

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS  
CURRICULUM

**Honors French, German, Spanish 3**

Length of Course: Full Year

Elective / Required: N/A

Schools: High School

Student Eligibility: Grade 10/11/12

Credit Value: N/A

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**

Subject: **World Languages** Country:  
Course/Grade: **Honors 3 French, German,  
Spanish** State/Group: **NJ**  
School: **Egg Harbor Township High  
School**

**UNIT SUMMARY**

**Students will describe what their life is like on a day to day basis and discuss their daily routine and household responsibilities. Students will explain which personal products and items they typically need to get ready, and imagine how their routines would change during an extended stay abroad. Students will compare daily life of a typical American teenager to that of a teenager in (France, Germany, Spanish speaking countries)**

**UNIT RESOURCES**

**Printed Materials:**

Spanish: Realidades 3

French: Discovering French Today Rouge

German: Komm Mit 2 and 3

**Resources:**

Youtube videos

Textbook DVD program

**Internet Resource Links:**

lemonade.fr

tf1.fr

tv5monde.com

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

Standard State: NJ

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

## ENDURING UNDERSTANDINGS

I will understand that...

- How teenagers get ready for their day can vary by country.
- One's daily routine differs (clothing and accessories) based on various occasions.
- Young people from other countries earn spending money in a variety of ways.
- Young people from other countries have various household responsibilities in their daily lives.

## ESSENTIAL QUESTIONS

1. How do teenagers in other countries get ready for their day?
2. How does one's daily routine differ (clothing and accessories) based on various occasions?
3. How do young people from other countries earn spending money?
4. What household responsibilities do young people from other countries have in their daily lives?

## KNOWLEDGE AND SKILLS

### Student will know :

- present tense reflexive verbs
- preterit tense reflexive verbs
- subjunctive
- vocabulary for getting ready
- vocabulary for personal products
- vocabulary for household chores
- question words
- numbers (recycled)
- adjectives (recycled)
- telling time (recycled)
- imperative (recycled)

### Student will be able to:

- describe their daily routine -when getting ready for various events
- describe how they got ready for a past event
- tell what personal products they use
- compare/contrast how they get ready for their day with how teenagers in other countries get ready
- ask one another questions about how they get ready
- describe how teenagers in other countries get ready for their day
- describe how one's daily routine differs based on various occasions
- describe how young people from other countries earn spending money
- describe which household responsibilities young people from other countries have in their daily lives

**STAGE TWO****PERFORMANCE TASKS****Integrated Performance Assessment:**

You and your friends are participating in a study abroad program next summer. Since you will be staying with a host family, you want to prepare yourself and be able to meet your host family's expectations.

**Title:** Interpretive

Your teacher gives you resources to read about daily life and responsibilities of teenagers in (France/Spanish speaking countries/Germany). Read the article(s) and answer the questions given.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Interpersonal

Discuss your daily routine with your classmate and speculate as to how it might need to adapt during your homestay in (France/Spanish speaking countries/Germany). Discuss which personal products you use on a daily basis and which items you might be able to leave at home during your trip.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Presentational

Create a video to present to your fellow travelers to help prepare them to meet the expectations of their host families when they travel to (France/Spanish speaking countries/Germany). Include both a typical American teenager's household responsibilities and daily routine, and those of a typical teenager from (France/Spanish speaking countries/Germany).

**Suggested Rubrics:**

<http://flenj.org/CAPS/?page=147>

**OTHER EVIDENCE**

quizzes  
 homework  
 partner practice  
 formative assessments  
 Quarterly Exam (10%)

**Student's self-assessment:**

I can:

- describe my daily routine when getting ready for various events
- describe how I got ready for a past event
- tell what personal products I use to get ready
- compare/contrast how I get ready for my day with how teenagers in other countries get ready
- ask questions about how someone else gets ready
- describe how teenagers in other countries get ready for their day
- describe how my daily routine differs based on various occasions
- describe how young people from other countries earn spending money
- describe which household responsibilities young people from other countries have in their daily lives

