

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS  
CURRICULUM

**Level 2: French, Spanish**

Length of Course: Full Year

Elective / Required: Elective

Schools: High School

Student Eligibility: Grades 9-12

Credit Value: 5

Date Approved: \_\_\_\_\_

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## **DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

## **WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21<sup>st</sup> century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

## **WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students' communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students' success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21<sup>st</sup> century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of

knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21<sup>st</sup> century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

### **INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

### **EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments, and instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

### **GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the

alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

### **INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

**Unit Name: Unit 1: Let's go shopping!****Author: Obed Perez, Theresa Frame, Yuliya Sazonova, Yamilei Socorro, Matt Guenther****UNIT**

Subject: **World Languages**  
Course/Grade: **French, Spanish II**  
School: Egg Harbor Twp. High School

Country:  
State/Group: **NJ**

**UNIT SUMMARY**

Shopping is a worldwide activity. As with most everything else, it differs from country to country. Students will be learning how shopping can vary between countries: in sizes, prices and currency, in types of shopping centers and stores, and even in the culture of shopping itself. By the end of this unit, students will be able to survive shopping in other countries, know their size in some foreign country standards, know how to find the exchange rate and even shop from online stores from other countries.

**UNIT RESOURCES****Resources:**

Realidades Textbook, Practice Workbook; Video, Audio, and Writing Workbook; Guided Practice Workbook

Websites with exchange rates for sizes and currency

**Internet Resource Links:**

<http://www.Elcoriteingles.es>

<http://www.xe.com/ucc/>

**STAGE ONE****GOALS AND STANDARDS**

Standard State: NJ

NJ.7.1. 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.

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### **ENDURING UNDERSTANDINGS**

1. In the United states, shopping is a pastime as well as a purpose, as opposed to shopping in other countries, where it is more a mission to be completed. Shopping centers and malls are much less common in other countries.
2. Clothing stores in other countries have different sizes and prices in currency than those in America.
3. Shopping online differs from country to country and involves knowing currency exchange rate. People in many countries people do not shop on the internet because access to technology is limited or unavailable.

### **ESSENTIAL QUESTIONS**

1. How is shopping in other countries different from in the United States?
2. How do American clothing stores differ from clothing stores in other countries?
3. What is involved in internet shopping in other countries?

## KNOWLEDGE AND SKILLS

### STUDENTS WILL KNOW:

- Preterit Tense (recycle)
- Present Tense Review
- Present Progressive
- Numbers in the hundreds, thousands
- Clothing and Accessories
- Gift vocabulary (flowers, perfume, toys, etc)
- Descriptive words (colors and other adjectives)
- Places to buy products (clothing stores, markets, bookstores, sporting goods stores, music stores, electronic stores)
- Currency names: Euros, pesos, bolívares, soles, etc)
- Expressions of preference
- Information about ATMs/Credit Cards in foreign countries

### STUDENTS WILL BE ABLE TO:

- Talk about and describe what items they or others are wearing
- Talk about where they buy certain products
- Talk about what they bought and in which store
- Ask and tell how much something cost
- Ask and tell clothing and shoe size
- Convert U.S. sizes to foreign (European) sizes, as well as currency.
- Buy an outfit and accessories on a foreign website
- Have a conversation with a salesperson in a store in order to buy products.

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Let's go shopping!

**Level:** Novice High

#### **Overview:**

It won't be long before you graduate from EHTHS. You can't believe how much you have learned already! To continue improving your French/German/Spanish you've decided to apply for the Rotary Scholarship to study abroad in Europe for a school year and you are one of the few lucky students who have been picked for the exchange program. There are many exciting events that await you there. You are looking forward to meeting your host family, spending time with them and experiencing life in a new way in a different country.

#### **Interpretive**

You've arrived in France/Germany/Spain, but have only brought what could fit in one small suitcase, since the airlines impose a weight limit of 44 lbs. You'll need to buy what you need to wear for school, for your free time, as well as *la Fiesta de Graduación*—an end of the year, semi-formal party that takes place in the spring. Your host family introduces you to *El Corte Inglés*, a Spanish department store, where you do your shopping online.

