacher created materials

Connections- Standards: 3.1, 3.2, 4.1, 4.2, 5.1, and 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare English and Latin systems of degrees of adjectives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment: Written assessment featuring fill-in-the-blank, matching, composition.

LEVEL: LATIN I - 7TH
UNIT: XIII ANNUS ET MENSES

Enduring Understandings

The calendar and how to make the passage of time were influenced by Ancient Rome.

Essential Questions

How can adjectives be modified to express different degrees of comparison?

How did Romans mark time using the Julian calendar and the sundial?

Unit Objectives

SWBAT interpret the Ancient Roman calendar and the division of hours in a day.

SWBAT identify case endings for 5th declension nouns.

SWBAT use the comparative degree of adjectives to describe the quality of Latin nouns

Language- Standards: 1.1, 1.2

Objectives: SWBAT

Decline Latin nouns in the 5th declension

Modify nouns using the superlative degree of adjectives

Express phrases of time when using the Ablative case

Materials

FR 95-102

CP 33-35

L Disc. 23-24

L Doc.. 29

ELI 44-48

CC 84-91

Culture- Standards: 2.1, 2.2, 5.1, and 5.2

Objectives: SWBAT

Explain how to tell time using a sundial

Express dates in Latin using the Roman calendar and related phrases

Materials: See Language Materials. Teacher created materials

Connections- Standards: 3.1, 3.2, 4.1, 4.2, 5.1, and 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare modern and ancient Roman calendar systems

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Place events onto modern calendar based on Latin reading. Sort list of events written in Latin into chronological order.

LEVEL: LATIN I - 7TH
UNIT: XIV NOVAS DIES

Enduring Understandings

All children have daily routines dictated by family life and environment.

Essential Questions

What are the daily routines of Ancient Roman children? How are they like and different from the routines of children today?

What are the different methods used in Latin to connect related ideas?

Unit Objectives

SWBAT use participles and ablative absolutes to form subordinate clauses.

SWBAT compare and contrast daily routines of Ancient Roman and modern children.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Decline and use present active participles

Use the ablative absolute construction to connect ideas

Materials

FR 103-109

CP 36-38

L Disc. 25

L Doc.. 29

ELI 48-52

CC 92-97

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Create a morning schedule for a typical Roman child

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Written assessment featuring fill-in-the-blank, matching, composition.

LEVEL: LATIN I - 7TH

UNIT: XV MAGISTER ET DISCIPULI

Enduring Understandings

Social class and gender impacted a child's education in Ancient Rome.

Essential Questions

How does the Latin language use verb endings to determine its subject?

How do education differ between social classes and genders?

Unit Objectives

SWBAT conjugate Latin verbs in the present tense.

SWBAT compare and contrast an Ancient Roman and modern school day.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Match Latin personal pronouns with active and passive personal endings

Duplicate conjugation paradigms for irregular verbs: esse, posse, and ire

Materials

FR 103-109

CP 36-38

L Disc. 25

L Doc.. 29

ELI 48-52

CC 92-97

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

List items common to an Ancient Roman classroom

Discuss the activities in an Ancient Roman classroom

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare Ancient Roman school day to their own
Evaluate educational opportunities and experiences in Ancient Rome

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment: Complete a Latin dialogue with correct forms of a Latin verb based on personal pronouns.

LEVEL: LATIN I - 7TH
UNIT: XVI TEMPESTAS

Enduring Understandings

Weather is a driving force that shapes the way we do things.

Essential Questions

How did the Romans use nature to organize their world?

How do Latin deponent verbs compare to Latin active verbs in meaning?

Unit Objectives

SWBAT express basic weather conditions in Latin.

SWBAT recognize deponent verb forms.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Conjugate deponent verbs in the present tense

Use the ablative case in phrases of comparison

Conjugate the irregular verb: fieri

Materials

FR 118-125

CP 41-44

L Disc. 27

L Doc.. 30

ELI 56-59

CC 105-111

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Label a picture with basic weather conditions

Recognize and use directions to express the parts of a Roman ship

Label the points of a compass in Latin

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Identify the constellations used by Romans for navigation

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment: Illustrate scenes depicting weather based on Latin reading.

NOTE: THIS UNIT CAN BE FOR LEVELS 7TH AND 8TH

UNIT: XVII NUMERIO DIFFICILES

Enduring Understandings

A monetary system is the way a government provides money in a country's economy.

Essential Questions

How does voice affect the emphasis of a Latin sentence?

What similarities exist between ancient Roman and modern numismatics?

Unit Objectives

SWBAT differentiate between active, passive and deponent verb forms.

SWBAT compare ancient Roman and modern monetary systems.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Conjugate Latin verbs in present tense in the active, passive, and deponent voices

Materials

FR 126-134

CP 45-48

L Disc. 28

L Doc.. 30

ELI 59-63

CC 112-118

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Distinguish the relative value of ancient Roman coins

Convert Roman and Arabic numerals

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Find and interpret modern usages of Roman numerals

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Convert sentences from active to passive and vice versa.

COURSE: LATIN I

LEVEL: 8TH

UNIT: XVIII LITERAE LATINAE

Enduring Understandings

Media are the outlets or tools that are used to communicate information.

Essential Questions

How do adverbs and adjectives compare in both form and usage?
What different media did the ancient Romans use in their writing?

Unit Objectives

SWBAT form and use Latin adverbs.
SWBAT identify tools used for writing in Ancient Rome.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Form regular adverbs from their related adjectives
Recognize irregular superlative forms of both adjectives and adverbs

Materials

FR 135-144	L Doc. 30-31
CP 49-52	ELI 64-68
L Disc. 29	CC 119-125

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Use modern example of wax tablet
Evaluate the utility of various ancient Roman writing tools

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives
Compare modern and ancient Roman writing products

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment: Illustrate sentences that use positive, comparative and superlative degrees of adjectives and adverbs.

LEVEL: LATIN I - 8TH
UNIT: XIX MARITUS ET UXOR

Enduring Understandings

Myths are age-old stories that are told to explain nature, history, and customs.

Essential Questions

How does Latin combine time and aspect to convey the meaning of verbs?

Who are the principal deities responsible for love and marriage?

Unit Objectives

SWBAT identify and describe incomplete past actions using the Imperfect tense of Latin verbs.

SWBAT recognize notable husbands and wives in mythology.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Conjugate active and passive verbs in present and imperfect tenses

Conjugate the irregular verb: esse (to eat)

Identify the 9 irregular Latin adjectives (UNUS NAUTA)

Materials

FR 145-153

CP 53-56

L Disc. 30-31

L Doc. 31

ELI 68-72

CC 126-134

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Discuss customs surrounding Roman marriage and courtship

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Contrast the use of tense in Latin and English verbs

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment: Written assessment featuring- fill-in-the-blank, matching, composition

LEVEL: LATIN I - 8TH
UNIT: XX PARENTES

Enduring Understandings

Family and environment influence child-rearing practices.

Essential Questions

How does Latin combine time and aspect to convey the meaning of verbs?

What child-rearing practices did Ancient Romans value?

Unit Objectives

SWBAT identify and describe actions using the Future tense of Latin verbs.

SWBAT explain ancient Roman parental roles dealing with infants.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Conjugate active and passive verbs in present, imperfect and future tenses

Conjugate the irregular verbs: velle and nolle

Materials

FR 154-162

CP 57-62

L Disc. 31-32

L Doc. 31

ELI 73-76

CC 135-140

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Describe the characteristics of a “good Roman mother”

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Contrast the use of tense in Latin and English verbs

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Order events in relative chronological order from a Latin reading.

LEVEL: LATIN I - 8TH
UNIT: XXI PAGNA DISCIPULORUM

Enduring Understandings

The choices you make will lead to consequences.

