

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

HONORS II: French, Spanish, German

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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Revised July 2014

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 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.

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: HN II Unit 1 Let's Go Shopping!**Authors: Alexandra Susko, Myrna Cariño, Ruth Beltrán, Mätt Guenther****UNIT**

Subject: **World Languages** Country:
Course/Grade: **Level II Honors** State/Group: **NJ**
School: **EHTHS**

UNIT SUMMARY

This unit will prepare students to go shopping in the target language. They will be able to ask for what they want, pay for it in the appropriate currency, and then describe what they bought. Students will use concepts of basic economics to understand the value in USD of items they buy in a foreign country. Students will learn about how teenagers in Europe and Latin America make spending money.

UNIT RESOURCES**Printed Materials:**

Level II text/ workbook

foreign currency (if available)

Resources:

Online travel schedules- train, airline, bus

Films in the target language

Commercials in the target language

Field trip: Visit a restaurant or store that has items/ a menu in the target language to practice asking for what you want in the target language.

Internet Resource Links:

<http://laredoute.fr>

<http://amazon.fr>

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

Students will understand...

That fashion styles in the target culture may be different than in the US.

That shopping in boutiques/markets in Europe is different than shopping at a mall/grocery store in the US.

That pricing can be very different in Europe (domestic products vs. imported products).

That students in Latin America and Europe make spending money in a variety of ways that may be culturally different than in the US.

ESSENTIAL QUESTIONS

How do French/ Spanish/ German teenagers dress compared to American students?

How do stores and clothing sizes in Europe and Latin America differ from in the US?

How does the exchange rate affect how much money I spend?

How do European teenagers make spending money?

KNOWLEDGE AND SKILLS

Student Will Know

- Adjectives
- Present tense verbs (recycled)
- Past tense (recycled)
- Near future using "to go" (recycled)
- Numbers (recycled)
- Asking questions
- Clothing vocabulary
- Seasonal vocabulary (recycled)
- Colors (recycled)
- European sizes
- Exchange rates
- Job vocabulary

Student Will Be Able To

- Describe themselves and others
- Describe objects and articles of clothing
- Discuss what they are doing
- Say what they are going to do
- Say what they did
- Ask questions about what others did
- Pay for things using foreign currency
- Discuss what they would wear for different occasions
- Ask for things they want/ need at a store
- Discuss their fashion preferences
- Compare French fashions to US fashions
- Discuss different ways students earn spending money.

STAGE TWO

PERFORMANCE TASKS

Level: Intermediate Low

Overview:

Now that you are in High School, you pay more attention to how you present yourself to the community. You are more conscious about what looks good on you and what does not work for your appearance. You have discovered that the teenagers in the language culture you are studying have similar concerns as you do. To help you with your preparations to dress for success and assimilate into the new culture, you do some research on the fashion choices of teenagers in France, Germany, Spanish-speaking countries, shop on line for clothing, and discuss fashion choices with your host brother/sister and friends. Additionally, you want to assist your foreign friend with his/her dressing up for a special occasion that s/he will attend during his/her stay with you.

Interpretive: Back to school shopping make over

You are in high school now and are planning to be an exchange student your up-coming year / summer. You want to update your fashion style so you fit-in with the new trends of your host country. You read through an article on current trends in French, German, or Spanish fashion for young people. Now that you have interpreted the article, your parents have decided to help you with your back to school shopping and give you \$200 so you can go on-line to the French, German, or Spanish website to do your shopping. Don't forget to convert your money to Euro for European stores.

Interpersonal: Going to the dance

You are a foreign exchange student are getting ready for the Graduation Dance at the end of your host brother's / sister's school year and are not sure what to wear. You talk with your host brother or sister to find out what he/she is wearing and what she/he thinks about your outfit choice. Exchange information about what look you want to have and request suggestions for improving your choices. Offer ideas about where to find clothes if needed or to borrow something from your friend.

Presentational: Special Events in your life

Your host brother or sister comes to visit you on his/her fall vacation. You and your friends are taking your foreign friend to a special event. You are going to decide on what to wear to the EHTHS Sports Banquet / Service Club Induction Ceremony / High School Formal Dance; to a family wedding or other special occasion, such as quinceañera, bar / bat mitzvah, confirmation. Present your fashion choices.

