

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

Course: Fundamentals of French/Spanish 8

Length of Course: Full Year

Elective / Required: Required

School: Alder/Fernwood Avenue Middle Schools

Student Eligibility: Grade 8

Table of Contents

[District Mission Statement](#)

[World Languages Philosophy](#)

[World Languages Statement of Purpose](#)

[Introduction](#)

[Egg Harbor Township School District Curriculum Template](#)

[What is Backward Design? What is Understanding by Design?](#)

[Intent of the Guide](#)

[1st Unit Title:](#)

[Stage One: Goals](#)

[Stage Two: Performance Tasks: Integrated Performance Assessment \(IPA\)](#)

[Stage Three: Learning Activities](#)

[2nd Unit Title:](#)

[Stage One: Goals](#)

[Stage Two: Performance Tasks: Integrated Performance Assessment \(IPA\)](#)

[Stage Three: Learning Activities](#)

[3rd Unit Title:](#)

[Stage One: Goals](#)

[Stage Two: Performance Tasks: Integrated Performance Assessment \(IPA\)](#)

[Stage Three: Learning Activities](#)

[4th Unit Title:](#)

[Stage One: Goals](#)

[Stage Two: Performance Tasks: Integrated Performance Assessment \(IPA\)](#)

[Stage Three: Learning Activities](#)

This curriculum guide was prepared by:

Kelli Baird, Fernwood Avenue Middle School

Renee Kurtz, Alder Avenue Middle School

Adriana Orrego, Fernwood Avenue Middle School

Digna Ryan, Alder Avenue Middle School

Coordinated by: Dr. Michele Schreiner, Supervisor of World Languages

REVISED July 2016

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 everyday society.

World Languages Philosophy

The acquisition of a second language is essential in the 21st 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 21st 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 21st 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.

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.

1st Unit Title: Me and My Class

Course: Fundamentals

Grade(s): 8

Unit Summary

The 7th grade Fundamentals classes have been mixed together and divided into 8th grade Fundamentals classes with different combinations of students. It's time to get to know one another and once again start speaking (and thinking) in the target language in this unit. In addition to new classmates, you have new teachers. What are your first impressions of 8th grade? What are your classmates and teachers like? Will it be a good year?

Unit Resources

Printed Materials:

Resources:

Internet Resource Links:

Stage One: Goals

NJCCCS:

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.

Power Standards:

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.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Additional Standards:

Interpretive Mode:

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Enduring Understandings:

1. My teachers, my classmates, and even I are different this year in appearance and personality.
2. Certain characteristics are more beneficial to achieve success in the classroom.

Essential Questions:

1. What do I share in common with my classmates?
2. How can I be successful in 8th grade?

Knowledge and Skills:

Students will know

- How to introduce themselves and their classmates ·
- How to describe themselves, their teachers, and classmates
- How to formulate questions to find out further information ·
- How to state which classes he/she has and his/her teachers teach ·
- Actions that reflect these successful attributes.

Students will be able to

- State their name, age, likes and dislikes ·
- Describe their physical and personality traits ·
- Ask and answer questions to gain information about others ·
- Characterize the difference between “positive” and “negative” characteristic traits

Stage Two: Performance Tasks: Integrated Performance Assessment (IPA)

Overview of Tasks

7th grade was a big change for many of you in the school setting. Now in 8th grade, you have a better understanding of how the school works and what is expected of you. This year you have an opportunity to continue to improve by making smart decisions. How will you behave in the classroom? Who will you choose to befriend? What classes will you enjoy? What classes will challenge you but in the end be worth the effort?

Interpretive Task:

Read a description of someone and demonstrate an understanding of what you have read by answering questions.

Interpersonal Task:

Get to know a student who is in your class this year that wasn't in your class last year. Ask and answer questions to find out more about them. How are you similar and different?

Presentational Task:

Complete a Venn diagram comparing and contrasting your and your partner's responses from the Interpersonal Assessment. Lastly introduce your partner to the class

Other Evidence of Student Learning:

- Teacher observation
- Formative Assessments
- Interpersonal Activities
- Presentational Activities
- Interpretive Activities

Student Self-Assessment: Can Do Statements

- I can introduce myself, my classmate(s), and my teacher(s).
- I can describe myself, my classmates, and my teachers.
- I can ask and answer questions to gain more information about someone.
- I can differentiate between positive and negative characteristics in a classroom setting.
- I can identify positive attributes to improve on this school year

Stage Three: Learning Activities

General Timeline: 1 marking period

Weeks 1-5

Potential Interpretive Activities: Take a self assessment test (whether teacher made or authentic), determining where you fall in regard to being a positive role model in class.

Potential Presentational Activities: Create a Venn Diagram to list positive and negative characteristic in a classroom setting, Create goals for the school year as to how you will change your attributes to improve in the school setting.

Weeks 6-8

Potential Interpersonal Activities: Play a “name game” to review your name and to learn your classmate’s names, a classroom scavenger hunt – “Find someone who...” to discover and review each other’s names, interests, physical characteristics, and personality traits, a “Guess Who” game – Discuss which teacher/student is being described.

End of Unit.

