

Orange Public Schools  
World Languages Program  
Curriculum Guide  
Level III  
French and Spanish  
Grades 9-12



OBE Approval Date: August 8, 2017

**ORANGE PUBLIC SCHOOLS**  
**SCHOOL BOARD MEMBERS**

**2017-2018**

**President**

E. Lydell Carter

**Vice President**

Gloria Fisher

**Members:**

Kyleesha Hill, Jarteau Israel, Cristina Mateo, Coutne Thomas, Jeffrey  
Wingfield

**Superintendent of Schools**

Ronald C. Lee

**Deputy Superintendent**

Dr. Paula E. Howard

**Director of Curriculum, Instruction, Professional Development, and Data  
Assessment**

Dr. Terri Russo

**Supervisor ELS/Bilingual and World Languages**

Caroline Onyesonwu

**Introduction**

# ORANGE BOARD OF EDUCATION

---

In the world language program of Orange Public Schools, thematic units and its respective themed objectives have been interwoven with the standards of ACTFL, New Jersey Student Learning Standards for Language Arts as well as those of College and Career Readiness anchor standards to arrive at a rigorous and student centered 21st century driven curriculum. The broad units for OHS World Languages Level III Course are the following: Health, Storytelling and Semester Abroad. The units have corresponding themes and they are: Diet and Nutrition, Physical Activities, Injuries and Illnesses, Daily Routine, Fairy Tales, “When I was young”, Action/Adventure stories, Getting around/getting to know the city, Food, Holidays/Celebrations, and School and Work. The thematic units will be allowed a four week duration in which teachers and students may explore the enduring understandings and essential questions posed for each unit. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.

## **Program Goals:**

- Developing functional proficiency in a world language.
- Strengthening literacy skills in students’ home language and the language under study.
- Promoting respect for and appreciation of differences in cultural practices, products, and perspectives.
- Providing professional development opportunities for teachers of world languages.
- Emphasizing the goals of the national standards for learning world languages.

## **NJSLS:**

**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.

## **American Council On The Teaching of Foreign Languages (ACTFL):**

### **Novice High**

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

### **Intermediate Low**

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few

# ORANGE BOARD OF EDUCATION

---

appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

## Course Description

Language Level III is a student-centered course designed to build on and expand control of basic communicative structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all three modes of communication: interpersonal, interpretive and presentational. Cultural knowledge and understandings that will enhance a deeper understanding of the target culture will be integrated into the course content. This course is designed to develop oral communication skills by systematically engaging in speaking activities about everyday topics. Communicative strategies intended to facilitate communication with native speakers will be presented and practiced in a variety of meaningful and real-world situations. This course is designed to offer an overview of previous years' study of grammar while also exposing the student to the study and use of more complex structures and vocabulary using contextualized and communicative activities. Each class contains purposeful activities within realistic situational contexts to help students develop fluency in the target language. Students will be given opportunities to communicate in a variety of natural scenarios for strategic, interactive exchanges that aim to reinforce, refine, and broaden communicative competence.

## Course Goal and Objectives:

By the end of a World Language Level 3 course, the Orange High School student will function at the Intermediate-Mid level as dictated by the [NJSLS](#) in all three modes of communication: interpersonal, interpretive and presentational. The student will understand and communicate at the **sentence** level and can *use strings of sentences* independently to understand the gist and some supporting details of conversations dealing with everyday life to:

- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
  - Initiate, maintain, and end a conversation.
  - Ask for and give permission.
  - Express needs.
  - Give reasons.
  - Request, suggest, and make arrangements.
  - Extend, accept, and decline an invitation.
  - Express an opinion and preference.

## Culture:

In addition, the Orange School District Department of World Language holds that cultural acquisition should occur simultaneously with language acquisition and not in an isolated manner.