OTHER EVIDENCE

Listening Activities: Authentic material (interviews with native speakers, commercials, interviews with fashion designers)

Quizzes

Oral Presentation/ PowerPoint

Reading Activities: Authentic material (Interpretive Comprehension Guides)

Homework

Whiteboard Activities

Skits

Student paired conversations

Quarterly Exam (10% of marking period grade)

Student Self Assessment:

STAGE THREE

LEARNING ACTIVITIES

Week 1-

- Introduce vocabulary related with clothing, colors and fashion styles.
- What to wear according with the season
- Talk about teenagers' fashion preferences.
- Compare celebrities' styles.

Weeks 2 and 3-

- Where to go shopping?
- Look in the mall directory and visit the stores of your interest.
- View online mall
- Ask for items they need at the store
- Use numbers to discuss money and price
- Learn about methods of payments and exchanging money in foreign countries.
- Economics lessons to discuss the money exchange and foreign currency.

Week 4-

- Compare French/Spanish/German fashion vs. USA fashion.
- Compare European sizes vs. American sizes.
- Visit chat room and talk to your friends about what are you finally have decided to wear for the Homecoming Dance.
- Use of adjectives to describe clothing

Week 5- Interpersonal activity assessment.

You are a foreign exchange student are getting ready for the Graduation Dance at the end of your host brother's / sister's school year and are not sure what to wear. You talk with your host brother or sister to find out what he/she is wearing and what she/he thinks about your outfit choice. Exchange information about what look you want to have and request suggestions for improving your choices. Offer ideas about where to find clothes if needed or to borrow something from your friend.

Week 6- Interpretive assessment

You are in high school now and are planning to be an exchange student your up-coming year / summer. You want to update your fashion style so you fit-in with the new trends of your host country. You read through an article on current trends in French, German, or Spanish fashion for young people. Now that you have interpreted the article, your parents have decided to help you with your back to school shopping and give you \$200 so you can go on-line to the French, German, or Spanish website to do your shopping. Don't forget to convert your money to Euro for European stores.

Week 7 and 8- Presentational assessment

Your host brother or sister comes to visit you on his/her fall vacation. You and your friends are taking your foreign friend to a special event. You are going to decide on what to wear to the EHTHS Sports Banquet / Service Club Induction Ceremony / High School Formal Dance; to a family wedding or other special occasion, such as quinceañera, bar / bat mitzvah, confirmation. Present your fashion choices.

Unit Name: HN II Unit 2 Let's Take a Trip
Authors: Alexandra Susko, Myrna Cariño, Ruth Beltrán, Mätt Guenther

UNIT

Subject: **World Languages** Country:
Course/Grade: **Grade 9** State/Group: **NJ**
School: **EHTHS**

UNIT SUMMARY

This unit will prepare students for travel to the target culture. They will learn how to read travel schedules, pack appropriately for a trip, and navigate unknown cities.

UNIT RESOURCES

Printed Materials:

Level II Text/ workbook

Resources:

Authentic schedules- flight schedules, train schedules, bus schedules

Authentic weather reports in target language

Maps

Internet Resource Links:

<http://www.carnaval.qc.ca>

<http://www.youtube.com/watch?v=eSTAi6nj5aE>

<http://www.youtube.com/watch?v=2eogwsry5Yc>

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.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.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.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.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.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

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.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

ENDURING UNDERSTANDINGS

Traditional festivities in other countries are celebrated differently than in the US.

Transportation in other countries and cities is often more reliable and available than in the US.

An area's climate can affect how its inhabitants live and the activities they enjoy.

ESSENTIAL QUESTIONS

How are people in other Spanish speaking/ French speaking countries different from me?

How is transportation different in the target culture compared to the US?

How does climate affect how people live and what they do?