2nd Unit Title: What shall I wear?

Course: 8th grade Fundamentals of French/Spanish

Grade(s): 8th grade

Unit Summary

The seasons are starting to change. How does the changing temperatures affect what I will wear to school? Would it be different if I lived in another country? The change of season also means that professional and school sports are starting and/or ending. Are the activities that middle school students in a French or Spanish speaking country do changing as well?

In this unit we will learn the vocabulary for talking about the changing seasons and weather. We will discuss how the changing seasons affect various areas of our life such as what we wear and what we do. We will compare and contrast our clothing and activities with those of the target culture.

Unit Resources

Printed Materials:

Froggy Se Viste

Resources:

Internet Resource Links:

French Resources:

<http://www.meteofrance.com/accueil>

Spanish Resources:

<http://www.marbella-guide.com/traditional-Spanish-dress/>

<https://www.elcorteingles.es/>

<https://www.tes.co.uk/teaching-resource/la-ropa-y-el-tiempo-what-do-you-wear-and-when-6300806>

<http://madrid.ociogo.com/informacion/clima-madrid-ropa-llevar/>

<http://www.eltiempo.es/>

<http://www.tutiempo.net/Tiempo-Espana.htm>

Stage One: Goals

NJCCCS:

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.

Power Standards:

7.1. NM.A.4: Identify familiar people, places and objects based on simple oral and/ or written descriptions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Additional Standards:

Interpretive Mode:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Standards:

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numer

Enduring Understandings:

- The seasons of the year affect people’s lives on a daily basis.
- The guidelines for appropriate attire vary according to situation and location.

Essential Questions:

- How do seasons affect our lives?

- How does your location affect what you wear?

Knowledge and Skills:

Students will know

- Names of the seasons and months of each season in EHT and the target culture.
- Weather conditions and activities typical of each season in EHT and the target culture.
- How the weather and the activities you are doing affect what you wear.
- Articles of clothing typical of each season in EHT and the target culture.
- Numbers 0-100.

Students will be able to

- Answer questions using the season's vocabulary (ie which season his/her birthday falls, which season it is currently, his/her favorite season etc).
- Describe the clothes they are wearing or will wear in different weather conditions.
- Describe popular activities in each of the four seasons.
- Express which articles of clothing they like/dislike.
- State the weather in the target culture using authentic maps and websites
- Determine what one should wear after looking at an authentic weather website

Stage Two: Performance Tasks: Integrated Performance Assessment (IPA)

Overview of Tasks

How do the seasons of the year affect people's lives on a daily basis?

Overview: With the Seal of Biliteracy and the CIEE study abroad scholarship program becoming more popular in our high school, you have started thinking about traveling to a country where you can use the language you've been learning. With high school quickly approaching, you are starting to take a closer look at what it would be like to live abroad in a French/Spanish speaking country.

Interpretive Task:

Look at documents from the target language country concerning the weather and seasons there (i.e., weather maps, websites, etc.) and show that you have gained an understanding of how the target language countries compared by answering comprehension questions.

Presentational Task

Plan what you would pack for different towns that you would be traveling to if you were to go to one of the towns that participate in the CIEE program.

Interpersonal Task:

Find out more about a local French/Spanish rec center in one of the potential towns that you might visit if accepted to the CIEE program. Post comments or tweets on the rec center's page to gain further information and answer any questions that you may have.

Other Evidence of Student Learning:

Teacher observation
Formative Assessments
Interpersonal Activities
Presentational Activities
Interpretive Activities

Student Self-Assessment: Can Do Statements

- I can identify the four seasons and the months that belong to each season.
- I can describe the weather typical of season in EHT and the target culture.
- I can list activities special to each season in EHT and n the target culture.
- I can describe what I am wearing.
- I can look at the weather to determine what I should wear.
- I can describe what I might wear in different weather conditions/activities/situations in my town and in a target language country.
- I can recognize clothing vocabulary in an authentic document.

Three: Learning Activities

General timeline: 2 marking periods

For each season:

- Watch authentic weather forecasts and complete interpretive activities
- Describe your dress for the day (frog & themselves)
- List clothing & activities popular in the season
- Weather station (for EHT & TL countries): temperature conversions and map reading
- Based on the documents you have read, convince your friend to come to a camp/rec center/park based on both of your preferences
- State what articles of clothing you would pack to visit various target language countries based on the season, the weather, geographical location, and/or planned activity.

End of Unit.

3rd Unit Title: Urban Parks

Course: 8th Grade Fundamentals of French/Spanish

Grade(s): 8th Grade

Unit Summary

Urban parks exist in every culture and are a magnet for bringing people of all ages and interests together. They exist in many sizes and forms from the sprawling and lush XiHu in Hangzhou, China that serves a city of six million to the compact Parque Central in Heredia, Costa Rica that serves a city of 70,000. For centuries, parks have served an important social function and ecological role in our ever expanding cities.

In this unit, students will explore parks in target language cities. Building upon the language they acquire in studying both the infrastructure of parks and the functions parks serve in society, students will then move on to discuss the role of parks in their own community and in their lives. Working in groups, students will “work with the Egg Harbor Township Planning Committee” to plan a new park in Egg Harbor Township.