#### **Interpersonal**

Your host brother/sister sees all of your packages arriving from El Corte Inglés, and wants to know what you bought! In pairs, talk about the clothes you bought for school, for weekend activities, and for the *Fiesta de Graduación*. Describe the items you bought in detail.

**Presentational Assessment**

You and the other exchange students from EHTHS are hanging out at your host family's house, when you all decide to put on a fashion show for your host family to show them all of your great outfits from El Corte Inglés. Now, you must impress them by presenting your fashion and describing your outfits in Spanish.

**Student Self-Assessment****Can-Do Statements in the Target Language**

- I can tell someone what clothing or accessories I am wearing.
- I can describe what clothing someone is wearing.
- I can express my preference between two or more products.
- I can say where I buy certain products (which stores).
- I can ask and tell what something cost.
- I can ask and tell what size I or someone else wears.
- I can figure out what size I am in another country.
- I can figure out how much something will cost me in dollars when it is priced in another currency, like Euros.
- I can use a foreign website to find and purchase a new outfit or other products.
- I can have a conversation with a salesperson to find clothing I want or need and buy it.

**Other Evidence**

- Quizzes
- Partner Speaking Practice
- Question-and-Answer
- Think-Pair-Share
- Listening Activities
- Entrance/Exit Tickets (and other Summative Assessments)
- Formative Assessments (White board activities)

**STAGE THREE****LEARNING ACTIVITIES****WEEK 1**

Introduce vocabulary concerning clothing, accessories, gifts and stores. Continue practicing with new vocabulary in useful and appropriate phrases. Incorporate both present and preterit tenses during practice, but focus mainly on vocabulary. Review using verbs in present tense.

**WEEK 2**

Review of preterit tense

Review of Regular and Irregular Present Tense

Begin Reviewing Numbers through 1000+ .

**WEEK 3**

Introduce Size and Price: Talking about, asking and answering questions about Size and Price

View size conversion chart and euro conversion/calculator.

Discuss currency types throughout the world and how ATM machines and credit cards are a good source of getting the current exchange when in a foreign country.

Interpretive Assessment (1 Day in Computer Lab)

**WEEK 4**

Work on descriptions: add some new vocabulary to preciously-known adjectives and practice describing clothing.

Review adjective agreement

Continue to practice shopping

Talk about preferences; practice expressing preferences

**WEEK 5**

Performance Assessment: Interpersonal (shopping for a gift)

**WEEK 6**

Students will design a clothing and accessories catalogue. They will draw (or paste) 10 items and write descriptions including; size, price, color, material, appearance, etc.

**WEEK 7**

Students will work in groups to prepare for the Presentational Assessment (fashion show)

**WEEK 8**

Performance Assessment: Presentational (fashion shows)

Review for Quarterly

**WEEK 9**

Quarterly Exams

**Unit Name: Unit 2: Entertainment****Author: Obed Perez, Theresa Frame, Yuliya Sazonova, Yamilei Socorro, Matt Guenther****UNIT**

Subject: **World Languages**  
 Course/Grade: **French, Spanish II**  
 School: Egg Harbor Twp. High School

Country:  
 State/Group: **NJ**

**UNIT SUMMARY**

Television and movies are a universal form of entertainment and information. In this unit, students will be learning how to discuss movies, television, and other forms of entertainment in the target language. They will discuss their preferences about the various genres (comedy, horror, science fiction, action, romance, etc). Students will also compare and contrast the genres and create their own recommendations and critiques about movies and shows.

**UNIT RESOURCES****Resources:**

Theater/ Movie Theater

**Internet Resource Links:**

<http://www.caribbeancinemas.com>

<http://www.univision.com>

<http://us.aeweb.tv/weekly.html>

**STAGE ONE****GOALS AND STANDARDS**

Standard State: NJ

NJ.7.1. 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.

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

7.1.NH.B. Interpersonal Mode (Novice-High)

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.C. Presentational Mode (Novice-High)

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

## **ENDURING UNDERSTANDINGS**

### **I will understand that...**

- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read about a certain movie or TV show.
- To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.