## **Unit Plan and Lessons Overview**

# ORANGE BOARD OF EDUCATION

<b>Content Area:</b>	<b>World Language – Level III</b>	<b>Grade(s)</b>	<b>9-12</b>
<b>Unit Plan Title:</b>	<b>Health</b>		
<b>College and Career Ready Practices</b>			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
<b>Overview/Rationale</b>			
The WL Curriculum Unit: <i>Health</i> , is centered on reading, writing, listening, and speaking in the target language about diet/nutrition, physical activities, injuries/illnesses and daily routine as well as expressing opinions about the same at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.			
<b>Standard(s)</b>			
<b>NJSLS:</b> 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.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.			
<b>New Jersey Student Learning Standards (ELA):</b>			

# ORANGE BOARD OF EDUCATION

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## **Technology Standard(s)**

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.

## **Essential Question(s)**

- How do people in Vineland stay fit and healthy?
- Where in my community can I go for fitness?
- What types of food are considered nutrition?
- What is the importance of being outdoors?
- What items are essential to survive in the outdoors?
- How do outdoor activities compare culturally?

## **Enduring Understandings**

- Becoming aware of the elements of the community that assistance in staying fit and healthy
- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Partaking in family outings and nature is an important aspect of life.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
X	Global Awareness	E, T, A	Creativity and Innovation

# ORANGE BOARD OF EDUCATION

X	<b>Environmental Literacy</b>	E, T, A	<b>Critical Thinking and Problem Solving</b>
X	<b>Health Literacy</b>	E, T, A	<b>Communication</b>
X	<b>Civic Literacy</b>	E, T, A	<b>Collaboration</b>
X	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

## Student Learning Targets/Objectives

- SWBAT answer questions posed about key details in fiction and non-fiction text.
- SWBAT use photographs in fiction and non-fiction text.
- SWBAT use illustration and key details in a story to describe characters and setting.
- SWBAT identify words or phrases in stories that suggest feelings or appeal to the senses.
- SWBAT compare and contrast a characters adventures and experiences in stories.
- SWBAT establish a purpose for reading by reviewing classroom anchor charts.
- SWBAT read appropriate level text with accuracy and support.
- SWBAT monitor reading using context clues.
- SWBAT listen or read poems with prompting and support.
- SWBAT ask and answer questions posed about key details in fiction and non-fiction text.
- SWBAT use illustrations and key details to describe major events in fiction and non-fiction text.
- SWBAT use describing words in text that appeals to the senses.
- SWBAT retell a story including key details learned from text into logical order from the MTP.
- SWBAT answer questions posed about key details in a story and focus on comprehension and comparing details.
- SWBAT identify words that describe feelings and senses.
- SWBAT use photographs in a text to describe key ideas.
- SWBAT use illustrations and key detail in a story to describe character, setting, and major events.
- SWBAT use resources in a text to describe key ideas.
- SWBAT gather information to answer questions.
- SWBAT compare attributes with guidance and support.
- SWBAT add visual display to describe characters, places, or events to the descriptions for clarification in either text.
- SWBAT write two facts learned from a text.
- SWBAT write about a topic of their choice.
- SWBAT understand the purpose of a conference and teacher/student role.
- SWBAT add details to writing.
- SWBAT observe how to use a computer to type their writing.

# ORANGE BOARD OF EDUCATION

- SWBAT choose a writing piece to publish using technology.
- SWBAT write and/or revise using capitals, punctuation, and conventional spelling.
- SWBAT read, write and discuss the following topics:  
diet/nutrition, physical activities, injuries/illnesses and daily routine
- SWBAT Demonstrate listening skills and safety awareness
- SWBAT Develop self-confidence and interpersonal skills.
- SWBAT Demonstrate the understanding of regular physical activity and how it affects their personal fitness.
- SWBAT Identify exercises that impact on the major body systems
- SWBAT Identify the purpose of safety and rules for activity
- SWBAT Demonstrate listening skills, health, and safety awareness

***The assessment criteria for world languages is dictated by the Board of Education and states the following:***

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

## ***Teaching and Learning Actions***

### *Instructional Strategies*

### **Instructional Strategies**

- TPR & TPRS
- PQR (Personalized Questions & Responses)
- I pad Applications for lesson delivery
- Dictation exercises
- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling
- Centers
- Goal Setting
- Graphic Organizers
- Make Predictions
- Writing Explanations