Essential Questions

How does Latin combine time and aspect to convey the meaning of verbs?

How can different choices (behaviors) result in different outcomes?

Unit Objectives

SWBAT identify and describe actions using the Perfect tense of Latin verbs.

SWBAT discuss choices of the Roman children and subsequent consequences.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Conjugate active and passive verbs in present, imperfect, future and perfect tenses

Identify Latin verb principal parts and their uses

Recognize the relative time of Latin infinitives

Materials

FR 163-171

CP 63-66

L Disc. 32-33

L Doc. 32

ELI 76-81

CC 141-149

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Evaluate the choices made by Marcus and explain what you could do in a similar situation

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Contrast the use of tense in Latin and English verbs

Materials: See Language Materials. Teacher created materials. English Dictionaries

Assessment: Rewrite a Latin story told in the present tense in the past using the imperfect and perfect tenses.

LEVEL: LATIN I - 8TH
UNIT: XXII CAVE CANEM

Enduring Understandings

Defense and protection of the home has held importance over time.

Essential Questions

How can different forms of verbal nouns expand the meaning of finite verbs?

What means did Romans use to protect their homes?

Unit Objectives

SWBAT identify and use the supine form of the verb to express purpose.

SWBAT recognize the importance of the doorkeeper in an ancient Roman household.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Recognize the supine form of the verb as it expresses purpose

Conjugate the irregular verb: ferre

Materials

FR 172-178

CP 67-69

L Disc. 34-35

L Doc. 32-33

ELI 82-85

CC 150-158

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Discuss the role of the doorkeeper in ancient Rome

Describe the layout of a Roman entryway and the process for gaining admittance

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Explain the evolution from Roman doorkeeper (*ianitor/custos*) to modern

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Based on a Latin reading, answer “Quid (aliquis) factum ibit?” questions.

LEVEL: LATIN I - 8TH
UNIT: XXIII EPISTULA MAGISTRI

Enduring Understandings

An author uses point of view to narrate or to let the reader “hear” and “see” what is taking place.

Essential Questions

How are actions and intentions expressed differently using verbal structures?

How does the point of view of an ancient Roman letter vary from that of a modern letter?

Unit Objectives

SWBAT recognize future active participles conveying intent.

SWBAT explain the uses of the *epistolary* tenses of Latin verbs.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Decline and use present and future active participles

Materials

FR 179-186

CP 70-71

L Disc. 35-36

L Doc. 33

ELI 85-89

CC 159-166

Culture

Standards: 2.1, 2.2, 5.1, and 5.2

Objectives: SWBAT

Write a short letter in Latin using the appropriate epistolary tenses

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, and 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Compare and contrast ancient Roman and modern communication

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Rewrite Latin sentences containing participles as compound sentences or pairs of simple sentences.

LEVEL: LATIN I - 8TH
UNIT: XXIV PUER AEGROTUS

Enduring Understandings

Healthcare has always included diagnosis, treatment and prevention.

Essential Questions

How has healthcare developed since ancient Roman times?

How does Latin combine time and aspect to convey the meaning of verbs?

Unit Objectives

SWBAT identify and describe actions using the Pluperfect Perfect tense of Latin verbs.

SWBAT compare ancient and modern forms of healthcare.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Conjugate active and passive verbs in present, imperfect, future, perfect and pluperfect tenses

Materials

FR 187-193

CP 72-74

L Disc. 36

L Doc. 33

ELI 89-92

CC 167-174

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Discuss the role of a doctor in ancient Rome

List examples of ancient Roman medical practices and remedies

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Write a short Latin letter describing a series of events using epistolary tenses.

LEVEL: LATIN I - 8TH
UNIT: XXV THESEUS ET MINOTAURUS

Enduring Understandings

Myths are stories that are told to explain nature, history, and customs.

Essential Questions

How do languages employ mood to differentiate between declarative statements and commands?
What function do myths serve in ancient cultures?

Unit Objectives

SWBAT differentiate between active, passive and deponent verb forms.
SWBAT name and describe prominent mythological monsters.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Form Latin imperatives in the active, passive, and deponent voices

Materials

FR 194-202

ELI 93-96

L Disc. 37

CC 165-181

L Doc. 33-34

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Illustrate monsters featured in both ancient Greek and Roman mythology

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

List examples of ancient mythological creatures being used in modern context

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Illustrate mythological monsters based upon a Latin description.

LEVEL: LATIN I - 8TH

UNIT: XXVI DAEDALUS ET ICARUS

Enduring Understandings

Myths are stories that are told to explain nature, history, and customs.

Essential Questions

How can different forms of verbal nouns expand the meaning of finite verbs?

How are myths used to influence behavior?

Unit Objectives

SWBAT recognize the forms and uses of the gerund (verbal noun).

SWBAT name and describe prominent mythological characters.

Language

Standards: 1.1, 1.2

Objectives: SWBAT

Recognize the forms of the gerund as used to express cause and purpose

Materials

FR 203-210

FS 7-12

L Disc. 38

L Doc. 34-35

ELI 96-99

CC 182-188

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

Describe a modern situation in which the lessons from this myth would be relevant

Materials: See Language Materials. Teacher created materials

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

Connect Latin roots to English derivatives

Materials: See Language Materials. Teacher created materials. English Dictionaries.

Assessment:

Convert (rewrite) Latin expressions of cause and purpose using gerunds.

COURSE: LATIN II

LEVEL: HS

UNIT: 1 RES RUSTICAE (FR XXVII)

Enduring Understandings

Architecture helps shape the quality of our environments.

Essential Questions

How does Latin's usage of verb mood differ from that of English? Why do these differences occur?

How does the mood of a verb affect the temper and tone of a statement?

What role did agriculture play in everyday Roman life? How did the usage of land impact Roman society and social structures?

Unit Objectives

TSWBAT identify, form, and employ Latin verbs in the subjunctive mood (present tense)

TSWBAT utilize conjunctions associated with the subjunctive mood (*ut, quam + superlative*)

TSWBAT identify, form, and employ Latin nouns in the ablative case with and without prepositions (instrument/separation)

Language

Standards: 1.1, 1.2

Objectives: SWBAT

TSWBAT Identify, reproduce, and explain the present tense of the subjunctive mood with verbs of demanding and effecting

TSWBAT identify, reproduce, and explain the ablative case expressing instrument & separation, with and without prepositions

TSWBAT identify, reproduce, and explain the use of the conjunctions *ut* and *quam + superlative*

Materials

FR 211-221

L Doc 35

FS 13-22

EL 100-104

L Disc 39

CC 189-197

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT list common Roman crops farmed in Italy

TSWBAT explain the structure and function of agriculture in Roman society

TSWBAT analyze the relationship between a Roman land-owner and his *coloni* (tenant-farmers)

Materials: See Language Materials. Teacher created materials, TBR 71-77

Suggested Activities

TBR 74-77

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT compare Roman systems of farming with modern U.S. equivalents

TSWBAT compare the impact of agrarianism on the Roman economy with the modern global economy

TSWBAT connect Latin vocabulary to modern English derivatives

Materials: See Language Materials. Teacher created materials, TBR 71-77

Suggested Activities

TBR 74-77

TBD

Assessment:

Chapter 27 Test; Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II
UNIT: 2 PERICULA MARIS (FR XXVIII)

Enduring Understandings

Some believe the universe has a divine plan.

Essential Questions

How do Latin and English express the ideas of purpose and result differently? What impact does this have on communication?

What role did the Romans believe divine power played in determining the outcome of daily occurrences?

How did the rise of Christianity impact Roman religion and their concepts of divine power?