## **ESSENTIAL QUESTIONS**

- What comprehension strategies do I use when I don't know all the words that I read in a movie or TV show review in Spanish?
- How do I start, carry on, and end a conversation with my friend about deciding what show to watch or movie to pick more effectively?
- How do I make my message understandable and interesting to my audience when expressing my opinions about a movie?

## KNOWLEDGE AND SKILLS

### Students will know...

- Preterit Tense (recycle)
- Present Progressive (recycle)
- Comparative (recycle)
- Superlatives (recycle)
- Expressions of preference
- Types of movies
- Types of TV shows
- Descriptive adjectives
- How to write a review

### Students will be able to...

- Identify, describe, and compare the different types of movies.
- Identify, describe, and compare the different types of TV shows.
- Decide what types of movies and TV shows they prefer and recommend.
- Interpret a movie itinerary in the target language.
- Make a decision as to what movie to see after reading and understanding a review.
- Write a critique of a movie.
- View an authentic and contemporary movie or play and write a review to discuss their impression and opinions.

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Entertainment

**Level:** Novice High

**Overview:** You have been having a fabulous time in Spain, but it has been raining a lot lately so your host family and some of your friends are looking for some indoor activities. Some of you want to see a movie, but others are leaning towards staying in and picking a TV show. Everyone has their opinions so you get together and discuss.

#### **Interpretive Assessment**

You and your host family decide to see what's playing in the movies. They've invited your fellow exchange friends from EHTHS to join you! You read the movie listings online and try and decide what movie everyone wants to see, what time it's playing, and how much it will cost the family to go.

#### **Presentational Assessment**

Everyone wants to see a different movie! Your host parents decide that whoever can convince them that their choice is the best gets to pick the movie for the group. You decide to present your movie on a poster that highlights all the reasons yours is the best choice.

**Interpersonal Assessment**

Some members of your group decided to stay home and watch TV instead of going to the movies. Have a detailed conversation with one of your friends about what you watched, and ask them all about what they saw.

**Student Self-Assessment****Can-Do Statements in the Target Language**

- I can name all types of TV shows, and their characteristics.
- I can classify movies based on their characteristics.
- I can tell what is showing now at the movies.
- I can tell what is on the TV now.
- I can express my opinion about movies.
- I can express my opinion about TV shows.
- I can describe movies and TV shows.
- I can compare movies and TV shows.
- I can express my preferences.
- I can decide what movie or TV show to watch based on my preferences.
- I can point out the good and bad qualities of a movie.

**Other Evidence**

- Quizzes
- Practice Workbook Pages and other worksheets
- Partner Speaking Practice
- Question-and-Answer
- Think-Pair-Share
- Listening Activities
- Video Project
- Entrance/Exit Tickets (and other Summative Assessments)
- Formative Assessments (White board activities)

**STAGE THREE****LEARNING ACTIVITIES****WEEK 1**

Introduce all new vocabulary related to movies, TV shows, genres, preferences, and descriptive words

**WEEK 2**

Compare and contrast TV shows to each other and by preference; classify movies by genre.

Students will give simple and short reviews of given TV shows and movies, and practice reading professional reviews.

**WEEK 3**

Review of movie genre vocabulary

Performance Assessment: Interpretive (reading a movie review)

**WEEK 4**

Compare and contrast movies

Review of comparatives and superlatives to state movie preferences.

**WEEK 5**

Performance Assessment: Presentational (posters)

**WEEK 6**

Review of the past tense

Review of descriptive adjectives

Performance Assessment: Interpersonal (talking about a movie in the past)

**WEEK 7**

View authentic film in the target language

**WEEK 8**

Students will write a 1-2pg review of the movie they watched, give their opinions and summarize the plot

**WEEK 9**

Quarterly Exams

**Unit Name: Unit 3: Travel and Vacation****Author: Obed Perez, Theresa Frame, Yuliya Sazonova, Yamilei Socorro, Matt Guenther****UNIT**

Subject: **World Languages** Country:  
Course/Grade: **French , Spanish II** State/Group: **NJ**  
School: Egg Harbor Twp. High School

**UNIT SUMMARY**

This unit will prepare students for planning trips to other countries. In order to travel, one must know how to buy their ticket, make a hotel reservation, learn about and prepare for their destination's culture and climate, and ask for help or information all in the target language. Students will be practicing these skills and training themselves to know how to plan a trip.