# ORANGE BOARD OF EDUCATION

	- Scaffolding
<i>Activities</i>	<ul style="list-style-type: none"> <li>- Magic Box</li> <li>- QR Code quests</li> <li>- Web quests</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> </ul>
<i>Differentiation</i> <i>D1: Developing Learners</i> <i>D2: Expanding Learners</i> <i>D3: Heritage Language Learners</i> <i>D4: Multiple Intelligences</i> <i>D5: Gifted &amp; Talented</i> <i>D6: Special Needs</i> <i>D7: 504 Plan</i>	<p>D1: Students create a 3-column chart to organize information presented. Then analyze the information with a partner</p> <p>D2: Students list healthy and unhealthy habits</p> <p>D3/D4/D5: Students create a skit about going to the doctor's office for different ailments. Act it out in their groups.</p> <p>D6: Teacher reads dialogues to students</p> <p>D7: See 504 plan</p>

# ORANGE BOARD OF EDUCATION

Resources	<p>Aventura Level III (Spanish)</p> <p>Santillana Level III (Spanish)</p> <ul style="list-style-type: none"> <li>Unit 4 pages 174-227</li> </ul> <p>Vocabulary – foods, healthy habits, doctor’s office, the human body</p> <p>Grammar – commands, verbs that express change, making value statements, the conditional tense, giving advice &amp; recommendations</p> <p>Culture – Alimentos basicos en el mundo hispano for example</p> <p>T’es Branche: Level III (French)</p> <p>(TE, textbooks, ancillaries, and practice books)</p> <ul style="list-style-type: none"> <li>Unit 1: pp 2 - 71</li> </ul> <p><a href="#">Lyrics Gap</a></p> <p><a href="#">Lingt Classroom</a>)</p> <p><b>iculture Authentic connections to the Spanish, French-speaking world</b></p> <p><b>Symtalk – hands-on approach to learning a language</b></p>
Suggested Time Frame:  6 Weeks	<p><i>The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.</i></p>

Content Area:	World Language – Level III	Grade(s)	9-12
Unit Plan Title:	Storytelling		
College and Career Ready Practices			

## ORANGE BOARD OF EDUCATION

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Overview/Rationale

The WL Curriculum Unit: *Storytelling*, is centered on reading, writing, listening, and speaking in the target language about fairy tales, “When I was young”, action/adventure stories, and cinema as well as expressing opinions about the same at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.

### Standard(s)

#### NJSLS:

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

#### New Jersey Student Learning Standards (ELA):

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

**Technology Standard(s)**

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.

**Essential Question(s)**

- How long have we had stories?
- Why do people tell stories?
- What is the role of stories in our lives?
- What do stories tell us about ourselves?
- What are the main ideas for oral traditions?
- What differentiates fiction from non-fiction? What are the characteristics of some of the different sub-categories of fiction?
- What are some unique characteristics specific to fantasy? Storytelling? Historical fiction? Trauma? How do these special characteristics interact to create an original piece of fiction?
- What differentiates one type of genre from another? Do all genres have to have the same defining characteristics? Can genre-related qualities be different for all genres?
- Can genres intermix and cross paths? If so, what types of qualities would an example of a mixed-genre piece of literature have?
- What distinguishes real from fantasy? What makes characters, worlds, or events real? What makes characters, worlds, or events fantastical or magical?
- What types of words can be used as descriptors of a character? How does a specific character change/grow from the beginning to end of a novel?
- What distinguishes main characters from supporting characters?
- What point-of-view or type of narration is most widely used in both fairytales as well as fiction designed to recreate stories that have been passed down through generations? Why does this point-of-view generate such an emotional and moral response from readers?
- How does the voice of a child narrator affect different perspectives in a piece of fictional literature? To what extent are child narrators believable or credible?
- How do characters in stories experience or establish an identity? What are key experiences that characters usually go through when developing a moral identity?
- How do fairytales exhibit or promote the development of a moral identity? Which characters are typically the ones who endure an identity crisis?
- In what ways do written stories provide a personal and relatable basis for establishing an expected set of values or behaviors? In what ways does oral storytelling do the same? What are some main differences and similarities in oral and written storytelling? Which one is more effective?