Unit Objectives

TSWBAT identify, form, and employ Latin verbs in the subjunctive mood (imperfect tense)

TSWBAT explain and utilize the Latin subjunctive mood in purpose & result clauses (sequence of tenses)

TSWBAT compare and contrast the uses of indirect statement with indirect command

Language

Standards: 1.1, 1.2

Objectives: SWBAT

TSWBAT Identify, reproduce, and explain the imperfect tense of the subjunctive mood

TSWBAT explain and utilize the sequence of tenses in identifying and forming purpose and result clauses

TSWBAT explain the difference between the formation of indirect statement and indirect command and their appropriate usages

TSWBAT form and use the irregular verbs *velle*, *nolle*, and *malle*

Materials

FR 222-231

FS 23-34

L Disc 40

L Doc 35-36

EL 104-109

CC 198-205

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT summarize the rise of Christianity during the Roman Empire

TSWBAT discuss the differences and similarities between early Christianity and Roman polytheism

TSWBAT evaluate the impact of Christianity on Roman society during the latter portions of the Empire

Materials: See Language Materials. Teacher created materials, TBR 123-131

Suggested Activities

TBR 128-131

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT compare modern, secular explanations for daily events with Roman/Christian religious explanations

TSWBAT analyze the impact that the number of deities has on religious perspectives

TSWBAT explain their opinion of the impact of divine power on daily occurrences

TSWBAT connect Latin vocabulary to modern English derivatives

Materials: See Language Materials. Teacher created materials, TBR 123-131

Suggested Activities

TBR 128-131

TBD

Assessment:

Chapter 28 Test; Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II

UNIT: 3 NAVIGARE NECESSE EST (FR XXIX)

Enduring Understandings

Travel and trade move people-- and these movements influence other things.

Essential Questions

How does the form of a Latin question (direct, indirect, deliberative) influence the expected response? Why?

How is the use of Latin verb moods impacted by senses of time and cause/effect relationships?

How did the Romans employ travel & trade to support the growth & influence of the Empire?

Unit Objectives

TSWBAT compare, explain, and employ deliberative and indirect questions in Latin

TSWBAT compare, explain, and employ the temporal uses of the conjunction *cum* with Latin verbs (indicative & subjunctive)

TSWBAT form and employ Latin personal pronouns

Language

Standards: 1.1, 1.2

Objectives: SWBAT

TSWBAT use the subjunctive mood to form deliberative and indirect questions

TSWBAT explain and form temporal and causal clauses using *cum* + indicative/subjunctive

TSWBAT utilize the genitive case to express value, charge, and part of the whole

TSWBAT form and employ Latin personal pronouns

Materials

FR 232-241

FS 35-51

L Disc 41

L Doc 36-37

EL 109-113

CC 206-214

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT list the various methods and routes of trade during the Roman Empire

TSWBAT analyze the advantages and disadvantages of various travel methods (land vs. sea) in the 2nd century AD

TSWBAT assess the impact of various modes of transportation on the Roman trade economy

Materials: See Language Materials. Teacher created materials, TBR 89-95

Suggested Activities

TBR 94-95

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT compare the methods & routes of ancient and modern trade

TSWBAT analyze the importance of trade in the Roman and U.S. economies

TSWBAT connect Latin vocabulary to modern English derivatives

Materials: See Language Materials. Teacher created materials, TBR 89-95

Suggested Activities

TBR 94-95

TBD

Assessment:

Chapter 29 Test; Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II
UNIT: 4 CONVIVIUM (FR XXX)

Enduring Understandings

Social customs differ by culture.

Essential Questions

Why does Latin express the idea of exhortation utilizing the subjunctive mood? What difference does it make?

How does Latin express the idea of an action that is completed in the future? What contingencies does this depend on?

How do Roman social and dining customs relate to those in modern America? Where are they similar/different? Why?

Unit Objectives

TSWBAT identify, explain, and employ the hortatory use of the subjunctive mood

TSWBAT identify, form, and utilize the future perfect indicative tense

TSWBAT identify, form, and utilize adverbs formed from 3rd declension adjectives

Language

Standards: 1.1, 1.2

Objectives: SWBAT

TSWBAT identify, explain, and employ the hortatory subjunctive

TSWBAT identify, form, and utilize the future perfect indicative tense

TSWBAT identify, form, and utilize adverbs formed from 3rd declension adjectives

Materials

FR 242-250

FS 53-64

L Disc 42

L Doc 37-38

EL 113-117

CC 215-221

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT describe the events and terminology associated with a Roman *convivium*

TSWBAT discuss appropriate behavior in Roman social situations

Materials: See Language Materials. Teacher Constructed Materials/ ER2 61-63; 68-69
Adapted *Cena Trimalchionis*

Suggested Activities

Host/attend a *Convivium*
Play knucklebones
TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT compare a Roman *convivium* with a modern dinner party
TSWBAT compare appropriate Roman social behavior & conversation with modern equivalents
TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language & Culture Materials
Teacher Constructed Materials

Suggested Activities

Written Reflections
TBD

Assessment:

Chapter 30 Test; Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination;
Final Examination

LEVEL: HS LATIN II
UNIT: 5 INTER POCULA (FR XXXI)

Enduring Understandings

Social customs differ by culture.

Essential Questions

What is the difference between a wish, a command, and an exhortation? Why does Latin use the subjunctive to express all of these concepts?

How do Latin and English differ in their constructions for expressing the idea of necessity? What impact does this have on communication?

How do Roman social and dining customs relate to those in modern America? Where are they similar/different? Why?

Unit Objectives

TSWBAT compare the optative and jussive usages of the subjunctive mood to the hortatory subjunctive

TSWBAT identify, form, and utilize the gerundive as the future passive participle

TSWBAT explain and employ the gerundive with *esse* as a passive periphrastic expressing obligation

Language

Standards: 1.1, 1.2

Objectives: SWBAT

TSWBAT compare the optative and jussive usages of the subjunctive mood to the hortatory subjunctive

TSWBAT identify, form, and utilize the gerundive as the future passive participle & gerundive of obligation

TSWBAT identify, form, and utilize Latin indefinite relative pronouns

Materials

FR 251-260

FS 65-80

L Disc 43

L Doc 38

EL 117-120

CC 222-227

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2

Objectives: SWBAT

TSWBAT describe the events and terminology associated with a Roman *convivium*

TSWBAT discuss appropriate behavior in Roman social situations

Materials:

See Language Materials

Teacher Constructed Materials

ER2 61-63; 68-69

Adapted *Cena Trimalchionis*

Suggested Activities

Host/attend a *Convivium*

Play knucklebones

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives: SWBAT

TSWBAT compare a Roman *convivium* with a modern dinner party

TSWBAT compare appropriate Roman social behavior & conversation with modern equivalents

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language & Culture Materials

Teacher Constructed Materials

Suggested Activities

Written Reflections

TBD

Assessment:

Chapter 31 Test; Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination;

Final Examination

LEVEL: HS LATIN II
UNIT: 6 CLASSIS ROMANA (FR XXXII)

Enduring Understandings

Travel and trade move people-- and these movements influence other things.

Essential Questions

How do Latin and English differ in their verbal expressions of fear? What impact does this have on communication?

What is the difference between an indefinite and a definite pronoun? When would you use each of them?

How did the Romans utilize ships and seafaring in support of expansion (via trade, empire, etc.)?

