

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

Course: Honors 2 French/ Spanish/ German

Length of Course:	Full Year
Elective / Required:	Elective
School:	High School
Student Eligibility:	Grades 9-12

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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 everyday society.

World Languages Philosophy

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

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

World Languages Statement of Purpose

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

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

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

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

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

Introduction

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

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

Egg Harbor Township School District Curriculum Template

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

What is Backward Design? What is Understanding by Design?

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

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved. Programs 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? 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 the 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 Student Learning Objectives. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and

units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

1st Unit Title: Let's Go Shopping!

Course: Honors 2 French/ Spanish/ German

Grade(s): 9-12

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)
Authentic Magazines from Target Language Culture

Resources: Online shopping ads from target language culture stores;
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>

<http://amazon.de>

<http://amazon.es>

<http://youtube.com>

Stage One: Goals

Power Standards:

7.1.IL.A 1 Identify the main ideas and most supporting detail contained in culturally authentic materials using electronic information sources

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.C2 Present student-created and or authentic short plays, skits, poems, songs, stories, or reports

Additional Standards:

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

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

Power Standards for German Students

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

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

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

Additional Standards for German Students

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

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

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

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

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

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

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

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

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

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

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

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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

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 / taxes / availability).

Where a person lives influences their fashion style, sense, and choices.

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 pricing differ in other countries compared to the United States for similar products?

How does where a person lives influence their fashion style, sense, and choices.

Knowledge and Skills:

Students will know

Descriptive adjectives

Verbs: present and past tenses, near future

Numbers for sizes, prices, quantities

Question words

Clothing vocabulary (by season / for all people)

Sizes and exchange rates

Online shopping

Students will be able to

Describe themselves and others

Describe articles of clothing and accessories

Discuss what they are doing/did/are going to do

Ask questions related to unit

Compare clothing / accessories among countries and cultures of the target language

State preferences for clothing choices and for occasions / events

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

Overview of Tasks

Students will research and discuss fashion blogs from around the target language speaking world. The students will use their the information to create their own fashion blog in the target language.

Interpretive Task:

Students will watch a variety of fashion blogs from the target language speaking world and answer questions to demonstrate comprehension.

Presentational Task:

Students will create a fashion blog video in the target language and show it to the class.

Interpersonal Task:

Students will discuss and compare with a partner from class different fashion blogs that they have viewed in class and ones they have watched on their own at home.

Other Evidence of Student Learning:

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

Student paired conversations

Student Self-Assessment: Can Do Statements

I can describe myself and others

I can describe articles of clothing and accessories

I can discuss what they are doing/did/are going to do

I can ask questions related to unit

I can compare clothing / accessories among countries and cultures of the target language

I can state preferences for clothing choices and for occasions / events

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 shopping sites. 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 fashion blogs, read articles, 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 and 6- Interpersonal activity assessment: Students will discuss and compare with a partner from class different fashion blogs that they have viewed in class and ones they have watched on their own at home.

Week 7- Interpretive assessment: Students will watch a variety of fashion blogs from the target language speaking world and answer questions to demonstrate comprehension

Week 8 and 9- Presentational assessment: Students will create a fashion blog video in the target language and show it to the class.

End of Unit.

2nd Unit Title: Let's Take a Trip

Course: Honors 2 French/ Spanish/ German

Grade(s): 9-12

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

Magazine Travel Articles in Target Language

Authentic Travel Brochures and Town Maps for Tourists

Online Resources: Authentic schedules- flight schedules, train schedules, bus schedules;
Authentic weather reports in target language; Maps

Internet Resource Links:

<https://earth.google.com>

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

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

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

Stage One: Goals

Power Standards:

7.1.IL.A 1 Identify the main ideas and most supporting detail contained in culturally authentic materials using electronic information sources

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.C2 Present student-created and or authentic short plays, skits, poems, songs, stories, or reports

Additional Standards:

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

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.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.

Power Standards for German Students

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

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

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

Additional Standards for German Students

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

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

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

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

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

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

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

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

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

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

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

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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

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 / German 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

Verbs: present, past tenses, near future

Numbers and Time

Question Words - directions

Transportation vocabulary

Descriptions

Students will be able to

Discuss the weather and travel preparation for weather

Ask and answer about their activities and sightseeing in town

Pay for things using foreign currency

Read a public transportation map/ schedule and navigate directions

Identify cities from the TL on a map and identify important landmarks

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

Overview of Tasks

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.

Interpretive Task:

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.

Presentational Task:

You have returned from your homestay / 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.

Interpersonal Task:

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!

Other Evidence of Student Learning:

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: Can Do Statements

I can discuss the weather and travel preparation for weather

I can ask and answer about my activities and sightseeing in town

I can pay for things using foreign currency

I can read a public transportation map/ schedule and navigate directions

I can identify cities from the TL on a map and identify important landmarks

Stage Three: Learning Activities

Week 1: Introduce and practice weather vocabulary. · Flashcards, powerpoint activities, whiteboard 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'll 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 Dorothee

Week 4: Introduce directions ·

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, Munich) · Identify target city on a map. Identify important landmarks near and in the city. · Powerpoint 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? · Powerpoint 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 and 9: Presentational Task My Home-Stay Trip Abroad You have returned from your homestay / 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.

End of Unit.

3rd Unit Title: Entertain Me!

Course: Honors 2 French/ Spanish/ German

Grade(s): 9-12

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..

