

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



OBE Approval Date: August 8, 2017

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**2017-2018**

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**Introduction**

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In the world language program of Orange Public Schools, thematic units and its respective themed objectives have been interwoven with the standards of ACTFL as indicated under Novice Mid to Novice High levels, 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 21<sup>st</sup> century driven curriculum. The thematic units will be allowed a six week duration in which teachers and students may explore the enduring understandings and essential questions posed for each unit and become proficient in the levels indicated. 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.

The thematic units for World Language Level 1 are as follows:

- Where we live
- Social Situations
- Going Green
- Music
- The Future

### **Program Goals:**

- Developing functional proficiency in a world language.
- Strengthening literacy skills in students' home language and the language under study.
- Offering a range of world language courses to meet the diversified needs of county students.
- 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 Mid**

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

## **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.

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.

## **Course Description:**

The World Language Level 1 is a student-centered course designed to provide students an introduction to the target language and encourage the development of speaking, listening, reading and writing skills. This course is designed to build on and expand control of basic

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grammatical structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all three modes of communication: interpretive, interpersonal and presentational. Cultural knowledge and understandings that will provide a basic understanding of the target culture will be integrated into the course content. Designed to provide a solid foundation in both spoken and written form of the target language, this introduction permits comprehensive understanding of basic structures and vocabulary.

### **Course Goal and Objectives:**

By the end of World Language Level 1 course, the Orange Public School student will function at the Novice level as dictated by the [NJSL](#) for World Languages in all three modes of communication: interpretive, interpersonal and presentational. The student will understand and communicate at the word level and will independently identify and recognize memorized words and phrases that bring meaning to text by way of:

- responding to learned questions
- asking memorized questions
- stating needs and preferences
- making lists of people, places and things

### **Culture:**

In addition, the Orange Public Schools' 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**

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<b>Content Area:</b>	<b>World Language – Level 1</b>	<b>Grade(s)</b>	<b>9-12</b>
<b>Unit Plan Title:</b>	<b>Where we live</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>			
<p>The WL Curriculum Unit: <i>Where we live</i>, is centered on reading, writing and speaking in the target language about where we live, how people are in the places we live, comparing and contrasting communities and 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.</p> <p><i>In addition:</i></p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p>			
<b>New Jersey Student Learning Standards</b>			
<b><u>NJSLS:</u></b>			
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 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.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.			

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

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

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. Recombine basic information at the word and sentence level related to self and targeted themes to

7.1.NH.C.1 create a multimedia-rich presentation to be shared virtually with a target language audience.

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

RL.1.1 Ask and answer questions posed about key details in a text;

RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text

RL.1.3 Describe characters, settings, and major events in a story, using key details;

RL.1.7 Use illustrations and key details in a story to describe character, settings, or events;

RI.1.7 Use resources (e.g. charts, photographs) in a text for describing details;

RF.1.1.a Demonstrate understanding of the organization and basic features of print;

a. Recognize the distinguishing features of a sentence.

RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words;

a. Decode regularly spelled one syllable words;

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;

g. recognize and read grade appropriate irregularly spelled words;

RF.1.4 Read with sufficient accuracy and fluency to support comprehension

a. Read grade level text with purpose and understanding;

b. Read grade level text orally with accuracy, appropriate rate, and expression;

c. Use context clues to confirm or self correct word recognition and understanding rereading as necessary;

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question;

SL.1.1 Participate in collaborative conversations with diverse partners about grade topics and texts with peers and adults in small and larger groups;

a. Follow agreed upon rules for discussions(e.g. listening to others with care, speaking one at a time about the topics and texts under discussion);

b. Build on others' talk in conversations by responding to the comments of the others through multiple exchanges.

c. Ask questions to clear up and confusion about the topics and texts in discussion;

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to; and

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responding to texts ,including using frequently occurring conjunctions to signal simple relationships (e.g. because)

## **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 live in Orange, New Jersey?
- Where in my community would I find people of the language I am studying?
- How do I find examples of the target language and culture in my community?
- Why do certain events occur in my community?

## **Enduring Understandings**

- Becoming aware of the elements of the community where we live is an essential part of the language experience.
- Analyzing texts for structure, purpose, and viewpoint allow s an effective reader to gain insight and strengthen understanding.
- Recognizing the relationship between sounds, syllables, and spoken words is foundational for future successful reader of the target language.
- Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- Effective research presents an answer to a question; demonstrates understanding of the inquiry; and properly cites information from multiple sources.
- Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.
- Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

**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>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication



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<div style="border: 1px solid black; padding: 2px; text-align: center;">X</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">X</div>	<div style="border: 1px solid black; padding: 2px;">Civic Literacy</div> <div style="border: 1px solid black; padding: 2px;">Financial, Economic, Business, and Entrepreneurial Literacy</div>	<div style="border: 1px solid black; padding: 2px; text-align: center;">A</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">E, T, A</div>	<div style="border: 1px solid black; padding: 2px;">Collaboration</div>
<b>Student Learning Targets/Objectives</b>			
<ol style="list-style-type: none"> <li>1. SWBAT communicate ideas in the target language about where we live at the respective level of proficiency.</li> <li>2. SWBAT use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</li> <li>3. SWBAT understand some ideas and familiar details presented in clear, uncomplicated speech when listening.</li> <li>4. SWBAT understand short text enhanced by visual clues when reading.</li> <li>5. SWBAT communicate effectively with some hesitation and errors which do not hinder comprehension</li> <li>6. SWBAT imitate culturally acceptable behavior used in the content examples.</li> <li>7. SWBAT answer posed questions about key details.</li> <li>8. SWBAT participate in conversations with others using proper rules when speaking while going over classroom procedures.</li> <li>9. SWBAT use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</li> <li>10. SWBAT listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</li> <li>11. SWBAT decode basic short words.</li> <li>12. SWBAT identify and read grade level high frequency/irregular words in and out of context.</li> <li>13. SWBAT orally produce single syllable words by blending sounds, including consonant blends.</li> <li>14. SWBAT identify sounds.</li> <li>15. SWBAT match text to the illustrations to find key ideas.</li> <li>16. SWBAT use illustrations and key details in a story to describe the elements of a story.</li> <li>17. SWBAT read with prompting and support.</li> <li>18. SWBAT use verbs in communicating ideas about the unit theme.</li> <li>19. SWBAT establish a purpose for reading.</li> <li>20. SWBAT read grade level text with accuracy and support.</li> <li>21. SWBAT monitor reading using context clues (does the picture match the text to help with comprehension).</li> <li>22. SWBAT distinguish vowel sounds of the target language.</li> <li>23. SWBAT draw a pictures to illustrate reading passages.</li> <li>24. SWBAT decode basic words.</li> <li>25. SWBAT identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.</li> <li>26. SWBAT identify adjectives when describing people, places, and events within a text.</li> </ol>			

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27. SWBAT write about a topic of their choice.
28. SWBAT add details to writing related to unit theme.
29. SWBAT use a computer to type their writing.
30. SWBAT write basic sentences using technology.
31. SWBAT write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.