Unit Objectives

TSWBAT identify, form, and utilize the perfect tense of the subjunctive mood (sequence of tenses)

TSWBAT recognize, explain, and employ the subjunctive in Latin expressions of fear (fear clauses)

TSWBAT identify, form, and utilize the indefinite pronoun *aliquis/aliquid*

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify, form, and utilize the perfect tense of the subjunctive mood (sequence of tenses)

TSWBAT recognize, explain, and employ the subjunctive in fear clauses

TSWBAT identify, form, and utilize the indefinite pronoun *aliquis/aliquid*

Materials

FR 261- 272

FS 81-96

L Disc 44

L Doc 39 - 40

EL 121- 125

CC 228-235

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2

Objectives:

TSWBAT to describe the events and terminology associated with Roman seafaring culture

TSWBAT analyze the growth of Roman seafaring in the context of the expansion of the Roman Empire

TSWBAT discuss the role that the Roman navy played in the late Republic/early Empire

Materials:

See Language Materials

Teacher Created Materials

Ben Hur (Naval Battle Scenes)

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT compare the growth and importance of seafaring in Rome with that of America

TSWBAT evaluate the roles that seafaring (and a strong navy) play in the expansion of a sphere of economic/political influence

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 32 Test; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II
UNIT: 7 EXERCITUS ROMANUS (FR XXXIII)

Enduring Understandings

Military history impacts societies, their cultures, economies and international relationships.

Essential Questions

How does Latin express contra-factual ideas differently than English? What impact does this have on communication?

How does Latin deal with verbs and verbals with direct objects in the same clause? (e.g. gerundive attraction)

What influence has Roman military history/strategy exerted on the western practice of warfare?

Unit Objectives

TSWBAT identify, form, and utilize the pluperfect tense of the subjunctive mood (sequence of tenses)

TSWBAT recognize, explain, and employ the subjunctive in Latin contrafactual expressions

TSWBAT recognize, explain, and employ the gerundive with a direct object (gerundive attraction)

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify, form, and utilize the pluperfect subjunctive (sequence of tenses)

TSWBAT recognize, explain, and employ the subjunctive in Latin contrafactual expressions

TSWBAT recognize, explain, and employ the gerundive with a direct object (gerundive attraction)

Materials

FR 273-283

FS 97-108

L Disc 45-46

L Doc 40

EL 125-130

CC 236-245

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2

Objectives:

TSWBAT describe the events and terminology surrounding Roman military history/strategy

TSWBAT analyze significant battles/strategies in Roman military history

TSWBAT determine the role that major Roman military successes and defeats impacted the rise/fall of the Roman Empire

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT compare significant Roman military strategies with key U.S. military strategies

TSWBAT discuss the influence of the Roman military model on the western world

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 33 Test; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II
UNIT: 8 DE ARTE POETICA (FR XXXIV)

Enduring Understandings

Poetry influences thought and behavior.

Essential Questions

What is the significance of poetry as a genre in Roman culture? How were different types of poetry viewed in Roman society?

What constitutes a ‘poem’ in the Roman world? How does this idea of poetry compare to modern concepts?

What role did meter play in Roman poetry? How does it both limit and enhance the expressive ability of Latin poems?

Unit Objectives

TSWBAT recognize, explain, and reproduce common Latin verb and noun form contractions

TSWBAT recognize, explain, and utilize the “poetic plural” in Latin

TSWBAT recognize, explain, and analyze the rules of Latin poetic meter (Hexameter, Pentameter, and Hendecasyllabic)

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT recognize, explain, and reproduce common Latin verb and noun form contractions

TSWBAT recognize, explain, and utilize the “poetic plural” in Latin

TSWBAT recognize, explain, and analyze the rules of Latin poetic meter

TSWBAT explain and employ common terms for analyzing poetic figures of speech

Materials

FR 284-295

FS 109-136

L Disc 46-48

L Doc 40-41

EL 130-134

CC 246-255

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT define poetry in Roman terms

TSWBAT identify and explain the significance of prominent Roman poets and their genres/key works

TSWBAT discuss the role that poetry played in Roman social & political life

Materials:

See Language Materials

Teacher Created Materials

Cat. III, V, XIII, LXX, LXXXV

Hor. Ars. 333; Ep. I.11.27

Mart. Ep. I.32, I.33, I.118, II.88, III.9, III.61, V.43, V.81, VI.61, VII.3, IX.5, IX.67, X.8, XI.64

Ovid Ars. I.99; Am. II.18, III.2

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT compare Roman and modern poetic styles & devices

TSWBAT discuss the relationship between Roman poetry and mythology

TSWBAT analyze the influence of Roman poetry on subsequent western arts & literature

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 34 Test; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II
UNIT: 9 ARS GRAMMATICA (FR XXXV)

Enduring Understandings

Education should be a means to empower children and adults alike to become active participants in the transformation of their societies.

Essential Questions

How does Latin combine the basic components of language (morphology, grammar, syntax, etc.) to express meaning?

What restrictions does the linguistic structure of Latin place on its ability to communicate specific ideas/concepts/etc.?

What role Roman methods of education play in establishing the methods for learning Latin subsequent to the fall of Rome?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT name and provide accurate examples for each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin

Materials

FR 296-306

L Disc 48

L Doc 41

EL 134-135

CC 253-255

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT describe the events and terminology surrounding Roman education during the late Empire

TSWBAT discuss the methods of instruction used to teach Latin in Roman schools

TSWBAT analyze the role(s) of education in Roman culture during the late Empire

Materials:

See Language Materials

Teacher Created Materials

ER2 102-104; 113-115

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT compare the methods of instruction in a Roman school with those employed today

TSWBAT compare the role(s) of education in Roman culture with those in modern societies

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 35 Test; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II
UNIT: 10A LLPSI SERMONES ROMANI

Enduring Understandings

Interpretation of text is influenced by many literary factors.

Essential Questions

How do various Roman authors utilize the structure of Latin to communicate specific ideas/concepts/etc.?

How do style, purpose, and intended audience influence one another, the outcome, and the interpretation of a text?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT name and provide accurate examples for each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Materials

LLPSI Sermones Romani

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT identify key facts and events related to the lives of the various authors contained in the text

TSWBAT explain and discuss the influence that contemporary events exert on artistic development

TSWBAT evaluate the interrelationship of style, purpose, and intended audience in determining the ‘meaning’ of a text

Materials:

See Language Materials; Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT describe how we deploy media to convey messages to an intended audience today

TSWBAT analyze how changes in popular style, historical events, and audience perspective

potentially alter the meaning and significance of extant texts/media

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II

UNIT: 10b LLPSA CAESARIS DE BELLO GALLICO

Enduring Understandings

Literature and politics intersect.

Essential Questions

How does Caesar utilize the structure of Latin to communicate specific ideas/concepts/etc.?
What was the relationship between literature and politics in late Republican Rome? How did they influence one another?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT name and provide accurate examples for each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Materials

LLPSI C. Iulii Caesaris Commentarii De Bello Gallico ex Libris I, IV, V

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the significance of Julius Caesar in Roman history

TSWBAT discuss the impact of Caesar's writing on Roman politics

TSWBAT analyze the Caesar's influence on the fall of the Republic and the rise of the Empire

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT relate the influence of Julius Caesar on later politicians and military leaders in Western history

TSWBAT compare the relationship between literature and politics in late Republican Rome with their relationship today

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN II

UNIT: 10c LLPSA PLAUTI AMPHITRYO

Enduring Understandings

Comic theater makes an audience laugh through jokes and satire.

Essential Questions

How does Plautus utilize the structure of Latin to communicate specific ideas/concepts/etc.?

What was the significance of comic theater in Republican Rome? What role did Plautus play in establishing this genre?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT name and provide accurate examples for each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Materials

LLPSI Plauti Amphitryo Comoedia

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT describe the events and terminology surrounding Plautus and the Roman comic theater

TSWBAT discuss the role(s) that comic theater played in Roman social, cultural, and political life

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT explain the impact of Roman comic theater on later Western arts

TSWBAT compare the role(s) that comic theater played in Roman social, cultural, and political life with the role(s) of theater in modern society

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Q3 Preliminary Examination; Final Examination

COURSE: LATIN III

LEVEL: HS

UNIT: 1 THE FOUNDING OF ROME (RA XXXVI-XL)

Enduring Understandings

There is a key founding story behind the Roman people and their culture.
A nation's culture resides in the hearts and in the soul of its people.