UNIT RESOURCES

Printed Materials: Maps of various parks

Internet Resources:

Google Earth: <https://www.google.com/earth/>

<http://www.state.nj.us/education/aps/cccs/wl/frameworks/wlo/parks/page1.html>

French Resources:

Plains of Abraham, Canada: www.ccbn-nbc.qc.ca/

Le Mont Royal, Canada: www.lemontroyal.qc.ca/index3.html

Buttes Chaumont (Paris Park) websites: <http://butteschaumont.free.fr/>

<http://equipement.paris.fr/parc-des-buttes-chaumont-1757>

<http://www.parisinfo.com/musee-monument-paris/71468/Parc-des-Buttes-Chaumont>

Spanish Resources:

Chapultepec Park, Mexico: www.parqueecologicochapultepec.com.mx/

Chapultepec Park, Mexico: www.caminandosinrumbo.com/mexico/mexico/chapultepec/index.htm

Guell Park, Spain: www.ctv.es/USERS/ags/GAUDI-parque.htm

Stage One: Goals

NJCCCS:

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.

Power Standards:

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

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.

Additional Standards:

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

Social Studies

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

Understandings:

- Green spaces play a vital role in the lives of the people who live in cities.
- People use urban parks for a variety of activities and purposes and this may vary from culture to culture and town to town.

Essential Questions:

- What role do urban parks play in cities?
- How do American students' experiences in local parks compare with those of students in the target culture?

Knowledge and Skills:**Students will know**

- The concept of a park differs based on your geographic location (ex: in EHT, we associate a park with a playground, but in other countries and big cities, a park is a large, green space for relaxing and/or seasonal activities).
- The structures and pieces of nature common to parks in various countries
- Popular activities that take place in local parks and those in the target culture.
- Ways to express which park activities & equipment they like, dislike, and prefer.

Students will be able to

- Talk about activities people engage in at urban parks in the target language country.
- Compare and contrast parks in EHT, the nation, and the world.
- Describe the features or characteristics of various types of parks.
- Tell people what they can and cannot do in parks.
- Give opinions of various parks and discuss their likes and dislikes.

Stage Two: Performance Tasks: Integrated Performance Assessment (IPA)**Overview of Tasks**

With the Seal of Biliteracy and the CIEE study abroad scholarship program becoming more popular in our high school, you have continued planning what other countries offer. One of the things that you have taken interest in is the Urban Parks located in the various areas that you can visit.

Interpretive Task:

You have decided to start researching local urban parks close to the town that you will hopefully reside in. Read a park website from a target language country to find key words and important concepts to share with the committee.

Presentational Task:

After viewing several park brochures and websites, you have become even more excited to apply for CIEE. In order to help recruit potential applicants, you create a poster advertising one of the parks that you have studied. You will then submit it via tweet/post to the park that you presented.

Interpersonal Task:

Convince your partner to accompany you to a park after looking at 3 different park choices. Ask your partner what he/she likes to do. Then make suggestions for a park to visit based on both of your preferences. Would you rather visit a park in a target language country to experience their relaxing version of a park?

Other Evidence of Student Learning:

Teacher observation
Formative Assessments
Interpersonal Activities
Presentational Activities
Interpretive Activities

Student Self-Assessment: Can Do Statements

- I can define the concept of an “urban park.”
- I can compare/contrast a local park with parks in other countries.
- I can read and comprehend vocabulary about parks in other countries from authentic websites.
- I can describe the attractions and activities done in a particular park.
- I can give my opinion about a park and justify it and ask another person his/her opinion.
- I can read and understand maps about parks.

Stage Three: Learning Activities

General Timeline: 1 marking period

Weeks 1-4

<http://www.state.nj.us/education/aps/cccs/wl/frameworks/wlo/parks/page6.html>

Respond to Total Physical Response commands or actions vocabulary for target language parks (review vocabulary related to free time activities).

Discuss the different characteristics of the various parks. The students make observations on varying cultural practices and perspectives. If possible, discuss the influences the town/city have on the park and the needs the park fulfills.

Talk about where items in a park are located to successfully navigate the park using the map or describing the park.

Give your partner directions to get from one place in a park to another using a map.

Make a Venn diagram that compares and contrasts an urban park from a target language country and an American park (either local or urban). Possible extension: share venn diagrams with a group to create a final product.

Weeks 5-9

Ask students to identify some parks in their town and urban parks in various U.S. cities and what role these parks play for the general population. Discuss the different types of communities (rural, suburban, urban) Introduce vocabulary related to features commonly found in the parks in their town and the urban parks in other U.S. cities.

Introduce students to parks in target language countries through pictures, videos and/or websites. The students take note of the size of park and the activities offered. Review interrogative words to discuss who, what, where, when and why related to parks.

Possible activity: Make a brochure about a specific target language park. Possible topics to include are: Location Size Facilities – ie restrooms, cafes Events - concerts, exhibits, festivals Regulations - hours, behavior Entrance fee History of the park Things to do and see Major attractions such as zoo, sculpture, castle Suggested walking paths

End of Unit.