Unit Resources

Printed Materials: Level II Text/ Workbook

Authentic Entertainment / Celebrity magazines

Resources: Film web sites in the target language

Online news/ magazines in the target language

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

Power Standards:

7.1.IL.A 1 Identify the main ideas and most supporting detail contained in culturally authentic materials using electronic information sources

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

Additional Standards:

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

Power Standards for German Students

- 7.1.NH.A.1** Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.B.1** Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.C.1** Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

Additional Standards for German Students

- 7.1.NH.A.2** Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3** Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4** Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5** Demonstrate comprehension of short conversations and brief written messages on familiar topics.

- 7.1.NH.A.6** Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.NH.B.2** Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4** Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5** Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.C.2** Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3** Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5** Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Understandings:

Films can serve many purposes, besides entertainment, such as bringing light to political, historical, cultural events

The country a film is made in strongly influences the content of a film

Music is representative of a country's cultural identity

Essential Questions:

What purpose do films serve other than entertainment?

How does the country a film is made in influence the content of the film?

How are music and the target culture related?

Knowledge and Skills:

Students will know

Descriptive adjectives

Personalities traits

Expressions of preferences

Types of movies

Popular celebrities in Target Language Culture

Verb usage: present, past tenses, progressive
Comparative Superlatives Superlative suffixes

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.

Identify and critique some form of entertainment, specifically movies and popular artists.

Show their preferences and express their opinions in entertainment

Compare American film styles to styles of film from the target culture

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

Overview of Tasks

You and your friends are very interested in films. From your studies in your language class, you also are interested in films from other countries.

Interpretive Task:

You are interested in what other students your age watch at the movies in other countries and about film festivals around the world. Read an article about the latest blockbuster films and film festivals and answer comprehension, interpretive, and opinion questions based upon the article.

Presentational Task:

Create a multi-media film review of a film you have watched. Discuss the plot, characters, theme. Be sure to give your opinion and recommendation about the film.

Interpersonal Task:

You and your friends are going to the movies and each of you likes a different genre of movies. You all want to decide on the same film. Discuss your preferences and some films that you have liked and ask your friends about their preferences. Using a movie time schedule, decide which film best suits your preferences.

Other Evidence of Student Learning:

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: Can Do Statements

I can identify, describe, and compare the different types of movies.
I can demonstrate reading comprehension
I can decide what types of movies I prefer and recommend.
I can make a decision as to what movie to see after reading and understanding a review.
I can identify and critique some form of entertainment, specifically movies and popular artists.
I can show my preferences and express my opinions in entertainment
I can compare American film styles to styles of film from the target culture

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

Week 2 Express their preferences about movies and entertainment shows Talk about the good and bad qualities of entertainment

Week 3 Use comparatives Use superlatives and superlative suffixes with adjectives.
You are interested in what other students your age watch at the movies in other countries and about film festivals around the world. Read an article about the latest blockbuster films and film festivals and answer comprehension, interpretive, and opinion questions based upon the article.

Week 4 Talk about activities related to entertainment using the present progressive. Use the present progressive forms to talk about their personal activities

Week 5 Interpersonal assessment You and your friends are going to the movies and each of you likes a different genre of movies. You all want to decide on the same film. Discuss your preferences and some films that you have liked and ask your friends about their preferences. Using a movie time schedule, decide which film best suits your preferences.

Week 6 Use of regular and irregular forms of preterit Discuss movies and storylines using past tense What activities they did recently

Week 7 Watch an authentic film from Spanish,. French, German speaking target culture

Week 8 Identify the use of imperfect tense Use of regular and irregular verbs in imperfect The students will talk about family activities, activities they used to do regularly, and television shows they used to watch as a child.

Week 9 Presentational assessment Create a multi-media film review of a film you have watched. Discuss the plot, characters, theme. Be sure to give your opinion and recommendation about the film.

End of Unit.

4th Unit Title: A Piece of History

Course: Honors 2 French/ Spanish/ German

Grade(s): 9-12

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. Students will discover and present their personal histories.

Unit Resources

Printed Materials:

Authentic materials- nonfiction magazine articles, 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

Power Standards:

7.1.IL.A 1 Identify the main ideas and most supporting detail contained in culturally authentic materials using electronic information sources

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

Additional Standards:

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

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.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.

Power Standards for German Students

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

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

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

Additional Standards for German Students

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

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

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

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

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

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

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

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

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

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

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

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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

Understandings:

Students will understand that those things that happened in the past are still relevant today.

Students will understand that a country's history shapes the contemporary society: politically and socially

Essential Questions:

How has history shaped the target language culture and the world today?

How is a target language culture shaped by the history of the target language country?

Knowledge and Skills:

Students will know

Descriptive Adjectives

Verbs: Present tense, past tenses, future / near future, imperfect / preterite

Numbers: dates and quantities

Question words

Comparative/superlative

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
Discuss their personal history

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

Overview of Tasks

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 ask your friends about their childhood, and share information about your own personal history. Finally, you will create a personal timeline to introduce yourself to and show your life events to your future language teacher.

Interpretive Task

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.

Presentational Task:

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.

Interpersonal Task:

You've learned a lot about history in your language class, but now you're curious about the personal history of your classmates. Ask a classmate about events that happened in their lives, then tell them about your own.

Other Evidence of Student Learning:

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: Can Do Statements

I can discuss things that happened in the past
I can ask questions about what happened in the past
I can identify the target country on a map and identify major landmarks, cities, rivers, and mountains.
I can identify and discuss a historical event related to the target language.
I can identify the causes that led up to that particular historical event.
I can describe what life was like for the people of the specified time period
I can compare what life was like then and now in the country being studied
I can discuss my personal history

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: You have studied World History in your social studies classes. Now it is time to learn about 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 of questions to assist you with your historical analysis.

Week 3: 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: You've learned a lot about history in your language class, but now you're curious about the personal history of your classmates. Ask a classmate about events that happened in their lives, then tell them about your own.

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 and 9: Presentational: 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.

End of Unit.

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>