**Enduring Understandings**

- People around the world have traditional stories worth retelling to carry on their culture.
- Everything is sequential with cause and effect building on each other.

# ORANGE BOARD OF EDUCATION

- Fiction in literature is any writing that is created imaginatively and is not based solely on fact.
- Genre is a commonly used term to refer to different types of (fictional) literature as classified by certain unique characteristics specific to each particular type.
- Common patterns or elements in fantasy include heroic characters, magical worlds, stories of adventure, and non-realistic events.
- Characterization refers to an analytical description of a character's personality, qualities, morality, and actions throughout the course of a novel.
- Narratives use voice, personalization, as well as critical events to define a desired outcome and propose an ideal moral identity.
- Morality is the ability to determine between right and wrong decisions, engage in good conduct, and socially acceptable and desired behavior.
- Societal, familial, and personal tradition guide individuals in establishing an identity. Narration and storytelling provide a positive framework in describing morality in terms of relatable and personal life events.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
X	Global Awareness		E, T, A	Creativity and Innovation	
X	Environmental Literacy		E, T, A	Critical Thinking and Problem Solving	
X	Health Literacy		E, T, A	Communication	
X	Civic Literacy		E, T, A	Collaboration	
X	Financial, Economic, Business, and Entrepreneurial Literacy				

## Student Learning Targets/Objectives

- SWBAT answer questions posed about key details in fiction and non-fiction text.
- SWBAT use photographs in fiction and non-fiction text.
- SWBAT identify the chronological order using temporal words (First, Next, Last) to organize ideas and information.
- SWBAT use illustration and key details in a story to describe characters and setting.
- SWBAT identify words or phrases in stories that suggest feelings or appeal to the senses.
- SWBAT compare and contrast a characters adventures and experiences in stories.
- SWBAT establish a purpose for reading by reviewing classroom anchor charts.
- SWBAT read appropriate level text with accuracy and support.

# ORANGE BOARD OF EDUCATION

- SWBAT monitor reading using context clues.
- SWBAT listen or read poems with prompting and support.
- SWBAT ask and answer questions posed about key details in fiction and non-fiction text.
- SWBAT use illustrations and key details to describe major events in fiction and non-fiction text.
- SWBAT use describing words in text that appeals to the senses.
- SWBAT retell a story including key details learned from text into logical order from the MTP.
- SWBAT answer questions posed about key details in a story and focus on comprehension and comparing details.
- SWBAT identify words that describe feelings and senses.
- SWBAT use photographs in a text to describe key ideas.
- SWBAT use illustrations and key detail in a story to describe character, setting, and major events.
- SWBAT use resources in a text to describe key ideas.
- SWBAT gather information to answer questions.
- SWBAT compare attributes with guidance and support.
- SWBAT add visual display to describe characters, places, or events to the descriptions for clarification in either text.
- SWBAT write two facts learned from a text.
- SWBAT write about a topic of their choice.
- SWBAT understand the purpose of a conference and teacher/student role.
- SWBAT add details to writing.
- SWBAT observe how to use a computer to type their writing.
- SWBAT choose a writing piece to publish using technology.
- SWBAT write and/or revise using capitals, punctuation, and conventional spelling.
- SWBAT read, write and discuss the following topics:  
fairly tales, “When I was young”, action/adventure stories, and cinema

***The assessment criteria for world languages is dictated by the Board of Education and states the following:***

Test Average – 25%  
 Quiz Average – 20%  
 Authentic Assessment Average – 25%  
 Class Performance and Participation – 20%  
 Homework – 10%

- (Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

## ***Teaching and Learning Actions***

<i>Instructional Strategies</i>	<u><b>Instructional Strategies</b></u>
	<ul style="list-style-type: none"> <li>- TPR &amp; TPRS</li> <li>- PQR (Personalized Questions &amp; Responses)</li> <li>- I pad Applications for lesson delivery</li> </ul>

# ORANGE BOARD OF EDUCATION

	<ul style="list-style-type: none"> <li>- Dictation exercises</li> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> </ul>
<i>Activities</i>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to where we live</li> <li>- Magic Box</li> <li>- QR Code quests</li> <li>- Web quests</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> </ul>