Essential Questions

What was the key founding story of the Roman people? Who was Aeneas, and what part did he supposedly play in this story?

What role did this founding story play in Roman culture? Was it viewed as ‘history’, ‘myth’, ‘religion’, or some combination thereof?

How does geography and architecture influence political and social life? How does this change over time?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology

TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on case usage)

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Latin texts

Materials

RA 7-84

ELII 1-32

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT describe the geography and architecture of ancient Rome
TSWBAT explain the basic plot of Vergil's *Aeneid* as a founding story of the Roman people
TSWBAT discuss the role that this story played in Roman culture and how the Romans might have viewed the character of Aeneas in particular
TSWBAT critique the use of the *Aeneid* as valid historical evidence

Materials:

See Language Materials
Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT describe the progression of South Brunswick from its founding to today in respect to geography and architecture
TSWBAT determine the impact of urban planning on political & social life
TSWBAT evaluate how changes in architecture reflect the change in South Brunswick's society
TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials
Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 36 Test; Chapter 37 Test; Chapter 38 Test; Chapter 39 Test; Chapter 40 Test; Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN III

UNIT: 2 THE KINGS OF ROME (RA XLI-XLV)

Enduring Understandings

The founding story and the founding fathers were influential in shaping government, culture, and the American Republic.

Essential Questions

According to Livy, who founded the city of Rome? How was the city governed and by whom? How was this determined?

What role did this founding story play in Roman culture? Was it viewed as ‘history’, ‘myth’, ‘religion’, or some combination thereof?

How did the founding fathers use classical figures in establishing the American Republic? Why?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology

TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on verbs [voice & mood], adjectives, adverbs, and pronouns)

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Latin texts

Materials

RA 85-175

ELII 33-72

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the basic plot of the *Livy’s AUC I* as a founding story of Rome

TSWBAT discuss the role that this story played in Roman culture and how the Romans might have viewed the characters involved

TSWBAT critique the use of the *AUC I* as valid historical evidence

TSWBAT compare Vergil and Livy's versions of the founding of Rome and evaluate their impact on a Roman sense of national identity

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify the Greek and Roman authors & texts most influential to early American thought

TSWBAT compare the founding (and founders) of America with their Roman counterparts

TSWBAT evaluate the key historical events in the ancient world and their value as 'lessons' for the Founding Fathers

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

Richard, C.J. 2009. *Greeks & Romans Bearing Gifts: How the Ancients Inspired the Founding Fathers*. New York: Rowman & Littlefield Publishers.

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 41 Test; Chapter 42 Test; Chapter 43 Test; Chapter 44 Test; Chapter 45 Test; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN III
UNIT: 3 EARLY REPUBLIC (RA XLVI-L)

Enduring Understandings

Government is organized by factors both good and bad.
No government is perfect.
Contact with the culture of others impacts your own culture.

Essential Questions

After the expulsion of the Tarquins, how was the city governed and by whom? How was this determined?
What shortcomings did the Romans discover in their new system of government? How did they address them?
How did contact with Greek culture influence the development of Roman culture? How has contact with immigrant culture impacted the growth of South Brunswick?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech
TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)
TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology
TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on verbs [moods, participles, stems, contractions])
TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Latin texts

Materials

RA 176-291
ELII 72-102

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the growth and development of the Roman Republic from ~509 BCE to ~146 BCE and identify key individuals & events involved

TSWBAT discuss what impact contact with external cultures had on Rome during the growth of the Roman Republic and the Roman response to these interactions

TSWBAT consider possible reasons why someone would immigrate to Rome during the early Roman Republic

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify the growth of South Brunswick based on immigrant populations

TSWBAT discuss what impact immigrant populations have had on the growth of the South Brunswick community and how established groups responded to newcomers

TSWBAT consider possible reasons why someone would immigrate to South Brunswick

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 46 Test; Chapter 47 Test; Chapter 48 Test; Chapter 49 Test; Chapter 50 Test; Q3 Preliminary Examination; Final Examination

LEVEL: HS LATIN III
UNIT: 4 THE LATE REPUBLIC (RA LI-LVI)

Enduring Understandings

Empires inevitably fall, and when they do, history judges them for the legacies they leave behind.

Essential Questions

What major social/political events precipitated the fall of the Roman Republic? Who was involved in them? In what capacity?

How did the Romans attempt to address these developments? How did this impact the development of a new governmental system?

What similarities to these events can be found in modern American politics? Should the classics be used as a model to address them?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology

TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on word formation)

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Latin texts

Materials

RA 292-423

ELII 102-135

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the decline and fall of the Roman Republic from ~146 BCE to ~44 BCE and identify key individuals & events involved

TSWBAT discuss the influence of socio-economic factors during the fall of the Roman Republic and their impact on contemporary politics

TSWBAT analyze the impact of the decline of the Roman Republic on the average citizen

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT explain the changes in American perspectives toward classical education and classical models from 1910-present

TSWBAT discuss how changing American perspectives of the classics impacted contemporary political decisions and outcomes

TSWBAT analyze the potential relevance and impact of classical models on modern American politics and the life of an average citizen

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

Meckler, M. 2006. *Classical Antiquity and the Politics of America: From George Washington to George W. Bush*. Waco: Baylor University Press.

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 51 Test; Chapter 52 Test; Chapter 53 Test; Chapter 54 Test; Chapter 55 Test; Chapter 56 Test; Final Examination

COURSE: LATIN III

LEVEL: HS HONORS

UNIT: 1 THE FOUNDING OF ROME (RA XXXVI-XL)

Enduring Understandings

There is a key founding story behind the Roman people and their culture.
A nation's culture resides in the hearts and in the soul of its people.

Essential Questions

What was the key founding story of the Roman people? Who was Aeneas, and what part did he supposedly play in this story?

What role did this founding story play in Roman culture? Was it viewed as 'history', 'myth', 'religion', or some combination thereof?

How have the founding & founders of America been influenced by other cultures? Why do you think this happened?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology

TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on case usage)

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and 'meaning' of Latin texts

Materials

RA 7-84

ELII 1-32

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the basic plot of Vergil's *Aeneid* as a founding story of the Roman people
TSWBAT discuss the role that this story played in Roman culture and how the Romans might have viewed the character of Aeneas in particular
TSWBAT critique the use of the *Aeneid* as valid historical evidence

Materials:

See Language Materials
Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify the Greek and Roman authors & texts most influential to early American thought
TSWBAT compare the founding (and founders) of America with their Roman counterparts
TSWBAT evaluate the key historical events in the ancient world and their value as 'lessons' for the Founding Fathers
TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

Richard, C.J. 2009. *Greeks & Romans Bearing Gifts: How the Ancients Inspired the Founding Fathers*. New York: Rowman & Littlefield Publishers.
Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 36 Test; Chapter 37 Test; Chapter 38 Test; Chapter 39 Test; Chapter 40 Test; Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS HONORS LATIN III
UNIT: 2 THE KINGS OF ROME (RA XLI-XLV)

Enduring Understandings

The founding story and the founding fathers were influential in shaping government, culture, and the American Republic.

Essential Questions

According to Livy, who founded the city of Rome? How was the city governed and by whom? How was this determined?

What role did this founding story play in Roman culture? Was it viewed as ‘history’, ‘myth’, ‘religion’, or some combination thereof?