## STAGE THREE

**Learning Activities****General Time Line and Sequence**

**Week 1: Introduce physical description and daily routine vocabulary. Discuss the importance of personal style. Review present tense reflexives. Discuss daily routines with a partner. Complete accompanying text book activities.**

**Week 2: Introduce personal product vocabulary. Discuss where to buy personal products in other countries. Introduce the past reflexive. Interpretive practice using youtube videos. Compare product preference of typical American teens and teenagers in other countries.**

**Week 3: Introduce chores and household activities. Compare household responsibilities with those of your classmates. Introduce subjunctive.**

**Week 4: Interpretive reading practice. Interpretive Assessment. Continue to practice the formation and usage of the regular subjunctive in all modes of communication. Interpersonal writing practice. (e-mails/message boards)**

**Week 5: Situational speaking practice (role play/dialogues/conversation cards). Interpersonal Assessment.**

**Week 6: Presentational Assessment.**

**Unit Name: HN 3 - Unit 2 : Peitit Nicolas/ Cuentos de Eva Luna/ Der Schatz auf Pagensand**  
**Author: Alexandra Susko, Rachael Ginsberg, Matthew Guenther, Diane Lombardi**

## UNIT

Subject:	<b>World Languages</b>	Country:
Course/Grade:	<b>Honors 3 French, German, Spanish</b>	State/Group: <b>NJ</b>
School:	<b>Egg Harbor Township High School</b>	

### UNIT SUMMARY

This unit will enable the students to read, react to, and analyze a French/German/Spanish novel. They will learn about the cultural context of the novel. Students will use the content of the novel to draw cultural comparisons between the target culture and their own.

### UNIT RESOURCES

#### Printed Materials:

Spanish: Cuentos de Eva Luna, Realidades 3

French: Les Récrés du Petit Nicolas, Discovering French Rouge

German: Der Schatz auf Pagensand, Komm mit 2 and 3, Review German Grammar

#### Resources:

Students will attend one or more of the following field trips which are designed to bring the language and culture to life.

1. Trip to Philadelphia Art Museum to view the art of Spanish, French, German artists; special exhibits as available featuring artists from the target language culture. Past exhibits have included: Dali, Van Gogh, Manet, Durer.
2. At the Movies: Attend a local cinema, which features contemporary foreign films (Tilton 9 or Towne 14), or attend the local state college's Friday afternoon Film events.

#### Internet Resource Links:

<http://germany.info>

<http://www.goscinnny.net/>

<http://www.eht.k12.nj.us/~northg/Internet%20Links%20Web%20Page.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.IM.A. Interpretive Mode (Intermediate-Mid)

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B. Interpersonal Mode (Intermediate-Mid)

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C. Presentational Mode (Intermediate-Mid)

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

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

## ENDURING UNDERSTANDINGS

I will understand that:

- Looking for cognates and loanwords, and looking at visuals help me better understand.
- Knowledge about a target culture can help me understand the context of what I read.
- The reader can infer an author's intentions based on the text.

## ESSENTIAL QUESTIONS

1. What do I do to help me to understand the details of what I read?
2. How does what I know about the target culture help me understand what I read from native writers?
3. How can I use a fictional piece of literature to help me understand authentic culture?
4. How can I infer the author's intentions based on the text?

## KNOWLEDGE AND SKILLS

### Students will know

Present tense  
 Descriptive adjectives  
 Literature vocabulary  
 Vocabulary related to the novel  
 How to summarize a story  
 Past tense (perfect/imperfect)  
 Near Future  
 Question words

### Student will be able to

Use cognates and loan words to better understand what they read.  
 Use knowledge about the target culture to help them understand what they read.  
 Infer the author's intentions based on the text.  
 Identify the main idea, characters, setting, plot, theme, and conclusion of a novel.  
 Describe the characters in a novel.  
 Summarize and re-tell a story in their own words in the target language.  
 Compare and contrast cultural aspects of the novel.  
 Give and support an opinion about the novel or characters in the novel.  
 Write a dialogue/ script  
 Discuss things that have happened (perfect)

Describe the past (imperfect)  
Predict what might happen (near future)  
Ask questions

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Interpretive task

Read a chapter of the novel studied, and demonstrate understanding of the cultural aspects of the society presented, its plot, and descriptions of characters.