## 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)

Formative: <https://santillanant17.schoolology.com/course/1643399485/materials?f=124577887>

Summative: [https://santillanant17.schoolology.com/external\\_tool/705696807/launch](https://santillanant17.schoolology.com/external_tool/705696807/launch) Spanish  
[http://resources.emcp.com/teb/2e/pretests/level1/unit1\\_lessona.htm](http://resources.emcp.com/teb/2e/pretests/level1/unit1_lessona.htm) French

Authentic: Project using a famous artist in the culture (example on pages 84-85 Spanish): students will find out about the artist, looking for information on when they were born; where they were born, etc. Research and gather information about their works. Students will choose appropriate format for their presentations: poster, powerpoint, scrapbook, etc. Provide rubric.

## *Teaching and Learning Actions*

- Anticipatory Sets related to where we live
- Polls
- Breaking down the task
- TPR & TPRS
- Dictation exercises
- 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
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling
- Centers
- Goal Setting
- Graphic Organizers

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	<ul style="list-style-type: none"><li>- Make Predictions</li><li>- Scaffolding</li><li>- Extended Form</li><li>- Draw a Picture</li></ul>					
	<ul style="list-style-type: none"><li>- Pairs share</li><li>- Games</li><li>- Illustrate storyboards</li><li>- Students create, share and collaborate on Google Drive.<ul style="list-style-type: none"><li>- Create games in target language</li><li>- Create a drawing based on oral description.</li><li>- Read target language children’s stories related to the community.</li><li>- View target language short video clips related to the community.</li><li>- Read online surveys related to the community.</li><li>- Complete information gap activities</li><li>- Compare communities in the target culture</li><li>- Calculate the distance between places in the target language community and convert kilometers and meters to miles, yards or feet.</li><li>- Connect with a target language classroom through an e-mail exchange or webcam videoconference to</li><li>- Exchange information with students from the target culture school relating to community.</li></ul></li></ul>					
<p><b><i>Differentiated Instruction</i></b></p> <p><b>Developing Learners (D1)</b></p> <p>Expanding Learners (D2)</p> <p>Heritage Language Learners (D3)</p> <p>Multiple Intelligences (D4)</p> <p>Gifted &amp; Talented (D5)</p> <p>Special Education (D6)</p> <p>504 (D7)</p>	<p>D1: Ask students the following questions to help them review.</p> <p>-Where is (the town/country) located? How big is it? What kind of climate and topography does it have? What are some aspects of ....history? What are a few notable aspects of ...culture?</p> <p>D2: Ask students the following questions about the target country and the United States: Where are the two countries located? How big are they, comparatively? What kind of climate and topography do they have? What are the similarities and differences between the histories? What are the similarities and differences between the cultures?</p> <p>D3: Ask students to write five sentences comparing and contrasting two cities in another country they are familiar with. Then ask students to write five sentences comparing and contrasting the indigenous people in the south of Mexico/south of France with the indigenous people in another country with which they are familiar.</p> <p>D4: For students with visual impairments, copy the pages in a large/blown up font, so students can see the print more easily</p> <p>D5: Rosetta Stone</p> <p>D6: Snap &amp; Read</p> <p>D7: Refer to individual 504 plans</p>					
Day	Objectives	Sessions	Activities	Time	Standards	Resources /

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						<b>Homework</b>
<b>1</b>	To introduce Mexico and to discuss the pairs' challenges	<b>México / La llegada (30–35)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Country orientation</li> <li>• Mexico</li> <li>• Images and Functions</li> <li>• Presentation: <i>En la ciudad de México</i></li> <li>• <i>Expresiones útiles</i> and <i>¿Quién ganará?</i></li> </ul>	1 2–5	5 m. 5 m. 10 m. 10 m. 20 m.	1.1, 1.2, 1.3, 2.1, 2.2, 4.1	Visual Presentation Audio Video Practice Workbook
<b>2</b>	To introduce oneself and others	<b>Desafío 1 – El fan de fútbol (36–37)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Fotonovela: El fan de fútbol</i></li> <li>• <i>Cultura: El fútbol mexicano</i></li> </ul>	6–8 9	5 m. 35 m. 10 m.	1.2, 2.1, 4.2, 5.1, 5.2	Visual Presentation Audio <i>Tu desafío</i>
<b>3</b>	To identify people	<b>Desafío 1 – Vocabulario (38–39)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Vocabulary: <i>Las personas</i></li> <li>• <i>Comunidades</i>: Photo Scavenger Hunt</li> </ul>	10–13 14	5 m. 35 m. 10 m.	1.1, 1.2, 3.1, 5.1	Audio Practice Workbook
<b>4</b>	To learn and use subject pronouns and to use the verb <i>ser</i>	<b>Desafío 1 – Gramática (40–43)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>Pronombres personales sujeto</i></li> <li>• Grammar: <i>El verbo 'ser'</i></li> </ul>	15–19 20–25	5 m. 25 m. 20 m.	1.1, 1.2, 3.1, 4.1	Audio Practice Workbook
<b>5</b>	To integrate vocabulary and grammar and to assess student proficiency	<b>Desafío 1 – Comunicación / Evaluación (44–45)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Comunicación</i>: Review</li> <li>• <i>Final del desafío</i></li> <li>• Quiz on <i>Desafío 1</i></li> </ul>	26–30 31	5 m. 20 m. 10 m. 15 m.	1.1, 1.2, 1.3, 3.1	Audio Practice Workbook <i>Tu desafío</i>
<b>6</b>	To describe people	<b>Desafío 2 – Es una mujer creativa (46–47)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Fotonovela: Es una mujer creativa</i></li> <li>• <i>Cultura: Frida Kahlo</i></li> </ul>	32–34 35	5 m. 35 m. 10 m.	1.1, 1.2, 2.2, 3.1, 3.2, 4.2, 5.2	Visual Presentation Audio Video <i>Tu desafío</i>
<b>7</b>	To integrate vocabulary and grammar and to assess student proficiency	<b>Desafío 2 – Comunicación / Evaluación (52–53)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Comunicación</i>: Review</li> <li>• <i>Final del desafío</i></li> <li>• Quiz on <i>Desafío 2</i></li> </ul>	47–50 51	5 m. 20 m. 10 m. 15 m.	1.1, 1.2, 1.3, 5.1	Audio Practice Workbook
<b>8</b>	To describe family relationships	<b>Desafío 3 – La quinceañera (54–55)</b> <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> </ul>	52–55	5 m. 35 m.	1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2	Visual Presentation Audio <i>Tu desafío</i>