How did the founding fathers use classical figures in establishing the American Republic? Why?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology

TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on verbs [voice & mood], adjectives, adverbs, and pronouns)

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Latin texts

Materials

RA 85-175

ELII 33-72

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the basic plot of the *Livy’s AUC I* as a founding story of Rome

TSWBAT discuss the role that this story played in Roman culture and how the Romans might have viewed the characters involved

TSWBAT critique the use of the *AUC I* as valid historical evidence

TSWBAT compare Vergil and Livy's versions of the founding of Rome and evaluate their impact on a Roman sense of national identity

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify the role that a classical education played in the lives of the Founding Fathers and compare that education to today's system

TSWBAT explain how the Founding Fathers utilized classical figures as both models and antimodels for personal/political conduct

TSWBAT evaluate the relationship between classical models of personal/political conduct and the Founding Fathers' establishment of an American Republic

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

Richard, C.J. 1995. *The Founders and the Classics: Greece, Rome and the American Enlightenment*. Boston: Harvard University Press.

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 41 Test; Chapter 42 Test; Chapter 43 Test; Chapter 44 Test; Chapter 45 Test; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS HONORS LATIN III
UNIT: 3 EARLY REPUBLIC (RA XLVI-L)

Enduring Understandings

Government is organized by factors both good and bad.
No government is perfect.
Contact with the culture of others impacts your own culture.

Essential Questions

After the expulsion of the Tarquins, how was the city governed and by whom? How was this determined?
What shortcomings did the Romans discover in their new system of government? How did they address them?
What shortcomings did Americans discover in their new system of government? How did they employ classical models to address them?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech
TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)
TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology
TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on verbs [moods, participles, stems, contractions])
TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Latin texts

Materials

RA 176-291
ELII 72-102

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the growth and development of the Roman Republic from ~509 BCE to ~146 BCE and identify key individuals & events involved

TSWBAT discuss the impact of socio-economic factors during the growth of the Roman Republic and the changes made in the governmental system in response to these developments

TSWBAT analyze the effectiveness of these alterations in the governmental system at addressing burgeoning socio-economic conflicts

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT explain the changes in American perspectives toward classical education and classical models after the founding generation

TSWBAT discuss how changing American perspectives of the classics impacted contemporary political decisions and outcomes

TSWBAT compare the similarities in the growth of the Roman and American Republics and consider the applicability of classical models to American circumstances from 1780-1910

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

Winterer, C. 2004. *The Culture of Classicism: Ancient Greece and Rome in American Intellectual Life, 1780-1910*. Baltimore: Johns Hopkins University Press

Teacher Created Resources

Suggested Activities

TBD

Assessment:

Chapter 46 Test; Chapter 47 Test; Chapter 48 Test; Chapter 49 Test; Chapter 50 Test; Q3 Preliminary Examination; Final Examination

LEVEL: HS HONORS LATIN III
UNIT: 4 THE LATE REPUBLIC (RA LI-LVI)

Enduring Understandings

Empires inevitably fall, and when they do, history judges them for the legacies they leave behind.

Essential Questions

What major social/political events precipitated the fall of the Roman Republic? Who was involved in them? In what capacities?

How did the Romans attempt to address these developments? How did this impact the development of a new governmental system?

What similarities to these events can be found in modern American politics? Should the classics be used as a model to address them?

Unit Objectives

TSWBAT name and provide accurate examples of each of the 8 standard parts of Latin speech

TSWBAT identify and form all common elements of Latin morphology (see *LLPSI Grammatica Latina*)

TSWBAT identify and explain the significance of common grammatical or syntactical structures in the Latin language

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify all elements of Latin morphology

TSWBAT identify and explain the significance of grammatical or syntactical structures in the Latin language (emphasis on word formation)

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Latin texts

Materials

RA 292-423

ELII 102-135

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the decline and fall of the Roman Republic from ~146 BCE to ~44 BCE and identify key individuals & events involved
TSWBAT discuss the influence of socio-economic factors during the fall of the Roman Republic and their impact on contemporary politics
TSWBAT analyze the impact of the decline of the Roman Republic on the average citizen

Materials:

See Language Materials
Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT explain the changes in American perspectives toward classical education and classical models from 1910-present
TSWBAT discuss how changing American perspectives of the classics impacted contemporary political decisions and outcomes
TSWBAT analyze the potential relevance and impact of classical models on modern American politics and the life of an average citizen
TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

Meckler, M. 2006. *Classical Antiquity and the Politics of America: From George Washington to George W. Bush*. Waco: Baylor University Press.
Teacher Created Materials

Suggested Activities

TBD

Assessment:

Chapter 51 Test; Chapter 52 Test; Chapter 53 Test; Chapter 54 Test; Chapter 55 Test; Chapter 56 Test; Final Examination

COURSE: LATIN IV

LEVEL: HS HONORS

UNIT: 1 *LLPSI CATILINA*

Enduring Understandings

Conspiracies do exist.

There are “sides” to every conspiracy.

There are impacts from every conspiracy.

Essential Questions

What was Catiline’s conspiracy? Who supported the movement and who opposed it? Why did the ‘sides’ establish themselves this way?

How are Cicero’s and Sallust’s depictions of the conspiracy different? Why do these differences occur and what impact do they have?

What impact did Catiline’s conspiracy have on the culture, society, and politics of Late Republican Rome? How truly significant was it?

Unit Objectives

TSWBAT describe in detail the historical events and persons associated with Catiline’s conspiracy and their significance to it

TSWBAT explain the impact that genre and intended audience have on Sallust and Cicero’s respective portrayals of Catiline’s conspiracy

TSWBAT analyze the various cultural, social, and political impacts of Catiline’s conspiracy on Late Republican Rome

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify and discuss the literary elements of Roman historiography and oratory using key terms & vocabulary

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and ‘meaning’ of Sallust and Cicero’s texts

TSWBAT apply various analytical theories & techniques to critique the structure and content of Sallust & Cicero’s texts

TSWBAT appropriately parse and translate 10 lines of AP level Latin *ex tempore*

Materials

LLPSI Catilina ex C. Sallustii Crispi de Catilinae Coniuratione Libro et M. Tullii Ciceronis Orationibus in Catilina

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain and identify the significant events and individuals involved in Catiline's conspiracy

TSWBAT analyze the political, cultural, and social impact of the conspiracy in contemporary Rome

TSWBAT explain and describe the common elements of Roman historiography and oratory using appropriate vocabulary

TSWBAT evaluate the impact that genre (historiography vs. oratory) had on Sallust & Cicero's retellings of the conspiracy, esp. with respect to style, perspective, conclusions, etc.

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT compare the concepts and significance of historiography and oratory in the ancient world with modern equivalents, and analyze their impact in the respective cultures/societies

TSWBAT evaluate the causes and effects of Catiline's conspiracy in ancient Rome, and compare them with modern examples of political conflicts/conspiracies

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language/Culture Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Q1 Preliminary Examination; Midterm Examination; Q3 Preliminary Examination; Final Examination

LEVEL: HS HONORS LATIN IV
UNIT: 2a LLPSI PETRONIUS' CENA

Enduring Understandings

Ancient novels had literary structure, components, and elements that impacted the text.
Ancient novels can hold significance in contemporary culture and politics.

Essential Questions

What did ancient Roman novels look like? How were they organized, what topics did they discuss, and what conventions did they employ?
What is a 'Menippean Satire'? What characteristics differentiate it from other forms of satire? What social impact is it intended to have?
How does Petronius portray contemporary Romans of various social strata? What are their characteristics? Is his depiction 'accurate'?