# ORANGE BOARD OF EDUCATION

Resources	<p>Aventura Level III (Spanish)</p> <p>Santillana Level III (Spanish)</p> <ul style="list-style-type: none"> <li>Unit 2 pages 66-119</li> </ul> <p>Vocabulary – personal relationships, introductions, expressions to invite, accept, and reject an invitation, phone calls</p> <p>Grammar – direct object, indirect object pronouns, reflexive and reciprocal verbs, expressing wishes, likes, and preferences</p> <p>Culture - biographies</p> <p>T'es Branche: Level III (French)</p> <p>(TE, textbooks, ancillaries, and practice books)</p> <ul style="list-style-type: none"> <li>Unit 3: page 136</li> </ul> <p><a href="#">Lyrics Gap</a></p> <p><a href="#">Lingt Classroom</a>)</p> <p><b><i>iculture</i> Authentic connections to the Spanish, French-speaking world</b></p> <p><b>Symtalk – hands-on approach to learning a language</b></p>
Suggested Time Frame:	<p>6 Weeks <i>The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.</i></p>

<b>Content Area:</b>	<b>World language – Level III</b>	<b>Grade(s)</b>	<b>9-12</b>
<b>Unit Plan Title:</b>	<b>Semester Abroad</b>		
<b>College and Career Ready Practices</b>			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			



## ORANGE BOARD OF EDUCATION

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Overview/Rationale

The WL Curriculum Unit: *Semester Abroad* is centered on reading, writing, and speaking in the target language about getting around/getting to know the city, food, holidays/celebrations, school and work as well as expressing opinions about the same at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.

### Standard(s)

#### NJSLS:

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

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

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

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

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

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

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

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.

#### New Jersey Student Learning Standards (ELA):

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

# ORANGE BOARD OF EDUCATION

## Technology Standard(s)

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.

## Essential Question(s)

- Why do students study abroad?
- What is the purpose of studying?
- What are the different holidays that are celebrated in different target language countries?
- What types of traditional food are eaten in the target country?
- How is school scheduled in the target country?
- What is expected of me in a school abroad?
- How do I succeed in school?
- What and who do I know?
- What kinds of food do I like?
- Do I like sweet or sour food?
- Why do I like the foods I like?
- How, where and why do I travel?
- Where would I like to travel?
- How does travel shape my global perspective?
- How are cities organized?
- How can I get around in a city?
- What do I need when I travel?
- How do I plan for a successful trip?

## Enduring Understandings

- Comprehending the purpose of studying abroad
- Recognizing the cultural differences from the United States and another country
- Academics and activities reflect cultural and personal identities.
- There are many different types of food in the world.
- Types of food differ from culture to culture.
- Travel experiences shape our global perspective.
- The layout of a city reflects the culture and history of the civilizations that have occupied it.