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
		<ul style="list-style-type: none"> <li>Fotonovela: <i>La quinceañera</i></li> <li>Cultura: <i>La fiesta de los quince años</i></li> </ul>	56	10 m.		
9	To describe family relationships and to express possession	<b>Desafío 3 – Gramática</b> (58–61) <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li>Grammar: <i>El verbo 'tener'</i></li> <li>Grammar: <i>Expresar posesión</i></li> </ul>	62–67 68–72	5 m. 25 m. 20 m.	1.1, 1.2, 3.1, 4.1, 5.1	Audio Practice Workbook
10	To integrate vocabulary and grammar and to assess student proficiency	<b>Desafío 3 – Comunicación / Evaluación</b> <ul style="list-style-type: none"> <li>Warm-Up: Independent starter</li> <li>Comunicación: Review</li> <li>Final del desafío</li> <li>Quiz on <i>Desafío 3</i></li> </ul>	73–76 77	5 m. 20 m. 10 m. 15 m.	1.1, 1.2, 1.3, 5.1	Audio Practice Workbook <i>Tu desafío</i>
11	To express conditions	<b>Desafío 4 - Gramática</b> (68–69) <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li>Grammar: <i>El verbo 'estar'</i></li> </ul>	87–91	5 m. 45 m.	1.1, 1.2, 1.3, 3.1, 4.1	Audio Practice Workbook
12	To integrate vocabulary and grammar and to assess student proficiency	<b>Desafío 4 – Comunicación / Evaluación</b> (70–71) <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li>Comunicación: Review</li> <li>Final del desafío</li> <li>Quiz on <i>Desafío 4</i></li> </ul>	92–95 96	5 m. 20 m. 10 m. 15 m.	1.1, 1.2, 2.1, 3.1	Audio Practice Workbook
13	To integrate language in context	<b>Todo junto / El encuentro</b> (72–75) <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li><i>Todo junto</i></li> <li>Cultura: <i>Saludos</i></li> <li><i>El encuentro: En el Zócalo</i></li> </ul>	97–99 100 101–102	5 m. 20 m. 5 m. 20 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2, 5.2	Audio Practice Workbook
14	To learn about Mexican culture and traditions and to learn about Mexican history	<b>Mapa cultural / Lectura</b> (76–79) <ul style="list-style-type: none"> <li>Warm-Up: Read the <i>Mapa cultural</i></li> <li><i>Mapa cultural: México</i></li> <li><i>Lectura: Teotihuacán</i></li> <li>Read project outline (84–85)</li> </ul>	103–104 105–107	5 m. 20 m. 20 m. 5 m.		Video Practice Workbook <i>Tu desafío</i> Project work
15	To present projects	<b>Proyecto</b> (84–85) <ul style="list-style-type: none"> <li>Warm-Up: Prepare project presentations</li> <li>Project presentations</li> </ul>		5 m. 45 m.	1.2, 2.2, 3.1	Practice Workbook <b>Repaso – Vocabulario</b> (80–81) <b>Repaso – Gramática</b> (82–83) <b>Autoevaluación</b> (85)

Unit 8: pages 38 - 42 T'es Branche: Level I (French)

50-Minute Lesson Plans: [https://drive.google.com/file/d/1N5QC7uQWoD5rIS8Ku\\_u5ytmIb5Ydtpas/view](https://drive.google.com/file/d/1N5QC7uQWoD5rIS8Ku_u5ytmIb5Ydtpas/view)

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Unit 8: pages 31 – 35 T'es Branche: Level I (French)

90 Minutes lesson plans: [https://drive.google.com/file/d/1gPM9newWcm8zXxDHzroXcakX1T-TzVR\\_/view](https://drive.google.com/file/d/1gPM9newWcm8zXxDHzroXcakX1T-TzVR_/view)

Resources

## SPANISH

Santallina Level I (Spanish): [https://santillanant17.schoology.com/external\\_tool/705696729/launch](https://santillanant17.schoology.com/external_tool/705696729/launch)

- Unit 1 pages 30-85
- 
- Unit 2 pages 86-143 [https://santillanant17.schoology.com/external\\_tool/705696835/launch](https://santillanant17.schoology.com/external_tool/705696835/launch)
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Practice Book: <https://santillanant17.schoology.com/course/1643399485/materials?f=124577885>

## FRENCH

T'es Branche: Level I (French) Unit 8 [https://emc.bookshelf.emcp.com/lectern/book/TEB1\\_2e](https://emc.bookshelf.emcp.com/lectern/book/TEB1_2e)

- ebook: [https://emc.bookshelf.emcp.com/lectern/book/TEB1\\_2e\\_c](https://emc.bookshelf.emcp.com/lectern/book/TEB1_2e_c)

- EMC texbook 1: [https://drive.google.com/file/d/1gPM9newWcm8zXxDHzroXcakX1T-TzVR\\_/view](https://drive.google.com/file/d/1gPM9newWcm8zXxDHzroXcakX1T-TzVR_/view)

Literature: [https://emc.bookshelf.emcp.com/lectern/book/CIDEB\\_Poursuite\\_dans\\_Paris](https://emc.bookshelf.emcp.com/lectern/book/CIDEB_Poursuite_dans_Paris)

- **Evisuals:** [https://emc.bookshelf.emcp.com/lectern/book/TEB1\\_2e\\_evisuals](https://emc.bookshelf.emcp.com/lectern/book/TEB1_2e_evisuals)

Video Program: [https://emc.bookshelf.emcp.com/lectern/book/TEB1\\_2e\\_VP\\_TE](https://emc.bookshelf.emcp.com/lectern/book/TEB1_2e_VP_TE)

- [www.languageguide.org](http://www.languageguide.org)

[Lyrics Gap](#)

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.*

**Content Area:**

**World Language – Level 1**

**Grade(s)**

**9-12**

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Unit Plan Title:	Social Situations
<b>College and Career Ready Practices</b>	
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Overview/Rationale</b>	
<p>The WL Curriculum Unit: <i>Social Situations</i>, is centered on reading; writing and speaking in the target language about social situations high school aged students face as well as comparing and contrasting the same of students of the target culture 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.</p>	
<b>Standard(s)</b>	
<b>Interdisciplinary Standards: New Jersey Student Learning Standards (ELA):</b>	
RL.1.1	Ask and answer questions posed about key details in a text;
RL.1.3	Describe characters, settings, and major events in a story, using key details;
RL.1.7	Use illustrations and key details in a story to describe character, settings, or events;
RI.1.7	Use resources (e.g. charts, photographs) in a text for describing details;
RF.1.1.a	Demonstrate understanding of the organization and basic features of print;
	b. Recognize the distinguishing features of a sentence.
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words;
	b. Decode regularly spelled one syllable words;
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;
	g. recognize and read grade appropriate irregularly spelled words;
RF.1.4	Read with sufficient accuracy and fluency to support comprehension
	d. Read grade level text with purpose and understanding;

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	<ul style="list-style-type: none"> <li>e. Read grade level text orally with accuracy, appropriate rate, and expression;</li> <li>f. Use context clues to confirm or self correct word recognition and understanding rereading as necessary;</li> </ul>
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question;
SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups;</p> <ul style="list-style-type: none"> <li>a. Follow agreed upon rules for discussions(e.g. listening to others with care, speaking one at a time about the topics and texts under discussion);</li> <li>b. Build on others' talk in conversations by responding to the comments of the others through multiple exchanges.</li> <li>c. Ask questions to clear up and confusion about the topics and texts in discussion;</li> </ul>
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to; and responding to texts ,including using frequently occurring conjunctions to signal simple relationships (e.g. because)
<b>Technology Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.2.A.4 Create a document with text using a word processing program.</li> <li>• 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.</li> </ul>	
<b>Essential Question(s)</b>	
<ul style="list-style-type: none"> <li>• What are some of the social situations high school aged students encounter in Orange Preparatory Academy and/or Orange High School?</li> <li>• What are some social issues in Orange Preparatory Academy and/or Orange High School?</li> <li>• How can I compare and contrast the social situations of OPA/OHS students and students of the target culture?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Understanding the social situations high school aged students encounter in OPA/OHS is essential to making realistic connections in the target culture.</li> <li>• Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.</li> <li>• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li> <li>• Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li> <li>• Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly</li> </ul>	



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communicates the ideas to a reader.

- Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple resources.
- Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.
- Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

**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

1. SWBAT communicate ideas in the target language about social situations at the appropriate proficiency level.
2. SWBAT use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.
3. SWBAT understand some ideas and familiar details presented in clear, uncomplicated speech when listening.
4. SWBAT understand short text enhanced by visual clues when reading.
5. SWBAT communicate effectively with some hesitation and errors which do not hinder comprehension
6. SWBAT imitate culturally acceptable behavior used in the content examples.
7. SWBAT answer posed questions about key details.
8. SWBAT participate in conversations with others using proper rules when speaking while going over classroom procedures.
9. SWBAT use words and phrases acquired through conversations, reading, and being read to, and

## ORANGE BOARD OF EDUCATION

responding to texts.

10. SWBAT listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.
11. SWBAT decode basic short words.
12. SWBAT identify and read grade level high frequency/irregular words in and out of context.
13. SWBAT orally produce single syllable words by blending sounds, including consonant blends.
14. SWBAT identify sounds.
15. SWBAT match text to the illustrations to find key ideas.
16. SWBAT use illustrations and key details in a story to describe the elements of a story.
17. SWBAT read with prompting and support.
18. SWBAT use verbs in communicating ideas about the unit theme.
19. SWBAT establish a purpose for reading.
20. SWBAT read grade level text with accuracy and support.
21. SWBAT monitor reading using context clues (does the picture match the text to help with comprehension).
22. SWBAT distinguish vowel sounds of the target language.
23. SWBAT draw a pictures to illustrate reading passages.
24. SWBAT decode basic words.
25. SWBAT identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.
26. SWBAT identify adjectives when describing people, places, and events within a text.
27. SWBAT write about a topic of their choice.
28. SWBAT add details to writing related to unit theme.
29. SWBAT use a computer to type their writing.
30. SWBAT write basic sentences using technology.
31. SWBAT write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.

### 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)

Formative: Unit 3 page 185

Summative: TE pages 194 - 195

Authentic: TE pages 198 – 199 /Munecos quitapenas/; /puppets/. Rubric on page 199

Self-evaluation: page 199

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<i>Teaching and Learning Actions</i>						
		<ul style="list-style-type: none"> <li>- Anticipatory Sets related to social situations</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>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Extended Form</li> <li>- Students create and collaborate on Google Drive</li> </ul>				
<i>Differentiated Instruction</i>  <b>Developing Learners (D1)</b>  Expanding Learners (D2)  Heritage Language Learners (D3)  Multiple Intelligences (D4)  Gifted & Talented (D5)  Special Education (D6)  504 (D7)		<p>Review the pictures together and make sure everybody in the class understands the story</p> <p>Have students use the fotonovela to make a table showing Ropa/Descripcion/verbos relacionados con ropa</p> <p>Specific countries like Guatemala/Haiti are renowned for special traditional garments. Point out that these are a way to express one's indigenous identity.</p> <p>D4/D5: Ask students to look at clothing in the pictures/stores and say if the items look traditional. Have students research other cultures.</p> <p>D6: Snap &amp; Read</p> <p>D7: Refer to individual 504 plans</p>				
Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
1	To introduce Guatemala and to discuss the pairs' challenges	<b>Guatemala / La llegada</b> (144–149) <ul style="list-style-type: none"> <li>• Warm-Up: Country orientation</li> <li>• Guatemala / Images and functions</li> <li>• Presentation: <i>En Antigua</i></li> <li>• <i>Expresiones útiles</i> and <i>¿Quién ganará?</i></li> </ul>	1 2–5	10 m. 20 m. 25 m. 35 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1	Visual Presentation Audio Video Practice Workbook
2	To speak about shopping, and to learn and use irregular <i>e &gt; ie</i> verbs	<b>Desafío 1 – La máscara de jade / Vocabulario / Gramática</b> (150–155) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Fotonovela: La máscara de jade</i></li> <li>• <i>Cultura: Antigua</i></li> <li>• Vocabulary: <i>El centro comercial</i></li> <li>• <i>Cultura: El jade</i></li> <li>• Grammar: <i>Verbos con raíz irregular (e &gt; ie)</i></li> <li>• <i>Conexiones: ¿Dónde empieza Centroamérica?</i></li> </ul>	6–8 9 10–13 14 15–18  19	5 m. 20 m. 5 m. 25 m. 5 m. 25 m.  5 m.	1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 5.1	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
3	To say where someone is going, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 1 – Gramática / Comunicación / Evaluación</b> (156–159) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>El verbo 'ir'</i></li> <li>• <i>Conexiones: Una entrevista</i></li> <li>• <i>Comunicación: Review</i></li> <li>• <i>Final del desafío</i></li> <li>• Quiz on <i>Desafío 1</i></li> </ul>	20–24 25 26–30 31	5 m. 25 m. 5 m. 25 m. 15 m. 15 m.	1.1, 1.2, 1.3, 2.2, 5.1	Audio Practice Workbook <i>Tu desafío</i>
4	To express preferences and to speak about clothes and shoes	<b>Desafío 2 – Vamos de compras / Vocabulario</b> (160–163) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Fotonovela: Vamos de compras</i></li> <li>• <i>Cultura: La moda en Guatemala</i></li> <li>• <i>La ropa y el calzado</i></li> <li>• <i>Comunidades: Moda y cultura</i></li> </ul>	32–34 35 36–38 39	5 m. 35 m. 5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, 5.1	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
5	To express like or dislike, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 2 – Gramática / Comunicación / Evaluación</b> (164–167) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>El verbo 'gustar'</i></li> <li>• Conexiones: <i>Palabras prestadas</i></li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 2</li> </ul>	40–43 44 45–48 49	5 m. 25 m. 5 m. 25 m. 15 m. 15 m.	1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 5.1	Audio Practice Workbook <i>Tu desafío</i>
6	To describe and compare clothes and shoes and to use demonstrative adjectives and pronouns	<b>Desafío 3 – Tres trajes típicos / Vocabulario / Gramática</b> (168–173) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>Tres trajes típicos</i></li> <li>• Cultura: <i>La ropa tradicional</i></li> <li>• Vocabulary: <i>Describir la ropa y el calzado</i></li> <li>• Cultura: <i>No más preocupaciones</i></li> <li>• Grammar: <i>Los demostrativos</i></li> </ul>	50–53 54 55–58  59 60–63	5 m. 25 m. 5 m. 25 m.  5 m. 25 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
7	To compare objects and qualities, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 3 – Gramática / Comunicación / Evaluación</b> (173–177) <ul style="list-style-type: none"> <li>• Warm-Up: Conexiones: <i>La perspectiva</i></li> <li>• Grammar: <i>La comparación</i></li> <li>• Cultura: <i>Una persona mayor</i></li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 3</li> </ul>	64  65–68 69 70–73 74	5 m.  25 m. 5 m. 25 m. 15 m. 15 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1	Audio Practice Workbook
8	To talk about going shopping and to speak about purchasing goods	<b>Desafío 4 – Un mercado especial / Vocabulario</b> (178–181) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>Un mercado especial</i></li> <li>• Cultura: <i>Chichicastenango</i></li> <li>• Vocabulary: <i>Las compras</i></li> <li>• Conexiones: <i>El dinero de Guatemala</i></li> </ul>	75–77 78 79–81 82	5 m. 35 m. 10 m. 30 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
9	To use irregular verbs <i>o &gt; ue</i> , to integrate vocabulary and grammar, to assess student proficiency, and to integrate language in context	<b>Desafío 4 – Gramática / Comunicación / Evaluación / Todo junto</b> (182–187) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>Verbos con raíz irregular (o &gt; ue)</i></li> <li>• Comparaciones: <i>El costo de la vida</i></li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 4</li> <li>• Todo junto</li> </ul>	83–86  87 88–91 92  93–95	5 m. 20 m.  5 m. 20 m. 10 m. 10 m. 20 m.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1	Audio Practice Workbook <i>Tu desafío</i>
10	To learn about Guatemalan customs and traditions, to learn about Chichicastenango, and to review vocabulary, grammar, and culture	<b>El encuentro / Mapa cultural / Lectura</b> (188–193) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Encuentro: <i>En la ciudad maya de Tikal</i></li> <li>• Mapa cultural: <i>Guatemala</i></li> <li>• Lectura: <i>Chichicastenango</i></li> <li>• Read project outline (198–199)</li> </ul>	96–97  98–99 100–102	5 m. 25 m. 25 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1, 5.2	Video Practice Workbook <i>Tu desafío</i> <b>Repaso – Vocabulario</b> (194–195) <b>Repaso – Gramática</b> (196–197) Project work
	To create Guatemalan worry dolls and to assess student proficiency	<b>Proyecto / Assessment</b> (198–199) <ul style="list-style-type: none"> <li>• Project presentations</li> <li>• Autoevaluación</li> <li>• Test</li> </ul>		40 m. 10 m. 40 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1, 5.2	
Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
	To introduce Peru and to discuss the pairs' challenges	<b>Perú / La llegada</b> (200–207) <ul style="list-style-type: none"> <li>• Warm-Up: Country orientation</li> <li>• Perú / Images and functions</li> <li>• Presentation: <i>En Lima</i></li> <li>• Expresiones útiles and <i>¿Quién ganará?</i></li> </ul>	1 2–5	10 m. 20 m. 25 m. 35 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Visual Presentation Audio Video Practice Workbook