**UNIT RESOURCES****Resources:**

Realidades Textbook, Practice Workbook; Video, Audio, and Writing Workbook; Guided Practice Workbook  
Websites with exchange rates for sizes and currency

**Internet Resource Links:**

<http://www.avianca.com>

<http://www.aerolineas.com>

<http://www.dominicana de aviacion>

<http://www.aeromexico>

<http://www.Lan.com>

**STAGE ONE****GOALS AND STANDARDS**

Standard State: NJ

- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### **ENDURING UNDERSTANDINGS**

1. When traveling to another country, one must be sure to know the currency exchange rate, examine available accommodations in the foreign country, and plan an itinerary for the time to be spent away.
2. To travel to another country and within that country, one must know the geography and available modes of transportation, as well as how to use or book those modes.
3. One must know how to pack and prepare for a trip abroad. Packing and other preparations will differ based upon climate and culture of each country to be visited.
4. One must do research about the country or countries he/she wishes to visit in order to know how to plan an itinerary while in that country. Additionally, once in the destination, one should ask for and read information about popular tourist locations and activities.

### **ESSENTIAL QUESTIONS**

- What is involved in taking a trip to another country?
- What are the different modes of transportation in various metropolitan cities throughout the world?
- What are the climate and culture like in other parts of the world?
- How does a tourist know which places to visit in certain countries or cities?

## KNOWLEDGE AND SKILLS

### Students will know...

- Present Tense
- Past Tense
- Vocabulary for the airport
- Modes of transportation
- Vocabulary for accommodations
- Vocabulary to request information and/or help
- Climate and culture of cities and/or countries in the target culture
- Map keys in target language

### Students will be able to...

- Talk in the past about a trip.
- Explore a travel website in target language and find important information.
- Ask questions about accommodation reservations
- Ask or request information pertaining to surviving and getting around while on vacation, in target language (asking for maps, bus schedules, locations, directions, etc).
- Present the climate and culture about a country they "visited" and learned about
- Read a map and find places and modes of transport.

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Let's go on vacation!

**Level:** Novice High

**Overview:** Spring vacations are approaching fast and your Spanish host family decides to take you on a spring break vacation as a farewell gift. You all get together, look through an abundance of travel brochures, trying to make a decision.

#### **Interpretive Assessment**

You're helping your host family decide on a place to stay during your international vacation. Read various resources about different hotels and their amenities to help decide where your family will stay.

#### **Interpersonal Assessment**

You've just returned from a fabulous trip with your host family, and you can't wait to tell your fellow EHTHS exchange friends all about it. As it turns out, they went on an international trip, too! Have a detailed conversation about your fascinating trips.

**Presentational Assessment**

You had an incredible experience during your exchange in Spain/France and traveling overseas. The student exchange coordinator has asked you to share your experiences with next year's group of exchange students to prepare them for their year abroad. You're excited to share all about your stay, but there's a catch—the students have been directed to use only Spanish/French with one another in preparation for the year abroad. Your presentation will have to be completely in Spanish/French.

**Student Self-Assessment****Can-Do Statements in the Target Language**

I can ask questions about a hotel reservation in the target language.

I can buy an airline ticket and go through an airport knowing what to do.

I can plan a whole trip after looking at brochures and travel information

I can talk about a trip I went on in the past: I can say where I went, how I got around, and what I did and saw while there.

I can describe the culture and climate of a foreign country I visited and/or learned about.

I can request information about modes of transportation and schedules, maps, sightseeing locations.

I can ask for help or directions in the target language.

I can read a map to figure out how and by which transportation to get somewhere.

**Other Evidence**

Quizzes

Practice Workbook Pages and other worksheets

Partner Speaking Practice

Question-and-Answer

Think-Pair-Share

Listening Activities

Graded Entrance/Exit Tickets

**STAGE THREE****LEARNING ACTIVITIES****WEEK 1**

Introduction to airport vocabulary

Review of polite forms and requesting help

**WEEK 2**

Continue and review airport vocabulary

Asking for help, directions, and information.

**WEEK 3**

Buying tickets (train/plane)

Introduction to hotel and amenities vocabulary

**WEEK 4**

Continue and review hotel vocabulary.