Suggested Rubrics:

<http://flenj.org/CAPS/?page=147>

**Title:** Interpersonal task

Students will interview one another about their childhood. They will discuss what their life used to be like, what they used to enjoy, and how things used to be. Students may also discuss specific things that happened. Conversation will be recorded with a DVR.

Suggested Rubrics:

<http://flenj.org/CAPS/?page=147>

**Title:** Presentational task

Students will write and illustrate their own chapter of the novel they read. An additional component could be to create an audio book whereby the students will each record his/her story.

Suggested Rubrics:

<http://flenj.org/CAPS/?page=147>

**OTHER EVIDENCE**

quizzes  
homework  
partner practice  
formative assessments  
Quarterly Exam (10%)

**STAGE THREE****LEARNING ACTIVITIES****General Time Line and sequence****Week 1:**

Introduction to cultural context of the novel.  
Introduce the literature vocabulary (character, plot, setting, main idea, etc)  
Introduce story: author, illustrator, place, time period...  
Review formation of perfect tense. Practice perfect tense.

**Week 2:**

Introduce vocabulary for chapters of the story.  
Complete a story map for each chapter read.  
Read a chapter and summarize in the target language.  
Review adjectives.  
Quiz on perfect tense formation.

**Week 3:**

Introduce vocabulary for chapters of the story.  
Complete a story map for each chapter read.  
Read a chapter and summarize in the target language.  
Vocab quiz.

**Week 4:**

Interpretive Assessment  
Review: Descriptive vocabulary (physical and emotional)  
Review adjective agreement.  
Complete a story map for each chapter read.  
Read a chapter and summarize in the target language.

**Week 5:**

Review formation of imperfect. Practice imperfect.

Review: Descriptive vocabulary (localization, color, geography, house)

Adjective agreement quiz.

Complete a story map for each chapter read.

Read a chapter and summarize in the target language.

Interpersonal Assessment

**Week 6:**

Presentational Assessment

**Unit Name: HN 3 - Unit 3 : Health and Nutrition****Author: Alexandra Susko and Rachael Ginsberg****UNIT**

Subject:	<b>World Languages Honors 3</b>	Country:
Course/Grade:	<b>French, German, Spanish Egg Harbor</b>	State/Group: <b>NJ</b>
School:	<b>Township High School</b>	

**UNIT SUMMARY**

In this unit, students will learn how to identify health problems of the target country, and compare and contrast those problems with health problems in United States. They will debate standards of beauty, and what are healthy choices in food & lifestyle. They will create documents in the target language explaining do's and don'ts for proper nutrition, fitness, and health.

**UNIT RESOURCES****Printed Materials:**

La France en Poche

Discovering French Rouge/Realidades/Komm Mit

Articles about health issues

Diagrams showing daily food types and amounts necessary for proper nutrition

**Resources:**

Fitness/ Workout videos in target language

Field trip to a restaurant offering authentic cuisine

Field trip to New York City to attend the New York Petanque club matches. <http://newyorkpetanque.com/>

**Internet Resource Links:**

[http://www.cortland.edu/flteach/wksp/French\\_flu/](http://www.cortland.edu/flteach/wksp/French_flu/)

[http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/french/index\\_fr\\_video.htm](http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/french/index_fr_video.htm)

<http://www.sante.gouv.fr/liste-des-dossiers-de-a-a-z.html>

<http://www.sante.gouv.fr/campagnes.html>

<http://documentaire.tv5monde.com/rubrique/documentaire-medecine-sante>

**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.IM.A. Interpretive Mode (Intermediate-Mid)

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B. Interpersonal Mode (Intermediate-Mid)

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

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

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C. Presentational Mode (Intermediate-Mid)

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

## **ENDURING UNDERSTANDINGS**

I will understand that...

- Looking for cognates and loanwords, watching the speaker, and looking at visuals help me to better understand.
- Physical activity is a concern of all peoples.
- Modern methods of food production and fast-paced lives have contributed to people's poor nutrition choices.
- Obesity and other eating disorders, and self-image issues are a major world concern.
- Good health, diet and exercise are important for healthy existence.