## In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply.  
**21<sup>st</sup> Century Themes**

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

**21<sup>st</sup> Century Skills**

# ORANGE BOARD OF EDUCATION

X	Global Awareness	E, T, A	Creativity and Innovation
X	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
X	Health Literacy	E, T, A	Communication
X	Civic Literacy	E, T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		
<b>Student Learning Targets/Objectives</b>			
<ul style="list-style-type: none"> <li>• -SWBAT answer questions posed about key details in fiction and non-fiction text.</li> <li>• SWBAT use photographs in fiction and non-fiction text.</li> <li>• SWBAT identify the chronological order using temporal words (First, Next, Last) to organize ideas and information.</li> <li>• SWBAT use illustration and key details in a story to describe characters and setting.</li> <li>• SWBAT identify words or phrases in stories that suggest feelings or appeal to the senses.</li> <li>• SWBAT compare and contrast a characters adventures and experiences in stories.</li> <li>• SWBAT establish a purpose for reading by reviewing classroom anchor charts.</li> <li>• SWBAT read appropriate level text with accuracy and support.</li> <li>• SWBAT monitor reading using context clues.</li> <li>• SWBAT listen or read poems with prompting and support.</li> <li>• SWBAT ask and answer questions posed about key details in fiction and non-fiction text.</li> <li>• SWBAT use illustrations and key details to describe major events in fiction and non-fiction text.</li> <li>• SWBAT use describing words in text that appeals to the senses.</li> <li>• SWBAT retell a story including key details learned from text into logical order from the MTP.</li> <li>• SWBAT answer questions posed about key details in a story and focus on comprehension and comparing details.</li> <li>• SWBAT identify words that describe feelings and senses.</li> <li>• SWBAT use photographs in a text to describe key ideas.</li> <li>• SWBAT use illustrations and key detail in a story to describe character, setting, and major events.</li> <li>• SWBAT use resources in a text to describe key ideas.</li> <li>• SWBAT gather information to answer questions.</li> <li>• SWBAT compare attributes with guidance and support.</li> <li>• SWBAT add visual display to describe characters, places, or events to the descriptions for clarification in either text.</li> <li>• SWBAT write two facts learned from a text.</li> <li>• SWBAT write about a topic of their choice.</li> <li>• SWBAT understand the purpose of a conference and teacher/student role.</li> <li>• SWBAT add details to writing.</li> <li>• SWBAT observe how to use a computer to type their writing.</li> <li>• SWBAT choose a writing piece to publish using technology.</li> </ul>			

# ORANGE BOARD OF EDUCATION

- SWBAT write and/or revise using capitals, punctuation, and conventional spelling.
- SWBAT read, write and discuss the following topics:  
getting around/getting to know the city, food, holidays/celebrations, school and work

## Assessments

*The assessment criteria for world languages is dictated by the Board of Education and states the following:*

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

## Teaching and Learning Actions

<i>Instructional Strategies</i>	<u>Instructional Strategies</u>
<i>Differentiated</i>	<ul style="list-style-type: none"> <li>- TPR &amp; TPRS</li> <li>- PQR (Personalized Questions &amp; Responses)</li> <li>- I pad Applications for lesson delivery</li> <li>- Dictation exercises</li> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> </ul>
<i>Activities Differentiated</i>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to where we live</li> <li>- Magic Box</li> </ul>

# ORANGE BOARD OF EDUCATION

	<ul style="list-style-type: none"> <li>- QR Code quests</li> <li>- Web quests</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> </ul>
Resources	<p>Aventura Level III (Spanish)</p> <p>Santillana Level III (Spanish)</p> <ul style="list-style-type: none"> <li>• Unit 6 pages 282-335</li> <li>• Unit 7 pages 336 - 389</li> </ul> <p>Vocabulary – free times and events, travel and lodging, the weather, the universe</p> <p>Grammar – expressing opinion, grammatical forms of courtesy, expressing probability, expressing condition I/II, expressing cause and effect</p> <p>T'es Branche: Level III (French)</p> <ul style="list-style-type: none"> <li>• Unit 4: pages 202 -261</li> <li>• Unit 5: pages 266 – 319</li> <li>• Unit 6: page 320</li> </ul> <p>(TE, textbooks, ancillaries, and practice books)</p> <p><a href="#">Lyrics Gap</a></p> <p><a href="#">Lingt Classroom</a>)</p> <p><b><i>iculture</i> Authentic connections to the Spanish, French-speaking world</b></p> <p><b>Symtalk – hands-on approach to learning a language</b></p>

# ORANGE BOARD OF EDUCATION

## Suggested Time Frame:

6 Weeks - *The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.*

<b>Content Area:</b>	<b>World Language – Level III</b>	<b>Grade(s)</b>	<b>9-12</b>
<b>Unit Plan Title:</b>	<b>The Arts and the Music</b>		
<b>College and Career Ready Practices</b>			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
<u>Overview/Rationale</u>			
The WL Curriculum Unit: The Arts and the Music, is centered on reading, writing, and speaking in the target language about artist, art works, musicians/singers and types of music as well as expressing opinions about the same at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.			
<u>Standard(s)</u>			
NJSLS: 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.			

- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on 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.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

### **New Jersey Student Learning Standards (ELA):**

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.1b Provide reasons that support the opinion.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3 Demonstrate command of the conventions of standard language grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

# ORANGE BOARD OF EDUCATION

## Technology Standard(s)

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.