Performance Assessment: Interpersonal (hotel concierge)

**WEEK 5**

Writing and speaking about trips in the past.

Presentational Assessment: Interpretive (understanding hotel and travel brochures)

**WEEK 6**

Introduction and discussion of a foreign country in the target language (ex: Morocco, Haiti, Ecuador, Brazil, etc.)

Cultural discussions on traditions, foods, and tourism in the target country.

**WEEK 7**

Research in computer lab to prepare for Performance Assessment: Presentational (trip)

**WEEK 8**

Presentations of the Presentational Assessment

**WEEK 9**

Quarterly Exams

**Unit 4 Name:** Ecotourism and Conservation**Authors:** Obed Perez, Theresa Frame, Yuliya Sazonova, Yamilei Socorro, Matt Guenther**UNIT**

Subject: **World Languages** Country:   
 Course/Grade: **French, Spanish II** State/Group: **NJ**  
 School: **Egg Harbor Twp. High School**

**UNIT SUMMARY**

Our world has gone through many transformations over its years of existence, including many negative changes caused by human carelessness. We must care for our world and its inhabitants and help to preserve quality of life. Students will discover that everyone plays a part in the conservation of our planet and will be creating new ways to conserve and promote awareness of how to better our world and life for all of its creatures.

**UNIT RESOURCES****Resources:**

Realidades Textbook, Practice Workbook; Video, Audio, and Writing Workbook; Guided Practice Workbook

**Internet Resource Links:**

<http://www.drna.gobierno.pr/biblioteca/publicaciones/hojas-de-nuestro-ambiente/Yunque.pdf>

[http://espanol.pureadventurepr.com/excursiones/bahia\\_bioluminiscente/](http://espanol.pureadventurepr.com/excursiones/bahia_bioluminiscente/)

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

<http://elreciclaje.org/>

<http://www.inbio.ac.cr/>

<http://www.animales-en-extincion.com>

<http://www.mundoextra.com/noticias/lo-que-puedes-hacer-para-salvar-al-planeta/>

<http://Ecopibes.com>

<http://www.mundoextra.com/noticias/lo-que-puedes-hacer-para-salvar-al-planeta/>

**STAGE ONE****GOALS AND STANDARDS**

Standard State: NJ

NJ.7.1. 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.

7.1.IL.A. Interpretive Mode (Intermediate-Low)

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about

through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.B. Interpersonal Mode (Intermediate-Low)

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C. Presentational Mode (Intermediate-Low)

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

## ENDURING UNDERSTANDINGS

1. Throughout time, we humans have become careless about how we handle our waste, and have made a severely negative impact on the wildlife and nature of our world. As a result, there are endangered species of animals and plant life and air quality is affected.

2. To help preserve our planet, we humans must be more careful about the management of our waste and find other manners of conservation and preservation. It's our duty to explore recycling and alternate modes of energy, in addition to researching and creating awareness about preservation.

## ESSENTIAL QUESTIONS

- In what ways have our actions changed the environment, plant life, and animal life (Endangered Species)?
- How can we make a positive difference to help preserve our world, including using some alternate forms of energy?

## KNOWLEDGE AND SKILLS

### STUDENTS WILL KNOW:

- Future Tense
- Effects of industrial advances
- Animal vocabulary
- Recycling vocabulary
- Modes of transportation (recycled)
- Alternative energy
- Ecotourism destinations and vocabulary

### STUDENTS WILL BE ABLE TO:

- Talk about what we can do and should change to help our Earth in the future; what the world will be like if we do or do not make the changes necessary for a better planet.
- Discuss and research the causes of the environmental problems we face today
- Create a commercial/ campaign about the positive effects of recycling.
- Give examples and find alternate ways of environmentally safe modes of

- transportation
- Research alternative energy and the ways they can implement them into their daily lives.

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Let's Conserve!

**Level:** Intermediate Low

#### Overview

You've studied biology and ecology here at EHTHS and now it's time to put your skills into practice. Due to Egg Harbor Township School District's recent success with their recycling programs, the high school has decided to spear-head an international conservation/environmental awareness program in conjunction with the Science and World Languages Departments.