## **ESSENTIAL QUESTIONS**

- What do I do to help me to understand the details of what I heard or read?
- What can I do to be physically healthy?
- What prevents people from making healthy food choices?
- What are the dangers of extreme eating disorders?
- What diseases can be prevented through proper nutrition and exercise?
- How does the healthcare system in the target culture differ from my own?

## KNOWLEDGE AND SKILLS

### Student will know

- Present tense
- Imperative
- Subjunctive
- Food vocab
- Health vocab
- Adjectives describing physical appearance/beauty
- How to ask and respond to questions
- How to give advice (affirmative/negative commands)
- How to request help
- How to ask for an opinion

### Student will be able to do

- Identify and describe common health ailments and illnesses.
- Ask and answer questions about how one is feeling
- Make suggestions about a healthy lifestyle (imperative, subjunctive)
- Give advice about how to be healthier or what to do when one is ill.
- Give opinions about health/food/ fitness
- Warn a person to follow a healthy lifestyle
- Compare and contrast ideas of beauty
- Compare/ Contrast healthcare in different countries
- Describe symptoms in order to obtain healthcare/ receive treatment

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Interpretive

**Read an article or watch a video about health/ nutrition. Complete the Interpretive Comprehension Guide. Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Interpersonal

Respond to a post in an online health forum. Give the person advice on how to solve the problem they are writing about. **Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Presentational

Students will create a cooking video instructing classmates how to prepare a healthy meal.

**Suggested Rubrics:**

<http://flenj.org/CAPS/?page=147>

**OTHER EVIDENCE**

quizzes  
homework  
partner practice  
formative assessments  
Quarterly Exam (10%)

## Student Self-Assessment

I can:

- Identify and describe common health ailments and illnesses.
- Ask and answer questions about how one is feeling
- Make suggestions about a healthy lifestyle (imperative, subjunctive)
- Give advice about how to be healthier or what to do when one is ill.
- Give opinions about health/food/ fitness
- Warn a person to follow a healthy lifestyle
- Compare and contrast ideas of beauty
- Compare/ Contrast healthcare in different countries
- Describe symptoms in order to obtain healthcare/ receive treatment

## **LEARNING ACTIVITIES**

### **General Time Line and sequence**

#### **Weeks 1 and 2:**

Introduce vocabulary of health, medical terms, and health problems; introduce health system of target culture; reading comprehension activities which present vocabulary and/or descriptions of prescription drug side effects and instructions (dosage...).

Introduce the imperative and practice interpersonal simulation of patient/medical professional interaction.

Introduce the subjunctive (il faut que).

Interpersonal: In pairs, one student will play the role of a patient and the other will play the role of a doctor or counselor (psychological, nutritional)

Interpersonal writing practice (responses to letters/blogs/message boards/etc)

#### **Weeks 3 and 4:**

Analyze data related to health/personal hygiene (surveys, statistics, etc.)

Review vocabulary of health; introduce vocabulary for health problems; identify major health concerns of target and own countries; production of posters explaining do's and don'ts for proper nutrition and health.

#### **Interpretive Assessment**

#### **Weeks 5 and 6:**

#### **Interpersonal Assessment**

Introduce vocabulary for the dentist. Continue practice and usage of the subjunctive and imperative.

Situation cards for interpersonal speaking practice.

Watch videos/commercials on health supplements, medications, etc.

#### **Presentational Assessment**

**Unit Name: HN 3 - Unit 4 : Art**  
**Author: Alexandra Susko and Rachael Ginsberg**

## UNIT

Subject:	<b>World Languages Honors 3</b>	Country:
Course/Grade:	<b>French, German, Spanish</b>	State/Group: <b>NJ</b>
School:	<b>Egg Harbor Township High school</b>	

### UNIT SUMMARY

In this unit, students will become familiar with artists and their works in the target culture. They will learn about different styles and periods of art, and will be able to recognize artists from the target country. They will discuss pieces of artwork, critique it, and express their preferences. Students will attend field trips which are designed to bring the language and culture to life.