KNOWLEDGE AND SKILLS**Students Will Know**

- Weather expressions
- Present tense verbs (recycled)
- Past tense
- Near future using "to go"
- Numbers (recycled)
- Time (recycled)
- Asking questions
- Transportation vocabulary
- Asking for directions
- Descriptions
- Clothing vocabulary (recycled)

Students Will Be Able To:

- ask for directions
- discuss the weather
- ask for/ tell time
- say what they are going to do
- say what they did
- ask questions about what others did
- pay for things using foreign currency
- make a reservation
- use a public transportation map/ schedule
- discuss clothing they need to pack based on weather for a trip.
- find Quebec/ Juana Diaz on a map and identify important landmarks

STAGE TWO

PERFORMANCE TASKS

Overview: Congratulations! You have been awarded a travel scholarship from FLENJ. You are planning a trip with your friends to your host brother's / sister's homeland. This is a once in a life-time opportunity, so you want to make the best of it. You will read and research about the country / city you will visit and talk with your friends about the places you have visited while there. Finally, you will present at the FLENJ convention your experiences about your stay with your hosts in their home and city and what you learned about the culture and customs.

Title: Interpretive- Oh the places you will go!

To prepare for your trip, you will watch a video clip or read an article in French, German, or Spanish about travel before the trip to gather information on the places you will visit. You will need to determine what sights there are to see, what you will do there, and what you will wear for your visit, and make some inferences about what to expect about the location before traveling there.

Title: Interpersonal- A Day Trip with My Host Brother or Sister

You and your friends are visiting your host brother or sister's homeland. You, your friends and host brother or sister take day trips separately to two different places within that country. When you meet back at the home at the end of the day, discuss your day with your friends and hosts. Ask and answer questions to find out where your friends went, how they got there, and what they did. Find out and share as much information as possible!

Title: Presentational- My Home-Stay / Trip Abroad

You have returned from your home-stay / family trip abroad and you are going to make a presentation to FLENJ, who gave you a scholarship for traveling abroad. You are presenting the country/cities you stayed in and include a map, famous landmarks, traditional foods, music, festivals, and any other favorite experiences that you encountered while on your trip. FLENJ wants to encourage high school students to travel abroad. Make a brochure / video / presentation in the target language that will convince other students to visit the country you visited.

OTHER EVIDENCE

Listening Activities: Authentic material (weather reports, traditional songs)

Vocabulary Identification Quizzes

Oral Presentation/ PowerPoint

Reading Activities: Authentic material (Interpretive Comprehension Guides)

Homework
Whiteboard Activities
Quizzes
Map Activity- Giving/ Following Directions/Using commands

Student Self-Assessment:

STAGE THREE

LEARNING ACTIVITIES

Week 1:

Introduce and practice weather vocabulary.
Flash cards, power point activities, white board activities, worksheets.
Student paired conversations
Discuss weather in areas that speak the target language.
Review clothing vocabulary.
Discuss what clothing is worn depending on the weather.

Week 2:

Interpretive Task Oh the places you will go!

Congratulations! You have been awarded a travel scholarship from FLENJ. You are planning a trip with your friends to your host brother's / sister's homeland. You will watch a video clip or read an article in French, German, or Spanish about travel before the trip to gather information on the places you will visit. You will need to determine what sights there are to see, what you will do there, and what you will wear for your visit, and make some inferences about what expectations about the location before traveling there.

Week 3:

Introduce travel vocabulary
Discuss what clothing would be taken on different trips based on the itinerary.
[La Valise de Dorothée](#)

Week 4:

Introduce directions

[http://www1.teachertube.com/viewVideo.php?video_id=24650&title=1 A French Places Direction Vocabulary with Miley](http://www1.teachertube.com/viewVideo.php?video_id=24650&title=1_A_French_Places_Direction_Vocabulary_with_Miley)

Map Activity to ask for/ give directions

Scavenger hunt to give/ follow directions

Week 5:

Introduce target city (Quebec, Juana Diaz)

Identify target city on a map. Identify important landmarks near and in the city.

Power Point presentation, virtual tour, internet activity

Discuss best modes of transportation in the city

Map of city

Metro Map, Bus schedule, taxi rates.