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
	To speak about foods and beverages, and to learn and use adverbs of quantity	<b>Desafío 1 – ¡A cocinar pescado! / Vocabulario / Gramática</b> (206–211) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: ¡A cocinar pescado!</li> <li>• Cultura: Iquitos</li> <li>• Vocabulary: Comidas y bebidas</li> <li>• Cultura: El maíz</li> <li>• Grammar: Adverbios de cantidad</li> <li>• Cultura: El paiche</li> </ul>	6–8 9 10–12 13 14–18 19	5 m. 20 m. 5 m. 25 m. 5 m. 25 m. 5 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
	To express want, dislike, and preference, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 1 – Comunicación / Evaluación</b> (212–215) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: Expresar deseo, preferencia y rechazo</li> <li>• Conexiones: Arte vegetal</li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 1</li> </ul>	20–23  24 25–28 29	5 m. 25 m.  5 m. 25 m. 15 m. 15 m.	1.1, 1.2, 1.3, 2.2, 5.1	Audio Practice Workbook <i>Tu desafío</i>
	To express necessity and to speak about grocery stores and food preparation	<b>Desafío 2 – Seco de carne / Vocabulario</b> (216–219) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: Seco de carne</li> <li>• Cultura: La comida rápida</li> <li>• Vocabulary: Tiendas de alimentos</li> <li>• Comunidades: Tiendas de especialidades</li> </ul>	30–31 32 33–35 36	5 m. 35 m. 5 m. 35 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
	To learn and use direct object pronouns, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 2 – Gramática / Comunicación / Evaluación</b> (220–223) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: Pronombres de objeto directo</li> <li>• Conexiones: ¿Textiles o plástico?</li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 2</li> </ul>	37–40  41 42–44 45	5 m. 25 m.  5 m. 25 m. 10 m. 20 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2	Audio Practice Workbook

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
	To describe cooking related actions and utensils, and to use certain irregular verbs in the present tense	<b>Desafío 3 – Un ceviche para todos / Vocabulario / Gramática</b> (224–229) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>Un ceviche para todos</i></li> <li>• Cultura: <i>Ceviche para la cena</i></li> <li>• Vocabulary: <i>En la mesa</i></li> <li>• Cultura: <i>El cuy peruano</i></li> <li>• Grammar: <i>Verbos irregulares en la primera persona</i></li> </ul>	46–48 49 50–52 53 54–58	5 m. 25 m. 5 m. 25 m. 5 m. 25 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
	To use indirect object pronouns, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 3 – Gramática / Comunicación / Evaluación</b> (230–233) <ul style="list-style-type: none"> <li>• Warm-Up: <i>Conexiones: La perspectiva</i></li> <li>• Grammar: <i>Pronombres de objeto indirecto</i></li> <li>• <i>Conexiones: Una mesa formal</i></li> <li>• <i>Comunicación: Review</i></li> <li>• <i>Final del desafío</i></li> <li>• Quiz on <i>Desafío 3</i></li> </ul>	59 60–64 65–66 67–70 71	5 m. 25 m. 5 m. 25 m. 10 m. 20 m.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1	Audio Practice Workbook
	To describe and rate food	<b>Desafío 4 – Suspiro limeño / Vocabulario</b> (234–237) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>Suspiro limeño</i></li> <li>• Cultura: <i>Las chifas</i></li> <li>• Vocabulary: <i>¿Cómo está la comida?</i></li> <li>• <i>Conexiones: El sentido del gusto</i></li> </ul>	72–74 75 76–79 80	5 m. 35 m. 10 m. 30 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
	To use irregular verbs ( <i>e &gt; i</i> ), to integrate vocabulary and grammar, to assess student proficiency, and to integrate language in context	<b>Desafío 4 – Gramática / Comunicación / Evaluación / Todo junto</b> (238–243) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>Verbos con raíz irregular (e &gt; i)</i></li> <li>• <i>Comunidades: La pesca en Perú</i></li> <li>• <i>Comunicación: Review</i></li> <li>• <i>Final del desafío</i></li> <li>• Quiz on <i>Desafío 4</i></li> <li>• <i>Todo junto</i></li> </ul>	81–85 86 87–90 91 92–94	5 m. 20 m. 5 m. 20 m. 10 m. 10 m. 20 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1	Audio Practice Workbook <i>Tu desafío</i>