## Essential Question(s)

- How does music affect culture?
- How is music an integral part of the cultures of other countries?
- How does the music of affect outside cultures?
- Who are the most influential artists from target language speaking countries?
- What are some of the important movements in art and when did they happen?
- What materials are used to produce art?
- How does art affect culture and vice versa?

## Enduring Understandings

- Music is essential to a culture.
- Music of a particular culture affects their traditions.
- Music from various cultures affects the music of other cultures.
- Visual arts impact culture and community.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	X	Global Awareness		E, T, A	Creativity and Innovation
	X	Environmental Literacy		E, T, A	Critical Thinking and Problem Solving
	X	Health Literacy		E, T, A	Communication
	X	Civic Literacy		E, T, A	Collaboration
	X	Financial, Economic, Business, and			



# ORANGE BOARD OF EDUCATION

## Entrepreneurial Literacy

### Student Learning Targets/Objectives

- SWBAT listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.
- SWBAT match text to the illustrations to find key ideas.
- SWBAT use illustrations and key details in a story to describe the elements of a story.
- SWBAT read with prompting and support.
- SWBAT use verbs in communicating ideas about the unit theme.
- SWBAT establish a purpose for reading.
- SWBAT read appropriate level text with accuracy and support.
- SWBAT monitor reading using context clues (does the picture match the text to help with comprehension).
- SWBAT distinguish vowel sounds of the target language.
- SWBAT draw pictures to illustrate reading passages.
- SWBAT decode basic words.
- SWBAT identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.
- SWBAT identify adjectives when describing people, places, and events within a text.
- SWBAT write about a topic of their choice.
- SWBAT add details to writing related to unit theme.
- SWBAT use a computer to type their writing.
- SWBAT write basic sentences using technology.
- SWBAT write and/or revise using capitals, punctuation, and conventional spelling according the target language of study.
- SWBAT read, write and talk about the following topics:  
artist, art works, musicians/singers and types of music

### Assessments

*The assessment criteria for world languages is dictated by the Board of Education and states the following:*

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

- (Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

# ORANGE BOARD OF EDUCATION

-	
<i>Instructional Strategies</i>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers</li> <li>- Concrete Experiences</li> <li>- Goal Setting</li> <li>- Pencil &amp; Paper Skills</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> <li>- Graphic Organizers</li> <li>- TPR</li> <li>- Natural Approach</li> </ul>
<i>Activities</i>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to where we live</li> <li>- Magic Box</li> <li>- QR Code quests</li> <li>- Web quests</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> </ul>

# ORANGE BOARD OF EDUCATION

	<ul style="list-style-type: none"> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> </ul>
<i>Resources</i>	<p>Aventura Level III (Spanish)</p> <p>Santillana Level III (Spanish)</p> <ul style="list-style-type: none"> <li>• Galeria Book</li> </ul> <p>T'es Branche: Level III (French)</p> <ul style="list-style-type: none"> <li>• Unit 8: page 443</li> </ul> <p>T'es Branche: Level II (French)</p> <ul style="list-style-type: none"> <li>• Unit 6: pages 304 - 365</li> </ul> <p>(TE, textbooks, ancillaries, and practice books)</p> <p><a href="#">Lyrics Gap</a></p> <p><a href="#">Lingt Classroom</a>)</p> <p><b><i>iculture</i> Authentic connections to the Spanish, French-speaking world</b></p> <p><b>Symtalk – hands-on approach to learning a language</b></p>
<b>Suggested Time Frame:</b>	<p><i>The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.</i></p>

<b>Content Area:</b>	<b>World Language – Level III</b>	<b>Grade(s)</b>	<b>9-12</b>
<b>Unit Plan Title:</b>	<b>The Arts and the Music</b>		
<b>College and Career Ready Practices</b>			

## ORANGE BOARD OF EDUCATION

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Overview/Rationale

The WL Curriculum Unit: Technology is centered on reading, writing, and speaking in the target language about education, communication, social, and types of technology well as expressing opinions about the same at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.

### Standard(s)

#### NJSLS:

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette
- 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.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on 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.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

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

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.