Week 6:

Interpersonal Task

A Day Trip with My Host Brother or Sister

You and your friends are visiting your host brother or sister's homeland. You, your friends and host brother or sister take day trips separately to two different places within that country. When you meet back at the home at the end of the day, discuss your day with your friends and hosts. Ask and answer questions to find out where your friends went, how they got there, and what they did. Find out and share as much information as possible!

Week 7:

Discuss traditional celebrations and holidays in the target city

When is the best time to visit this city? Why?

Power Point activity, authentic texts (advertisements, brochures) videos

Discuss money exchange

Show money from that country

Discuss the exchange rate and how to calculate

Whiteboard activity, practice worksheets

Week 8:

Presentational Task

My Home-Stay Trip Abroad

You have returned from your home-stay / family trip abroad and you are going to make a presentation to FLENJ, who gave you a scholarship for traveling abroad. You are presenting the country/cities you stayed in and include a map, famous landmarks, traditional foods, music, festivals, and any other favorite experiences that you encountered while on your trip. FLENJ wants to encourage high school students to travel abroad. Make a brochure or video or presentation in the target language that will convince other students to visit the country you visited.

Unit Name: HN II Unit 3 Entertain Me!**Authors: Alexandra Susko, Myrna Cariño, Ruth Beltrán, Mätt Guenther****UNIT**

Subject: **World Languages** Country:
Course/Grade: **Honors II** State/Group: **NJ**
School: **EHTHS**

UNIT SUMMARY

This unit will be based on the entertainment industry. Students will discuss some of the entertainment genres they personally enjoy, while learning about the entertainment industry in their target countries. They will also learn how to describe childhood memories and what used to entertain them.

UNIT RESOURCES**Printed Materials:**

Level II Text/ Workbook

Authentic magazines

Resources:

Film web sites in the target language

Online news/ magazines in the target website

Field Trip: Go to the movies with your class and watch a film in the target language. Discuss and analyze the plot and actors in the target language.

Internet Resource Links:

<http://google.fr>

<http://google.es>

<http://google.de>

<http://youtube.com>

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.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.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.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.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.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

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.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

ENDURING UNDERSTANDINGS

- 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.
- I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, "The place where I buy stamps" for "post office."
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.

ESSENTIAL QUESTIONS

- What comprehension strategies do I use when I don't know all the words that I hear and read?
- How do I make my message understandable and interesting to my audience?
- What can I do to keep the conversation going?

KNOWLEDGE AND SKILLS

Students will know...

- Descriptive adjectives
- Personalities traits(recycle)
- Expressions of preferences
- Types of movies
- Popular celebrities in Target Language
- Preterit
- Imperfect
- Comparative
- Superlatives
- Superlative suffixes
- Present Progressive

Students will be able to...

- Identify, describe, and compare the different types of movies.
- Demonstrate reading comprehension
- Decide what types of movies they prefer and recommend.
- Make a decision as to what movie to see after reading and understanding a review.
- Prepare a movie sketch.
- Prepare an interview for a famous artist.
- Identify and critique some form of entertainment, specifically movies and popular artists.
- Show their preferences and express their opinions in entertainment and sports.
- Compare American film styles to styles of film from the target culture

STAGE TWO

PERFORMANCE TASKS

Overview: You have learned so much in your language classes that you are ready to see what you know and what you can understand away from school. You and your friends learn that at the Ritz cinema they are featuring foreign films and you go to one. Before going, you read and research about the films being shown and decide what one to see. You also learn that a teenage media company from the different countries will be there covering the event, looking for Americans to learn their opinions about the films they have seen and create a review about the film.

Title: Interpretive: Premiere Night at the movies

You and your friends are very interested in foreign films. You have learned so much in your classes that you want to see the latest film premiere at the Ritz in Voorhees. Before you go to the premiere you search and read an article about the new foreign films playing there and the movie listings for the cinema. Based upon your readings, you determine what film you and your friends will watch.

Title: Interpersonal: Our opinions count

You and your friends have just been to the premier of the new film from France, Germany, Latin America and a teenager media crew from France, Germany, or Latin America is looking for American teens to answer a few questions for the home audience live! You and your friends have been selected for the task! Answer the foreign teenage reporter's questions.