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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
	To learn about Peruvian customs and traditions, to learn about the Incan festival <i>Inti Raymi</i> , and to review vocabulary, grammar, and culture	<b><i>El encuentro / Mapa cultural / Lectura</i></b> (240–249) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>El encuentro: En la Plaza de Armas de Lima</i></li> <li>• <i>Mapa cultural: Perú</i></li> <li>• <i>Lectura: Inti Raymi</i></li> <li>• Read project outline (254–255)</li> </ul>	95–96  97–99 100–101	5 m. 25 m.  25 m. 25 m. 10 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2	Video Practice Workbook <i>Tu desafío</i> <b>Repaso – Vocabulario</b> (250–251) <b>Repaso – Gramática</b> (252–253) Project work
	To set up a restaurant and to assess student proficiency	<b>Proyecto / Assessment</b> (254–255) <ul style="list-style-type: none"> <li>• Project presentations</li> <li>• <i>Autoevaluación</i></li> <li>• Test</li> </ul>		40 m. 10 m. 40 m.	1.2, 1.3	
Resources						
Santillana (Spanish) <ul style="list-style-type: none"> <li>• Unit 3 pages 144-199:                EBook: <a href="https://santillanant17.schoolology.com/external_tool/705696945/launch">https://santillanant17.schoolology.com/external_tool/705696945/launch</a>                Online Activities: <a href="https://santillanant17.schoolology.com/course/1643399485/materials?f=124577899">https://santillanant17.schoolology.com/course/1643399485/materials?f=124577899</a>                Practice Workbook: <a href="https://santillanant17.schoolology.com/course/1643399485/materials?f=124577901">https://santillanant17.schoolology.com/course/1643399485/materials?f=124577901</a>                Speaking &amp; Listening: <a href="https://santillanant17.schoolology.com/course/1643399485/materials?f=124577903">https://santillanant17.schoolology.com/course/1643399485/materials?f=124577903</a> </li> <li>• Unit 4 pages 200-255</li> </ul> T'es Branche: Level 1 (French) <ul style="list-style-type: none"> <li>- ebook unit 4: <a href="https://emc.bookshelf.emcp.com/lectern/book/TEB1_2e">https://emc.bookshelf.emcp.com/lectern/book/TEB1_2e</a></li> <li>Literature: <a href="https://emc.bookshelf.emcp.com/lectern/book/CIDEB_Poursuite_dans_Paris">https://emc.bookshelf.emcp.com/lectern/book/CIDEB_Poursuite_dans_Paris</a></li> <li>- EMC textbook- T'es branché 1"</li> <li>- Exploring French Workbook</li> <li>- <a href="http://www.emclanguages.com">www.emclanguages.com</a></li> <li>- <a href="http://www.languageguide.org">www.languageguide.org</a></li> </ul>						
			6 weeks  <i>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>			

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Content Area:	World Language – Level 1	Grade(s)	9-12
Unit Plan Title:	Going Green		
College and Career Ready Practices			
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: <i>Going Green</i> , is centered on reading, writing and speaking in the target language about recycling and how people address “going green” in the places we live and in the target culture 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.			
<i>In addition...</i>			
The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)			
Standard(s)			

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## NJSLS

- 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.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.

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

- RL.1.1 Ask and answer questions posed about key details in a text;
- RL.1.3 Describe characters, settings, and major events in a story, using key details;
- RL.1.7 Use illustrations and key details in a story to describe character, settings, or events;
- RI.1.7 Use resources (e.g. charts, photographs) in a text for describing details;
- RF.1.1.a Demonstrate understanding of the organization and basic features of print;
  - c. Recognize the distinguishing features of a sentence.
- RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words;
  - c. Decode regularly spelled one syllable words;
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;
  - g. recognize and read grade appropriate irregularly spelled words;
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension
  - g. Read grade level text with purpose and understanding;
  - h. Read grade level text orally with accuracy, appropriate rate, and expression;
  - i. Use context clues to confirm or self -correct word recognition and understanding rereading as necessary;
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question;
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups;
  - a. Follow agreed upon rules for discussions(e.g. listening to others with care, speaking one at a time about the topics and texts under discussion);
  - b. Build on others' talk in conversations by responding to the comments of the others through multiple exchanges.
  - c. Ask questions to clear up and confusion about the topics and texts in discussion;
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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- L.1.6 Use words and phrases acquired through conversations, reading and being read to; and responding to texts ,including using frequently occurring conjunctions to signal simple relationships (e.g. because)

### **Technology Standard(s)**

#### **NJSLS & NETS**

- 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)**

- What is the meaning of Going Green where I live?
- How do I make my message understandable and interesting to my audience?
- How do people in the target culture recycle?
- What do good readers do?
- What makes a story a “great” story?
- Why are sounds and letters important?
- What do good writers do?
- Writing clearly- what makes a difference?
- What makes collaboration meaningful?
- When a word doesn’t make sense, what can I do?

### **Enduring Understandings**

- Understanding the concept Going Green as it relates to the target culture is a key concept moving forward in exploring the target culture.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.
- Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.
- Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to a reader.
- Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple resources.

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- Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.
- Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

**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>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E, T, A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives

1. SWBAT communicate ideas about recycling in the target culture at the appropriate proficiency levels.
2. SWBAT use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.
3. SWBAT understand some ideas and familiar details presented in clear, uncomplicated speech when listening.
4. SWBAT understand short text enhanced by visual clues when reading.
5. SWBAT communicate effectively with some hesitation and errors which do not hinder comprehension
6. SWBAT imitate culturally acceptable behavior used in the content examples.
7. SWBAT answer posed questions about key details.
8. SWBAT participate in conversations with others using proper rules when speaking while going over classroom procedures.
9. SWBAT use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
10. SWBAT listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.
11. SWBAT decode basic short words.
12. SWBAT identify and read grade level high frequency/irregular words in and out of context.
13. SWBAT orally produce single syllable words by blending sounds, including consonant blends.

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14. SWBAT identify sounds.
15. SWBAT match text to the illustrations to find key ideas.
16. SWBAT use illustrations and key details in a story to describe the elements of a story.
17. SWBAT read with prompting and support.
18. SWBAT use verbs in communicating ideas about the unit theme.
19. SWBAT establish a purpose for reading.
20. SWBAT read grade level text with accuracy and support.
21. SWBAT monitor reading using context clues (does the picture match the text to help with comprehension).
22. SWBAT distinguish vowel sounds of the target language.
23. SWBAT draw a pictures to illustrate reading passages.
24. SWBAT decode basic words.
25. SWBAT identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.
26. SWBAT identify adjectives when describing people, places, and events within a text.
27. SWBAT write about a topic of their choice.
28. SWBAT add details to writing related to unit theme.
29. SWBAT use a computer to type their writing.
30. SWBAT write basic sentences using technology.
31. SWBAT write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.

### 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)

Formative: Practice workbook: <https://santillanant17.schoolology.com/course/1643399485/materials?f=124577945>

Summative: **Unit 5 Smart Book:** [https://santillanant17.schoolology.com/external\\_tool/705697159/launch](https://santillanant17.schoolology.com/external_tool/705697159/launch)

Authentic: [https://santillanant17.schoolology.com/assignment/1643401429/assessment\\_preview](https://santillanant17.schoolology.com/assignment/1643401429/assessment_preview)

- Create a survey about environmental practices using an educational wiki and solicit input from members of the global community.
- Post information gained through the reading of articles and the viewing of video clips on an educational/social community site.
- Use digital tools to complete online survey related to environmental practices.
- Create an “I promise to...” multimedia presentation depicting environmental practices to incorporate into daily practices.