### UNIT RESOURCES

#### Printed Materials:

**Spanish:** Realidades 3

**German:** Komm mit 2 and 3, Review German Grammar

**French:** Discovering French Rouge

#### Resources:

Trip to Philadelphia Art Museum to view the art of Spanish, French, German artists; special exhibits as available featuring artists from the target language culture. Past exhibits have included: Dali, Van Gogh, Manet, Durer.

#### Internet Resource Links:

<http://culturebox.france3.fr/#/all>

<http://www.geobeats.com/videoclips/alldestinations/france/paris>

<http://peinturefle.free.fr/>

<http://www.tv5.org/index.php>

**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.IM.A. Interpretive Mode (Intermediate-Mid)

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B. Interpersonal Mode (Intermediate-Mid)

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

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

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C. Presentational Mode (Intermediate-Mid)

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or

reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

## **ENDURING UNDERSTANDINGS**

Students will understand that:

- Art is an expression of the target language's culture.
- A nation's art often tells us about the history of that country.
- My knowledge of the target language and culture assists in the understanding of the target culture's art.
- Art is the expression of the artist and his/her message to the public.
- Art is a reflection of the historical times of the artist and culture.

## **ESSENTIAL QUESTIONS**

- How does art from the target country help me understand the target culture?
- How does art from the target country help me understand the history of the target country?
- How does what I know about the target culture help me understand art from the target country?
- How does the artist convey emotion and what is the message for the public?
- How has history affected different styles of art?

## **KNOWLEDGE AND SKILLS**

### **Student will know**

Present tense

Past tense (perfect/imperfect)

Near future

Future

Conditional

Art vocabulary

Directions

### **Student will be able to**

Identify and describe different styles/ periods of art.

Identify and describe different pieces of artwork.

Give opinions about different pieces of artwork or artists

Compare and contrast types of art/ artists/

Adjectives & adjective agreement	pieces of artwork.
Different styles of art	Navigate a museum (virtual or actual)
Historical facts and influences of certain artists	Identify and describe different types of music.
	Compare and contrast different types of music.
	Describe and discuss the life of an artist or musician and how their life affected their work
	Read / listen to / understand art critiques

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Interpretive:

Students will either read an article or watch a video about art and complete the Interpretive Comprehension Guide.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Interpersonal:

**You spent a day at your favorite art museum. (El Museo del Prado/ Le Louvre) Now discuss with your partner what you saw. Give detailed descriptions & opinions about the artwork you observed. Ask your partner what they saw and what they thought.**

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Presentational

Students will create a multimedia presentation about an assigned artist. Student will describe the artist's life and critique 2 of the artist's works for the rest of the class.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

### OTHER EVIDENCE

quizzes  
homework  
partner practice  
formative assessments  
Quarterly Exam

**Student self-assessment:****I can...**

Identify and describe different styles/ periods of art.

Identify and describe different pieces of artwork.

Give opinions about different pieces of artwork or artists

Compare and contrast types of art/ artists/ pieces of artwork.

Navigate a museum (virtual or actual)

Identify and describe different types of music.

Compare and contrast different types of music.

Describe and discuss the life of an artist or musician and how their life affected their work

Read / listen to / understand art critiques

## STAGE THREE

**LEARNING ACTIVITIES****General Time Line and sequence****Week 1:**

Introduction to vocabulary related to art.

Review comparatives and superlatives.

Discuss the life and works of Vincent Van Gogh

Students will describe and compare various Van Gogh works

Watch Dr. Who episode *Vincent and the Doctor*

**Week 2:**

Art Jigsaw lesson: Students will learn about different styles of art.

Students will view, discuss, and write about various works from the target culture.