Unit Objectives

TSWBAT describe the structure and components of the ancient novel (esp. Menippean Satire) using appropriate vocabulary
TSWBAT identify key elements of Petronius's use of style, language, syntax, allusion, etc. and their impact on the text
TSWBAT evaluate the significance of Petronius's use of elements of contemporary Roman culture and politics in the *Cena Trimalchionis*

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify and discuss the literary elements of Menippean Satire and the ancient novel using key terms & vocabulary
TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and 'meaning' of the *Cena Trimalchionis*
TSWBAT apply various analytical theories & techniques to critique the structure and content of the *Cena Trimalchionis*
TSWBAT appropriately parse and translate 10 lines of AP level Latin *ex tempore*

Materials

LLPSI Petronii Cena Trimalchionis

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the cultural/social significance of Menippean Satire as a genre in the ancient world

TSWBAT analyze the social and cultural criticisms that Petronius makes of his contemporaries in the *Cena Trimalchionis*

TSWBAT critique the accuracy of Petronius's caustic portrayal of Roman culture and society based on other extant evidence (archaeology, literature, etc.)

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT compare the concepts and significance of satire (esp. Menippean Satire) in the ancient world with modern equivalents

TSWBAT analyze the social importance of satire in both ancient and modern cultures as a means of cultural self-reflection

TSWBAT critique the effectiveness of satire as a method of social observation in ancient and modern cultures

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language/Culture Materials

Teacher Created Materials

Suggested Activities

Write a modern Menippean Satire

Assessment:

Q3 Preliminary Examination; Final Examination

LEVEL: HS HONORS LATIN IV
UNIT: 2b LLPSI OVID'S ARS AMATORIA

Enduring Understandings

Ancient poetry, elegiac and didactic, had literary structure, components, and elements that impacted the text.

Ancient poetry can be a source of historical information about culture and social mores.

Essential Questions

What are the elements of Roman elegiac and didactic poetry? How does Ovid deploy them in the *Ars Amatoria*? What type of poem is it?

How reliable of a source is poetry (i.e. the *Ars Amatoria*) for historical information about Roman social/cultural practices and mores?

How different is Ovid's portrayal of dating and relationships in the Roman world from our society?

What can we learn from him about it?

Unit Objectives

TSWBAT describe the structure and components of Roman elegiac and didactic poetry using appropriate vocabulary

TSWBAT identify key elements of Ovid's use of style, language, syntax, allusion, etc. and their impact on the text

TSWBAT evaluate and critique Ovid's use of traditional Roman poetic styles/conventions/topics in new and innovative ways

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify and discuss the literary elements of Roman elegiac and didactic poetry using key terms & vocabulary

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and 'meaning' of the *Ars Amatoria*

TSWBAT apply various analytical theories & techniques to critique the structure and content of the *Ars Amatoria*

TSWBAT appropriately parse and translate 10 lines of AP level Latin *ex tempore*

Materials

LLPSI P. Ovidii Nasonis Ars Amatoria

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the cultural/social significance of elegiac and didactic poetry in ancient (1st cent. BCE) Rome

TSWBAT critique Ovid's use of generic conventions/models to depict contemporary Roman society/culture (esp. with respect to love/relationships)

TSWBAT evaluate the strength of poetry (like the *Ars Amatoria*) as a source of evidence for cultural and social information about the Romans

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify changes and trends in the development of poetic genres from the Roman era to modern society

TSWBAT compare the social practice of dating and forming a relationship in ancient Rome with modern equivalents

TSWBAT analyze changing conceptions of the value of non-historical texts (e.g. poetry) as sources of evidence for cultural and social information about a society

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language/Culture Materials

Teacher Created Materials

Suggested Activities

TBD

Assessment:

Q3 Preliminary Examination; Final Examination

COURSE: LATIN V

LEVEL: HS/AP HONORS

UNIT: 1 SUMMER ASSIGNMENT

Enduring Understandings

There are literary conventions in an ancient world epic.

Virgil made contributions to Roman literature and history.

The *Aeneid* had cultural signification in the ancient world and subsequent generations.

Essential Questions

What are the literary conventions of epic in the ancient world? How have these changed from Homer to Virgil and beyond?

Who is Virgil? What were his contributions to Roman literature/history? When and in what environment did he make them?

What was the cultural significance of the *Aeneid* to the Roman people? What about to later generations of readers?

Unit Objectives

TSWBAT describe the origin and history of the *Aeneid*, including background on Virgil and the epic genre

TSWBAT analyze the text of Frederick Ahl's translation of the *Aeneid* in the context of established history and scholarship

TSWBAT defend and respond to critiques of interpretations of the *Aeneid* using the text and secondary sources as references

Language

Standards: 1.1, 1.2

Objectives:

N/A – This unit is a summer reading assignment of the *Aeneid* in English translation, consequently the students will not be expected to approach the text (or excerpts thereof) in Latin until Unit 2

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT utilize appropriate vocabulary to explain the history of the epic genre in the ancient world

TSWBAT describe the history of Roman epic and Virgil's place therein

TSWBAT discuss the cultural significance of the *Aeneid* to Roman society

Materials:

Ahl, Frederick. 2007. *Virgil: the Aeneid*. Oxford: Oxford University Press.

ISBN: 0199231958

Vandiver, Elizabeth. Virgil's *Aeneid*. The Great Courses Series. Lectures 1-3.

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify key developments in the epic genre after the *Aeneid*

TSWBAT analyze the impact of Virgil and the *Aeneid* on subsequent literature

TSWBAT evaluate the cultural significance of Virgil's *Aeneid* in subsequent western societies

Materials:

See Culture Materials

Suggested Activities

TBD

Assessment:

Summer Blog; Unit 2 Research Presentation; Unit 2 Research Paper Final Draft

LEVEL: HS/AP HONORS

UNIT: 2 VIRGIL'S *AENEID* (AP SYLLABUS)

Enduring Understandings

The *Aeneid* is a classical piece of literature.

Culture, politics and the use of literary devices contributed to its impact.

Essential Questions

How does Virgil's use of style, language, syntax, allusion, etc. contribute to the impact of the *Aeneid* as a work of literature?

What role did contemporary culture/politics play in Virgil's composition of the *Aeneid*? How did they influence the text?

What elements of Virgil's *Aeneid* have helped to ensure its place as a 'classic' piece of literature? How did they do this?

Unit Objectives

TSWBAT identify key elements of Virgil's use of style, language, syntax, allusion, etc. and their impact on the text

TSWBAT discuss how Virgil utilizes elements of contemporary Roman culture and politics in the *Aeneid*

TSWBAT apply secondary scholarship & theoretical approaches to critique Virgil's literary work and interpretations thereof

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify and discuss the literary elements of Roman epic using key terms

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and 'meaning' of the *Aeneid* as a text

TSWBAT apply various analytical theories & techniques to critique the structure and content of the *Aeneid* and its parts

TSWBAT appropriately parse and translate 20 lines of AP level Latin *ex tempore*

Materials

Boyd, Barbara Weiden. 2012. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*.

Mundelein: Bolchazy-Carducci Publishers, Inc

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the significance of the *Aeneid* and its contents to contemporary and later Roman culture

TSWBAT analyze the portrayal of contemporary political events in the *Aeneid* and how they may have been interpreted by Virgil's peers

TSWBAT evaluate and criticize the *Aeneid* as a means of obtaining cultural and political information about ancient Rome

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify the essential ways in which Virgil's *Aeneid* influenced subsequent artistic and cultural endeavors

TSWBAT analyze the ways in which later generations have adopted and adapted Virgil and his text to suit contemporary needs/situations

TSWBAT analyze and appraise the use of Virgil and the *Aeneid* as a means of cultural communication in later eras

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language/Culture Materials

Suggested Activities

TBD

Assessment:

Unit 2 Research Presentation; Q1 Preliminary Examination; Unit 2 Research Paper Final Draft; Midterm Examination; Q3 Preliminary Examination; AP Examination; Final Examination

LEVEL: HS/AP HONORS
UNIT 3: WINTER ASSIGNMENT

Enduring Understandings

There are literary conventions in an ancient historiography.
Julius Caesar made contributions to Roman literature and history.
The *De Bello Gallico* had cultural signification in the ancient world and subsequent generations.