Title: Presentational: My movie review

The teenage media crew that interviewed you about the movie you just saw wants you to write a review for the teenage audience back in France, Germany Latin America from an American's perspective to be published in their magazine. Create a 3 paragraph review of the film that includes descriptions, reaction and opinion about plot and characters. Don't forget to give your recommendation about the film.

OTHER EVIDENCE

Quizzes

Partner Speaking Activities

Question-and-Answer

Think-Pair-Share
Listening Activities
Videos
Entrance/Exit Tickets (and other Formative Assessments)
White Board Activity

Student Self-Assessment:

STAGE THREE

LEARNING ACTIVITIES

Week #1

- Use of adjectives to describe movies
- Identify famous actors/actresses and describe their personalities traits
- Report information about famous people in the entertainment field
- Vocabulary recognition quiz

Week # 2

- Express their preferences about movies and entertainment shows
- Talk about the good and bad qualities of entertainment
- Vocabulary recognition

Week # 3

- Use comparatives
- Use superlatives and superlative suffixes with adjectives.

Interpretive assessment Premiere Night at the movies

You and your friends are very interested in foreign films. You have learned so much in your classes that you want to see the latest film premiere at the Ritz in Voorhees. Before you go to the premiere you search and read an article about the new foreign films playing there and the movie listings for the cinema. Based upon your readings, you determine what film you and your friends will watch.

Week # 4

- Talk about activities related to entertainment using the present progressive.
- Use the present progressive forms to talk about their personal activities
- Preparation for Interpersonal assessment

Week # 5

Interpersonal assessment Our opinions count

You and your friends have just been to the premier of the new film from France, Germany, Latin America and a teenager media crew from France, Germany, or Latin America is looking for American teens to answer a few questions for the home audience live! You and your friends have been selected for the task! Answer the foreign teenage reporter's questions.

- Production quiz

Week # 6

- Use of regular and irregular forms of preterit
- Discuss movies and storylines using past tense
- What activities they did recently

Week # 7

- Identify the use of imperfect tense
- Use of regular and irregular verbs in imperfect
- Begin working on the presentational assessment. The students will talk about family activities, activities they used to do regularly, and television shows they used to watch as a child.

Week # 8

Presentational assessment My movie review

The teenage media crew that interviewed you about the movie you just saw wants you to write a review for the teenage audience back in France, Germany Latin America from an American's perspective to be published in their magazine. Create a 3 paragraph review of the film that includes descriptions, reaction and opinion about plot and characters. Don't forget to give your recommendation about the film.

Unit Name: HNS II Unit 4 A Piece of History
Authors: Alexandra Susko, Myrna Cariño, Ruth Beltrán, Mätt Guenther

UNIT

Subject: **World Languages** Country:
Course/Grade: **Level II Honors** State/Group: **NJ**
School: **EHTS**

UNIT SUMMARY

In this unit, students will use their language skills to study and discuss a relevant event or time period in history. This is a cross curricular lesson with the history department. Discuss the idea of Revolution/ War/ Exploration.

UNIT RESOURCES

Printed Materials:

Level II Text Book/ Workbook

Authentic materials- history book in target language, posters, interviews, films in target language, political cartoons

Resources:

Field Trips

Visit a museum to look at artifacts from the time period studied/ country studied

See a play that depicts the time period/ country studied

Internet Resource Links:

<http://google.com>

<http://youtube.com>

<http://google.fr>

<http://google.com.mx>

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.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

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.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

ENDURING UNDERSTANDINGS

Students will understand...

Those things that happened in the past are still relevant today.

Looking for cognates, watching the speaker, and looking at visuals can often help me to better understand.

I can talk around words I do not understand by using circumlocution.

If I ask the right questions and give thoughtful responses, I can keep someone talking to me.

ESSENTIAL QUESTIONS

How has history shaped the world today?

What comprehension strategies can I use when I don't understand what I hear and read?

How does what I know about the target culture help me understand what I hear and read from native speakers and writers?

What strategies can I use to communicate in the target language when I don't know exactly how to say what I want to say?