**Interpretive Assessment.****Week 3:**

Interpretive lab activity: Virtual Museum Tour

**Interpersonal Assessment**

Film: *Midnight in Paris* (or other culturally authentic film)

**Week 4:****Presentational Assessment**

**UNIT**

Subject: **World Languages** Country: USA

Course/Grade: **Honors 3 French, German, Spanish** State/Group: **NJ**

School: **Egg Harbor Township High School**

**UNIT SUMMARY**

**In this Unit, students will discuss, evaluate, and analyze the attributes of personal relationships. Students will consider their personalities and the qualities they seek in others to foster strong relationships.**

**UNIT RESOURCES**

**Printed Materials:**

Spanish: Realidades 3  
French: Discovering French Today Rouge  
German: Komm Mit 2 and 3

**Resources:**

Youtube videos  
Textbook DVD program  
Video clip from *L'Auberge Espagnol*  
Authentic short story (*Tristan et Yseult*)

**Internet Resource Links:**

lemonade.fr  
tf1.fr  
tv5monde.com  
<http://etudiant.aujourd'hui.fr/etudiant/info/colocation-comment-reussir-son-coloc-dating.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.IH.A.5      Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7      Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.B.4      Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
- 7.1.IH.B.5      Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
- 7.1.IH.B.6      Use language in a variety of settings to further personal and/or academic goals.
- 7.1.IH.C.3      Use language creatively in writing for a variety of purposes.

### ENDURING UNDERSTANDINGS

I will understand that...

- Different personal qualities can help or hinder the formation of my relationships.
- The impact of my friends and family will change throughout different stages of my life.
- There are many important elements that foster strong relationships.

### ESSENTIAL QUESTIONS

What **personal** qualities help or hinder the formation of **relationships**?

What impact do friends/family have during different stages of our lives?

What are the elements that build a strong relationship?

**KNOWLEDGE AND SKILLS****Student will know :**

- Vocabulary for friends, schoolmates, and personal relationships.
- Vocabulary for rapport
- Relative pronouns
- Vocabulary for life phases
- Conditional (recycled)
- Adjectives (recycled)
- Reciprocal reflexive verbs

**Student will be able to:**

- Identify the qualities that help or hinder personal relationships.
- Analyze the impact that friends and family have during different stages of life.
- Propose elements which build a strong relationship.
- Talk about friends and acquaintances
- Explain how people get along with one another
- Talk about how people interact with each other
- Describe people and things in a clear and complete manner.
- Evaluate their own personality and predict what type of person would be most compatible.
- Identify and discuss characteristics that *would be* desirable in a friend or roommate.

## STAGE TWO

### PERFORMANCE TASKS

**INTEGRATED PERFORMANCE TASK:** You will be leaving your friends and family this summer to participate in a study abroad. You will be staying in a dormitory with other students.

**Title:** Interpretive

Read an article which gives you advice on finding a compatible roommate in (France, Spanish speaking countries, Germany). Answer the corresponding questions.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Interpersonal

Ask your classmate questions to help them determine what would be the most desirable qualities of a roommate based on their personality and interests. Then, answer their questions in order to decide what sort of roommate would be most suitable to your personality.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Presentational

Write a personal ad seeking a roommate in (France, Spain, or Germany). Be sure to describe both yourself, and the qualities you would like in a roommate.

**Suggested Rubrics:**

<http://flenj.org/CAPS/?page=147>

### OTHER EVIDENCE

#### Student's self-assessment:

I can:

- Identify the qualities that help or hinder my personal relationships.
- Analyze the impact that my friends and family have during different stages of my life.
- Propose elements which build a strong relationship.
- Talk about my friends and acquaintances
- Explain how people get along with one another
- Talk about how people interact with each other
- Describe people and things in a clear and complete manner.
- Evaluate my personality and predict what type of person would be most compatible to me.
- Identify and discuss characteristics that *would be* desirable in my relationships.

**STAGE THREE****LEARNING ACTIVITIES****General Time Line and sequence**

**Week 1: Introduce vocabulary related to friends, family, and personality traits. Review the formation and usage of the conditional tense. Interpretive readings about the qualities of a friend.**

**Week 2: Introduce relative pronouns. Brainstorm student's personalities and the qualities they seek in their interpersonal relationships. Review formation of reflexive verbs. Introduce reciprocal usage.**

**Weeks 3: Interpretive Assessment. Review and implement relative pronouns.**

**Week 4: Generate a list of the characteristics of an "ideal" roommate. Then, discuss and evaluate how an "ideal" varies from person to person. Students will view a clip from the film *L'Auberge Espagnol* and dissect the relationships of the roommates. Interpersonal Assessment**