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<i>Teaching and Learning Actions</i>	
	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to recycling and “Going Green”</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>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Draw a Picture               <ul style="list-style-type: none"> <li>- Create a drawing based on oral description.</li> <li>- Explore classmates’ environmental practices.</li> <li>- Examine ways that common materials are recycled.</li> <li>- Share information gained through interpretive tasks.</li> <li>- Work in pairs or groups to solve an environmentally focused tri-omino puzzle</li> <li>- Complete a Web Quest related to environmental issues or practices.</li> <li>- Connect with a target language classroom through an e-mail exchange or webcam videoconference to exchange information with students from the target culture school related to environmental practices.</li> </ul> </li> </ul>
<i>Differentiated Instruction</i>  <b>Developing Learners (D1)</b>  Expanding Learners (D2)  Heritage Language Learners (D3)  Multiple Intelligences (D4)	<b>D1:</b> Have students create a picture dictionary using the words from the new vocabulary and images from clip art, magazines, or hand-drawn illustrations. Collate the images and create a class picture dictionary. <b>D2:</b> Have students use the new vocabulary to talk about their favorite places in nature with a classmate. As they describe this favorite place, their partner should try to guess which place is being described. For example: A. Tiene muchos peces B. ¿Es la costa? A. No. Tiene muchos árboles. B. ¿Es el bosque? <b>D3:</b> Ask heritage students to write a poem in which they describe the natural landscapes in your state or how recycling is good for the state. They

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Gifted & Talented (D5)

Special Education (D6)

504 (D7)

should include vocabulary words from the book as well as other words and phrases. They may use their dictionaries to look up and use new vocabulary that they don't know. Encourage students to recite their poems to the class, or to share them in google classroom

**D4:** Visual-Spatial Intelligence – Ask students to write a list of items that they can recycle in your town. Then using the list, ask them to create a recycling poster labeling the images of the items with the expression *Se puede reciclar* ...Hang the posters around the school.

## Activities – Target Country/Culture: Spain

Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
1	To introduce Spain and to discuss the pairs' challenges	<b>España / La llegada</b> (256–261) <ul style="list-style-type: none"> <li>• Warm-Up: Country orientation</li> <li>• Spain / Images and functions</li> <li>• Presentation: <i>En la ciudad de México</i></li> <li>• <i>Expresiones útiles</i> and <i>¿Quién ganará?</i></li> </ul>	1 2–5	10 m. 20 m. 25 m. 35 m.	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2	Visual Presentation Audio Video Practice Workbook
2	To integrate vocabulary and grammar and to assess student proficiency	<b>Desafío 1 – Comunicación / Evaluación</b> (268–269) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Comunicación</i>: Review</li> <li>• <i>Final del desafío</i></li> <li>• Quiz on <i>Desafío 1</i></li> </ul>	21–23 24	5 m. 35 m. 35 m. 15 m.	1.1, 1.2, 1.3, 3.1	Audio Practice Workbook <i>Tu desafío</i>
3	To express habitual actions and to learn about personal hygiene	<b>Desafío 2 – El azulejo perdido / Vocabulario</b> (270–273) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• <i>Fotonovela</i>: <i>El azulejo perdido</i></li> <li>• <i>Cultura</i>: <i>La Alhambra</i></li> <li>• Vocabulary: <i>La higiene personal</i></li> <li>• <i>Comparaciones</i>: <i>Los productos de higiene personal</i></li> </ul>	25–27 28 29–31 32	5 m. 35 m. 10 m. 35 m. 5 m.	1.1, 1.2, 1.3, 3.2, 4.2, 5.2	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
4	To learn about reflexive verbs, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 2 – Gramática / Comunicación / Evaluación</b> (274–277) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>Los verbos reflexivos</i></li> <li>• <i>Conexiones</i>: <i>La adolescencia</i></li> <li>• <i>Comunicación</i>: Review</li> <li>• <i>Final del desafío</i></li> <li>• Quiz on <i>Desafío 2</i></li> </ul>	33–36 37 38–41 42	5 m. 25 m. 5 m. 25 m. 15 m. 15 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.2	Audio Practice Workbook



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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
5	To express emotional and physical states, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 3 – Gramática / Comunicación / Evaluación</b> (283–287) <ul style="list-style-type: none"> <li>Warm-Up: <i>Conexiones: El Obradoiro</i></li> <li>Grammar: <i>El verbo ‘sentirse’</i></li> <li><i>Conexiones: Los gérmenes y la salud</i></li> <li><i>Comunicación: Review</i></li> <li><i>Final del desafío</i></li> <li>Quiz on <i>Desafío 3</i></li> </ul>	57 58–62 63 64–66 67	5 m. 25 m. 5 m. 25 m. 15 m. 15 m.	1.1, 1.2, 1.3, 3.1, 4.1, 5.1	Audio Practice Workbook <i>Tu desafío</i>
6	To give commands and advice and to learn basic remedies	<b>Desafío 4 – Una receta antigua / Vocabulario</b> (288–291) <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li><i>Fotonovela: Una receta antigua</i></li> <li><i>Cultura: El monasterio de Silos</i></li> <li>Vocabulary: <i>Remedios básicos</i></li> <li><i>Conexiones: Mi pirámide</i></li> </ul>	68–70 71 72–74 75	5 m. 35 m. 10 m. 30 m. 10 m.	1.1, 1.2, 3.1, 3.2, 4.2, 5.2	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
7	To give commands, to integrate vocabulary and grammar, to assess student proficiency, and to integrate language in context	<b>Desafío 4 – Gramática / Comunicación / Evaluación / Todo junto</b> (292–297) <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li>Grammar: <i>El imperativo afirmativo de ‘tú’</i></li> <li><i>Conexiones: La belleza física</i></li> <li><i>Comunicación: Review</i></li> <li><i>Final del desafío</i></li> <li>Quiz on <i>Desafío 4</i></li> <li><i>Todo junto</i></li> </ul>	76–79  80 81–82 83  84–87	5 m. 20 m.  5 m. 20 m. 10 m. 10 m. 20 m.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	Audio Practice Workbook
8	To learn about Spanish culture and traditions, to learn about <i>El Guernica</i> , and to review vocabulary, grammar, and culture	<b>El encuentro / Mapa cultural / Lectura</b> (298–303) <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li><i>Cultura: Los horarios de los españoles</i></li> <li><i>El encuentro: En la Plaza Mayor</i></li> <li><i>Mapa cultural: España</i></li> <li><i>Lectura: El Guernica</i></li> <li>Read project outline (308–309)</li> </ul>	88 89–90 91–92 93–95	5 m. 5 m. 25 m. 25 m. 25 m. 5 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2	Video Practice Workbook <i>Tu desafío</i> <b>Repaso – Vocabulario</b> (304–305) <b>Repaso – Gramática</b> (306–307) Project work
9	To create a healthy lifestyles poster, to present projects, and to assess student proficiency	<b>Proyecto / Assessment</b> (308–309) <ul style="list-style-type: none"> <li>Project presentations</li> <li><i>Autoevaluación</i></li> <li>Test</li> </ul>		40 m. 10 m. 40 m.	1.2, 1.3, 2.2, 3.1	

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<b>Resources</b>	
<p>Santillana (Spanish)</p> <ul style="list-style-type: none"> <li>Unit 5 of Book 1 pages 256-309</li> <li>Unit 1 page 15</li> <li>Unit 8: Defacio 4 page 234 of High School Book IB</li> </ul> <p>T'es Branche: Level 1 (French)</p> <p>www.emclanguages.com</p> <p>www.languageguide.org</p> <p><a href="#">Lyrics Gap</a></p>	
<b>Suggested Time Frame:</b>	6 weeks

<b>Content Area:</b>	<b>World Language – Level 1</b>	<b>Grade(s)</b>	<b>9-12</b>
<b>Unit Plan Title:</b>	<b>The Future</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>The Future</i> , is centered on reading; writing and speaking in the target language about the future with topics that include but are not limited to: the future of Orange Preparatory Academy/Orange High School, inventions in our country and the country of the target language of study and making predictions about the same at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.			