## **New Jersey Student Learning Standards (ELA):**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3 Demonstrate command of the conventions of standard language grammar and usage when writing or speaking.

L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

# ORANGE BOARD OF EDUCATION

## Technology Standard(s)

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.

## Essential Question(s)

- When should a person use technology?
- How should technology be used?
- What skills should a person learn about the different technology?
- How is this digital tool able to improve collaboration and communication?
- What are some of the new technology terms and tools?
- How would our culture be different without computers?
- How can I keep up with technology trends in our rapidly changing future?
- How do cultural perspectives shape changes society?

## Enduring Understandings

- Technology changes the manner in which we face adversity, impacting problem-solving strategies and the relationships of those involved.
- Technology progress presents new possibilities.
- Technology impact our plans, careers and professions both now and in the future.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	X	Global Awareness		E, T, A	Creativity and Innovation
	X	Environmental Literacy		E, T, A	Critical Thinking and Problem Solving
	X	Health Literacy		E, T, A	Communication
	X	Civic Literacy		E, T, A	Collaboration
	X	Financial, Economic, Business, and Entrepreneurial Literacy			

# ORANGE BOARD OF EDUCATION

## Student Learning Targets/Objectives

- SWBAT listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.
- SWBAT match text to the illustrations to find key ideas.
- SWBAT use illustrations and key details in a story to describe the elements of a story.
- SWBAT read with prompting and support.
- SWBAT use verbs in communicating ideas about the unit theme.
- SWBAT establish a purpose for reading.
- SWBAT read appropriate level text with accuracy and support.
- SWBAT monitor reading using context clues (does the picture match the text to help with comprehension).
- SWBAT distinguish vowel sounds of the target language.
- SWBAT draw pictures to illustrate reading passages.
- SWBAT decode basic words.
- SWBAT identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.
- SWBAT identify adjectives when describing people, places, and events within a text.
- SWBAT write about a topic of their choice.
- SWBAT add details to writing related to unit theme.
- SWBAT use a computer to type their writing.
- SWBAT write basic sentences using technology.
- SWBAT write and/or revise using capitals, punctuation, and conventional spelling according the target language of study.
- SWBAT read, write and talk about the following topics:  
artist, art works, musicians/singers and types of music

## Assessments

*The assessment criteria for world languages is dictated by the Board of Education and states the following:*

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

- (Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

# ORANGE BOARD OF EDUCATION

<p><i>Instructional Strategies</i></p> <p><i>Differentiated</i></p>	<p><u><b>Instructional Strategies</b></u></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers</li> <li>- Concrete Experiences</li> <li>- Goal Setting</li> <li>- Pencil &amp; Paper Skills</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> <li>- Graphic Organizers</li> <li>- TPR</li> <li>- Natural Approach</li> </ul>
<p><i>Activities</i></p> <p><i>Differentiated</i></p>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to where we live</li> <li>- Magic Box</li> <li>- QR Code quests</li> <li>- Web quests</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> </ul>



## ORANGE BOARD OF EDUCATION

	<ul style="list-style-type: none"> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> </ul>
<i>Resources</i>	<p>Aventura Level III (Spanish)            Santillana Level III (Spanish)            Unit 8 pages 390 – 443            Vocabulary – historical figures, events, civilizations, politics and governments, society            Grammar – the passive voice, the past tense, articles            T'es Branche: Level III (French)</p> <ul style="list-style-type: none"> <li>• Unit 3: pages 378 - 439</li> </ul> <p>(TE, textbooks, ancillaries, and practice books)            T'es Branche: Level II (French)</p> <ul style="list-style-type: none"> <li>• Unit 6: pages 304 - 365</li> </ul> <p><a href="#">Lyrics Gap</a>  <a href="#">Lingt Classroom</a>)</p> <p><b><i>iculture</i> Authentic connections to the Spanish, French-speaking world</b>  <b>Symtalk – hands-on approach to learning a language</b></p>
<b>Suggested Time Frame:</b>	<p><i>The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.</i></p>

## ORANGE BOARD OF EDUCATION

---

*Thanks to Vineland Public Schools, Vineland NJ*