KNOWLEDGE AND SKILLS

Students Will Know

- Adjectives (recycled)
- Present tense verbs (recycled)
- Past tense (recycled)
- Numbers (recycled)
- Asking questions (recycled)
- Comparative/superlative (recycled)
- Imperfect tense
- Imperfect vs. preterite
- Geography vocabulary
- History vocabulary
- Culture vocabulary (varies based on historical event. Ex: royalty, war, explorers, etc.)

Students Will Be Able To

- Discuss things that happened in the past
- Ask questions about what happened in the past
- Identify the target country on a map and identify major landmarks, cities, rivers, and mountains.
- Identify and discuss a historical event related to the target language.
- Identify the causes that led up to that particular historical event.
- Describe what life was like for the people of the specified time period
- Compare what life was like then and now in the country being studied.

STAGE TWO**PERFORMANCE TASKS**

Overview: Life is short and then you die. What we do with our short time is what is important... and relevant for future generations. You have learned about history in many of your classes; now it is time to learn it in depth in your world language class. You will read and interpret historical events, people and places from French, German, Spanish countries. You will challenge your friends' knowledge of historical figures and events to prove and increase your knowledge of history. Finally, you will create a personal timeline to introduce yourself to and show your life events to your future language teacher.

Title: Interpretive: Why does history repeat itself?

You have studied World History in your social studies classes. Now it is time to learn about it the history of France, Germany, Spain / Latin America first hand. You will read an excerpt from an authentic history textbook regarding the historical events. You will have a series questions to assist you with your historical analysis.

Title: Interpersonal: Guess Who?

You and your friends have been waiting to play 20 Questions in study hall all day. When you get there, the teacher tells you that students can't play games in study hall, they can only do work. In order to get around this rule, you decide to play in French/Spanish/German using you knowledge of the historical events and people you have been studying.

Title: Presentational: Who am I?

You have learned about the lives of many historical figures in this unit. Now, it is your turn to present your personal history! Create a timeline of your life for your new language teacher next year so s/he gets to know you over the summer vacation. Select key events from your life from childhood to present, and perhaps include something for your future, include pictures of the events you used to do / are doing, too.

OTHER EVIDENCE

Vocabulary Identification Quizzes

Handouts

Homework

Quizzes

Quarterly Exam (10% of marking period grade)

Student Self-Assessment:**STAGE THREE****LEARNING ACTIVITIES**

Week 1:

Introduce focus location on map. Identify major landmarks, cities, rivers, and mountains. Use pamphlets/ authentic materials if available.

Introduce geography & history vocabulary using power points and vocab lists.

Week 2:

Review historical vocabulary. Give historical background. Describe what life was like for people in target country during this time period.

Interpretive: Why does history repeat itself?

You have studied World History in your social studies classes. Now it is time to learn about it the history of France, Germany, Spain / Latin America first hand. You will read an excerpt from an authentic history textbook regarding the historical events. You will have a series questions to assist you with your historical analysis.

Week3:

Review formation of preterite and imperfect tenses. Discuss uses of these tenses simultaneously. (power points, white board activities, text, workbook)

Week 4: Explain conditions leading up to historical event. Outline historical event. Use history book in target language. Student paired conversations re-telling/ discussing historical event.

Week 5:

Continue study of historical event in more detail.

Jigsaw Activity: Students split into subject based groups and become "experts" on a specific subject. They then return to their original group and take turns teaching their group members about the topic they became an "expert" on.

Week 6":

Interpersonal: Guess Who?

You and your friends have been waiting to play 20 Questions in study hall all day. When you get there, the teacher tells you that students can't play games in study hall, they can only do work. In order to get around this rule, you decide to play in French/Spanish/German using your knowledge of the historical events and people you have been studying.

Week 7:

Continue Grammar practice. Compare what life was like then and now in the country being studied. Student paired conversations. Role-play situational skits.

Week 8: Presentational: Who am I?

You have learned about the lives of many historical figures in this unit. Now, it is your turn to present your personal history! Create a timeline of your life for your new language teacher next year so s/he gets to know you over the summer vacation. Select key events from your life from childhood to present, and perhaps include something for your future, include pictures of the events you used to do / are doing, too.

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

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>