**Week 5: Students will read a culturally authentic short story in the target language. Evaluate the relationships between the main characters. (French: Tristan et Yseult)**

**Week 6: Read personal ad seeking roommates/relationships. Discuss in groups. Presentational Assessment**

**Unit Name: HN 3 - Unit 6 : A Book and a Movie****Author: Alexandra Susko and Rachael Ginsberg****UNIT**

Subject:	<b>World Languages Honors 3</b>	Country:
Course/Grade:	<b>French, German, Spanish Egg Harbor</b>	State/Group: <b>NJ</b>
School:	<b>Township High School</b>	

**UNIT SUMMARY**

In this unit, students will read a novel/play, react to and critique what they read, and compare what they read with a movie/play/musical inspired from the original story.

**UNIT RESOURCES****Printed Materials:**

Spanish: Realidades 3

French: Le Petit Prince (Novel and Musical)

German: Komm mit 2 and 3, Review German Grammar

**Resources:**

Le Petit Prince, Spectacle Musical

Youtube

Petit Prince (version 2015)

**Internet Resource Links:**

<http://gutenberg.net.au/ebooks03/0300771h.html#ppchap27>

<http://www.odaha.com/antoine-de-saint-exupery/maly-princ/le-petit-prince>

<http://www.antoinedesaintexupery.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.IM.A. Interpretive Mode (Intermediate-Mid)

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B. Interpersonal Mode (Intermediate-Mid)

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some

unfamiliar situations.

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

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C. Presentational Mode (Intermediate-Mid)

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

## **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.
- The choices a director/actor/author makes in how s/he organizes, edits, rehearses and delivers the message will affect how the message is understood and received.
- I can compare and contrast a text and film version of a similar work.

## **ESSENTIAL QUESTIONS**

- What do I do to help me to understand the details of what I read, see, and hear?
- How does the director/actor/author convey his/her message to the audience through film or literature?
- How are my expectations of a movie affected by the book I have read?

## KNOWLEDGE AND SKILLS

### Student will know

Present tense  
 Past tense (perfect/imperfect)  
 Near future  
 Future  
 Conditional  
 Subjunctive  
 Literature vocabulary  
 Vocabulary related to the novel  
 Adjectives/ Adjective agreement

### Student will be able to

Identify and describe the setting, plot, and characters of a story.  
 Identify and discuss symbolism in a novel.  
 Identify and discuss the themes of a novel.  
 Describe what happened in a novel  
 Predict what might happen in a novel  
 Infer the meaning of words based on their context.  
 Compare and contrast various aspects of the novel  
 Give opinions about various aspects of the novel  
 Predict what would happen if conditions were different (conditional)  
 Discuss what will happen

## STAGE TWO

### PERFORMANCE TASKS

**Title:** Interpretive

Read a chapter of the novel & demonstrate understanding by completing the Interpretive Comprehension Guide.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Interpersonal

Students will be assigned a character in the novel and be paired with a partner who has a different character. Students will debate whose character is more important and defend their reasons why.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

**Title:** Presentational

Students will write & illustrate an alternate ending to the novel they read.

**Suggested Rubrics:** <http://flenj.org/CAPS/?page=147>

## **OTHER EVIDENCE**

quizzes  
homework  
partner practice  
formative assessments  
Quarterly Exam

### **Student Self-assessment:**

#### **I can:**

- Identify and describe the setting, plot, and characters of a story.
- Identify and discuss symbolism in a novel in the target language.
- Identify and discuss the themes of a novel in the target language.
- Describe what happened in a novel in the target language.
- Predict what might happen in a novel in the target language
- Infer the meaning of words based on their context.
- Compare and contrast various aspects of the novel.
- Give opinions about various aspects of the novel.
- Predict what would happen if conditions were different (conditional).
- Discuss what might happen.

**STAGE THREE****LEARNING ACTIVITIES****General Time Line and sequence****Week 1-7:**

Students will begin to read and discuss the novel/play.

Small group discussions

Grammar review

**Week 8 and 9:**

Performance assessments

## **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>