#### **Interpretive Assessment**

Read about recycling and conservation efforts in Europe and Latin America to become knowledgeable about environmental issues in specific countries. After reading, compare and contrast what you've learned in your Science classes to come to a conclusion about which issues you can address in the conservation program.

#### **Interpersonal Assessment**

While reading about ecotourism in Europe and Latin America, you've learned a lot about different animals, some of which are endangered or threatened. You want to know what everyone else has learned! In small groups, share information about a specific animal you've focused on and ask directed questions of your group members to learn as much as possible about various animal groups.

#### **Presentational Assessment**

As part of the high school's international conservation/environmental awareness program, your responsibility is to create a public service announcement about an endangered species or a country-specific environmental problem with possible solutions.

#### **Student Self-Assessment**

##### Can-Do Statements

- I can list some of the reasons why the environment has changed so much in the last three hundred years.
- I can list reasons as to why our actions have changed the environment and have also contributed to endangered/extinct animal and plant species.
- I can list animal species that have become extinct and endangered.

- I can talk with others about the positive effects of recycling and other ways to care for the environment (i.e. modes of transportation).
- I can have a conversation with others about how to help the environment and endangered species.
- I can talk about what the world will be like if we do/don't make an effort to protect the Earth.

### **Other Evidence**

Quizzes

Practice Workbook Pages and other worksheets

Partner Speaking Practice

Question-and-Answer

Think-Pair-Share

Listening Activities

Graded Entrance/Exit Tickets

## **STAGE THREE**

### **LEARNING ACTIVITIES**

#### **WEEKS 1 and 2**

- Can-Do Statements
  - Identify how our world has changed in the last three hundred years. (temperatures, arctic/glaciers, more endangered species, air pollution) in Europe/Latin America
  - Brainstorm in what ways our actions have changed the environment, plant life, and animal life (Endangered Species). (Ex. Seagulls eating only human food).
  - Identify endangered species.
  - Ecotourism – where can we go and what can we learn there?

#### **WEEKS 3 and 4**

- Recognize our part in the protection of our animal wildlife.
- Suggest ways in which we protect the vegetation on our planet.
- Introduce future tense- review near future tense of regular verbs.
- Continue practicing with vocabulary: animals, recycling
- Explain how recycling can made a difference.
- Research alternate forms of energy that have been discovered and are currently in use.
- How can we as Planet Earth citizens help in making recycling a daily part of our lives?
- Look at website about recycling
- Future Quiz / Vocabulary Quizzes

#### **WEEK 4**

- Interpretive Assessment: Read about recycling and conservation efforts in Europe and Latin America to become knowledgeable about environmental issues in specific countries. After reading, compare and contrast what you've learned in your Science classes to come to a conclusion about which issues you can address in the conservation program.

**WEEK 5**

- Research environmental/ ecological issues and solutions in Europe and Latin America (on line sources / print)
- Web-quests for environmental issues, global ecological issues and endangered species
- Further discussion of ecotourism in Latin America and Europe – what are the issues and how is it helping?

Review and practice vocabulary concerning endangered animals, flora/fauna, recycling, healthy and unhealthy modes of transportation.

**WEEK 6**

- Interpersonal Assessment: While reading about ecotourism in Europe and Latin America, you've learned a lot about different animals: native species, some of which are endangered or threatened. You want to know what everyone else has learned! In small groups, share information about a specific animal you've focused on and ask directed questions of your group members to learn as much as possible about various animal groups.

**WEEK 7**

- Actively view BBC Planet Earth video clips and respond to directed questions on species and environments
- Prepare for presentational assessments

**WEEK 8**

- Presentational Assessment: As part of the high school's international conservation/environmental awareness program, your responsibility is to create a public service announcement about an endangered species or a country-specific environmental problem with possible solutions.

**WEEK 9**

Quarter Exam

## **Curriculum Resources - Differentiated Instruction**

### **Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

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

Intervention Central:

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

Learning Ally:

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

### **English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)

[www.nj.gov/education/bilingual/pd/fabric/fabric.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

### **Gifted and Talented Interventions in Regular Education**

*Resources:*

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

### **21st Century Learning**

*Resources:*

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>