Essential Questions

What are the literary conventions of historiography in the ancient world? How have these changed from Herodotus to Caesar and beyond?
Who is Julius Caesar? What were his contributions to Roman literature/history? When and in what environment did he make them?
What was the cultural significance of the *De Bello Gallico* to the Roman people? What about to later generations of readers?

Unit Objectives

TSWBAT describe the origin and history of the *De Bello Gallico*, including background on Caesar and the historiography genre
TSWBAT analyze the text of Carolyn Hammond's translation of the *De Bello Gallico* in the context of established history and scholarship
TSWBAT defend and respond to critiques of interpretations of the *De Bello Gallico* using the text and secondary sources as references

Language

Standards: 1.1, 1.2

Objectives:

N/A – This unit is a winter reading assignment of the *Commentariorum Libri VII de Bello Gallico (I, VI, VII)* in English translation, consequently the students will not be expected to approach the text (or excerpts thereof) in Latin until Unit 3

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT utilize appropriate vocabulary to explain the background of historiography/ethnography in the ancient world
TSWBAT describe the growth and development of Roman Historiography and Caesar's place therein
TSWBAT discuss the cultural significance of the *De Bello Gallico* to Roman society

Materials:

Hammond, Carolyn. 2008. *Caesar: The Gallic War*. Oxford: Oxford University Press. ISBN: 0199540268

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify key developments in historiography after the *De Bello Gallico*

TSWBAT analyze the impact of Caesar and the *De Bello Gallico* on subsequent literature

TSWBAT evaluate the cultural significance of Caesar's *De Bello Gallico* in subsequent western societies

Materials:

See Culture Materials

Suggested Activities

TBD

Assessment:

Winter Blog; Unit 4 Research Presentation; Unit 4 Research Paper Final Draft

LEVEL: HS/AP HONORS

UNIT: 4 CEASER'S *DE BELLO GALLICO* (AP SYLLABUS)

Enduring Understandings

The *De Bello Gallico* is a classical piece of literature.

Culture, politics and the use of literary devices contributed to its impact.

Essential Questions

How does Caesar's use of style, language, syntax, allusion, etc. contribute to the impact of the *De Bello Gallico* as a work of literature?

What role did contemporary culture/politics play in Caesar's composition of the *De Bello Gallico*? How did they influence the text?

What elements of Caesar's *De Bello Gallico* have helped to ensure its place as a 'classic' piece of literature? How did they do this?

Unit Objectives

TSWBAT identify key elements of Caesar's use of style, language, syntax, allusion, etc. and their impact on the text

TSWBAT discuss how Caesar utilizes elements of contemporary Roman culture and politics in the *De Bello Gallico*

TSWBAT apply secondary scholarship & theoretical approaches to critique Caesar's literary work and interpretations thereof

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT identify and discuss the literary elements of Roman historiography using key terms

TSWBAT analyze the impact of significant literary, grammatical, lexicographical, and rhetorical devices on the tone, tenor, and 'meaning' of the *De Bello Gallico* as a text

TSWBAT apply various analytical theories techniques to critique the structure and content of the *De Bello Gallico* and its parts

TSWBAT appropriately parse and translate 20 lines of AP level Latin *ex tempore*

Materials

AP Caesar Textbook.

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, 5.2

Objectives:

TSWBAT explain the significance of the *De Bello Gallico* and its contents to contemporary and later Roman culture

TSWBAT analyze the portrayal of contemporary events in the *De Bello Gallico* and how they may have been interpreted by Caesar's peers

TSWBAT evaluate and criticize the *De Bello Gallico* as a means of obtaining cultural and political information about ancient Rome compared with Virgil's *Aeneid*

Materials:

See Language Materials

Teacher Created Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Objectives:

TSWBAT identify the essential ways in which Caesar's *De Bello Gallico* influenced subsequent historiographic and cultural endeavors

TSWBAT analyze the ways in which later generations have adopted and adapted Caesar and his text to suit contemporary needs/situations

TSWBAT analyze and appraise the use of Caesar and the *De Bello Gallico* as a means of cultural communication in later eras

TSWBAT connect Latin vocabulary to modern English derivatives

Materials:

See Language/Culture Materials

Suggested Activities

TBD

Assessment:

Midterm Examination; Unit 4 Research Project; Q3 Preliminary Examination; Unit 4 Research Paper

Final Draft; Final Examination

LEVEL: HS/AP HONORS
UNIT: 5 SENIOR RESEATRCH PROJECT

Enduring Understandings

Academic arguments are generally put together through a series of claims and grounds.
A thesis (or claim) can be defined as a statement, observation, or opinion about the world.
Grounds are the evidence used to support a thesis and persuade an audience.
Quality sources of information are key in developing a strong academic argument.

Essential Questions

If you could explore one aspect of the Roman world, what would it be? Why? How would you go about learning more?
What constitutes a strong thesis statement? What types of support are necessary? How does one find and evaluate quality sources?
What are the key elements of an academic argument? How do you organize and structure information in a paper to persuade an audience of your point?

Unit Objectives

TSWBAT identify a topic for research within the context of the Roman literary/historical/cultural/mythic tradition
TSWBAT create an argument in support of his/her thesis utilizing primary (original & translation) and secondary sources
TSWBAT produce a well-crafted research paper that thoroughly addresses and supports a thesis of the student's choosing

Language

Standards: 1.1, 1.2

Objectives:

TSWBAT analyze primary source material to determine relevancy to his/her research question
TSWBAT utilize Latin sources (in the original and in translation) from a variety of authors and genres to develop and support an academic argument answering his/her research question
TSWBAT organize primary source evidence appropriately to create an effective academic argument answering his/her research question

Materials

The Craft of Research
Student Discovered Materials

Suggested Activities

See Appendix

Culture

Standards: 2.1, 2.2, 5.1, and 5.2

Objectives:

TSWBAT analyze Roman material culture elements as ‘primary sources’ to determine relevancy to his/her research question

TSWBAT utilize Roman material culture resources from a variety of fields (art, archaeology, etc.) to develop and support an academic argument answering his/her research question

TSWBAT organize Roman material culture evidence appropriately to create an effective academic argument answering his/her research question

Materials:

See Language Materials

Student Discovered Materials

Suggested Activities

TBD

Connections

Standards: 3.1, 3.2, 4.1, 4.2, 5.1, and 5.2

Objectives:

TSWBAT utilize appropriate primary and secondary sources of evidence to evaluate the nature and state of ongoing popular and academic discussions about his/her research question

TSWBAT identify the relevancy of his/her research question in the context of ongoing popular and academic discussions

TSWBAT develop a cogent and persuasive argument in support of his/her conclusions that addresses, analyzes, and responds to key points in the ongoing popular and academic discussions of his/her research question

Materials:

See Language/Culture Materials

Assessment:

Unit 5 Research Paper Final Draft

South Brunswick School District



DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.

They do not stand alone.

A synopsis of each strand is included in this document.

**The full SBSB K-12 District Appendix, with detailed information about each strand,
can be found as a separate document.**

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): "Reader's Digest" Version

Topic

Teaching for the 21st Century:

What does this mean and how do you do it?

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21st century: Elementary, Middle and High.

Tools for the 21st Century:

Life, Careers, and Digital Environments

21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

Character Education:

Safe and Caring Learning Communities

South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

- C Cooperation
- A Assertion
- R Responsibility (and Respect)
- E Empathy
- S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)*

approach to character education.

The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students’ schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom’s Taxonomy
- Gardner’s Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that “all students can learn.”

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards—are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.