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## Standard(s)

### Interdisciplinary Connection - New Jersey Student Learning Standards (ELA):

RL.1.1	Ask and answer questions posed about key details in a text;
RL.1.3	Describe characters, settings, and major events in a story, using key details;
RL.1.7	Use illustrations and key details in a story to describe character, settings, or events;
RI.1.7	Use resources (e.g. charts, photographs) in a text for describing details;
RF.1.1.a	Demonstrate understanding of the organization and basic features of print;
	d. Recognize the distinguishing features of a sentence.
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words;
	d. Decode regularly spelled one syllable words;
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;
	g. recognize and read grade appropriate irregularly spelled words;
RF.1.4	Read with sufficient accuracy and fluency to support comprehension
	j. Read grade level text with purpose and understanding;
	k. Read grade level text orally with accuracy, appropriate rate, and expression;
	l. Use context clues to confirm or self-correct word recognition and understanding rereading as necessary;
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question;
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups;
	a. Follow agreed upon rules for discussions(e.g. listening to others with care, speaking one at a time about the topics and texts under discussion);
	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	c. Ask questions to clear up and confusion about the topics and texts in discussion;
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to; and responding to texts ,including using frequently occurring conjunctions to signal simple relationships (e.g. because)

### 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.

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Essential Question(s)			
<ul style="list-style-type: none"> <li>What do good readers do?</li> <li>What makes a story a “great” story?</li> <li>Why are sounds and letters important?</li> <li>What do good writers do?</li> <li>Writing clearly- what makes a difference?</li> <li>What do good researchers do?</li> <li>What makes collaboration meaningful?</li> <li>What makes a presentation great?</li> <li>When a word doesn’t make sense, what can I do?</li> </ul>			
Enduring Understandings			
<ul style="list-style-type: none"> <li>Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.</li> <li>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li> <li>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li> <li>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to a reader.</li> <li>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li> <li>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple resources.</li> <li>Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.</li> <li>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.</li> <li>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</li> </ul>			
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>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication

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**X**

**Civic Literacy**

**E, T,  
A**

**Collaboration**

**X**

**Financial, Economic, Business,  
and Entrepreneurial Literacy**

## **Student Learning Targets/Objectives**

1. SWBAT communicate ideas in the target language about the future at the appropriate proficiency level.
2. SWBAT use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.
3. SWBAT understand some ideas and familiar details presented in clear, uncomplicated speech when listening.
4. SWBAT understand short text enhanced by visual clues when reading.
5. SWBAT communicate effectively with some hesitation and errors which do not hinder comprehension
6. SWBAT imitate culturally acceptable behavior used in the content examples.
7. SWBAT answer posed questions about key details.
8. SWBAT participate in conversations with others using proper rules when speaking while going over classroom procedures.
9. SWBAT use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
10. SWBAT listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.
11. SWBAT decode basic short words.
12. SWBAT identify and read grade level high frequency/irregular words in and out of context.
13. SWBAT orally produce single syllable words by blending sounds, including consonant blends.
14. SWBAT identify sounds.
15. SWBAT match text to the illustrations to find key ideas.
16. SWBAT use illustrations and key details in a story to describe the elements of a story.
17. SWBAT read with prompting and support.
18. SWBAT use verbs in communicating ideas about the unit theme.
19. SWBAT establish a purpose for reading.
20. SWBAT read grade level text with accuracy and support.
21. SWBAT monitor reading using context clues (does the picture match the text to help with comprehension).
22. SWBAT distinguish vowel sounds of the target language.
23. SWBAT draw a pictures to illustrate reading passages.

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24. SWBAT decode basic words.
25. SWBAT identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.
26. SWBAT identify adjectives when describing people, places, and events within a text.
27. SWBAT write about a topic of their choice.
28. SWBAT add details to writing related to unit theme.
29. SWBAT use a computer to type their writing.
30. SWBAT write basic sentences using technology.
31. SWBAT write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.

## 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)

**Online Assessment (quiz/test):** <https://santillanant17.schoolology.com/course/1643399485/materials?f=124577967>

**Integrated performance assessment:** [https://santillanant17.schoolology.com/external\\_tool/705697589/launch](https://santillanant17.schoolology.com/external_tool/705697589/launch)

**Authentic:** In this project, students will prepare an illustrated travelogue. The traveler can be someone in your family, a person in your community, or a famous person. You will present your travelogue to your classmates, who will vote for the best trip in each of these categories: most interesting, most fun, and most dangerous. (Specific steps and rubric are on pages 416 – 417, unit 7 – Espanol Santillana)

## Teaching and Learning Actions

- Anticipatory Sets related to the future
- Polls
- Breaking down the task
- TPR & TPRS
- Dictation exercises
- 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
- Meaningful Real Life Connections
- Modeling

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	<ul style="list-style-type: none"><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>					
<p><i>Differentiated Instruction (pages 374- 415)</i></p> <p><b>Developing Learners (D1)</b></p> <p>Expanding Learners (D2)</p> <p>Heritage Language Learners (D3)</p> <p>Multiple Intelligences (D4)</p> <p>Gifted &amp; Talented (D5)</p> <p>Special Education (D6)</p> <p>504 (D7)</p>	<p>D1: Ask students to think about three places they and their family members will like to visit in the future. Have them practice past tense conjugations and future tense. Encourage them to use yo/nosotros, el/ella, ellos/ellas.</p> <p>D2: Have students narrate the Fans del espanol’s participants’ journey up until now. List the events on the board as they mention them. Encourage them to embellish their narrations with interesting details about what happened and what they think may happen in each location.</p> <p>D3: Have students think about five heroes in the history of their family’s country of origin/Orange. Have them use verb <i>ser</i> to describe their professions.</p> <p>D4 – Musical Intelligence: Have students write a song using the future tense form of <i>ser</i> and <i>ir</i>. You may allow them to work in groups and come up with a melody.</p> <p>Rosetta Stone</p> <p>Snap &amp; Read</p> <p>Consult IEP</p>					
Target culture/country: Argentina and her future and inventions. Will they travel there in the future?						
<b>Day</b>	<b>Objectives</b>	<b>Sessions</b>	<b>Activities</b>	<b>Time</b>	<b>Standards</b>	<b>Resources / Homework</b>
<b>1</b>	To introduce the Argentina and to discuss the pairs’ challenges	<p><b>Argentina / La llegada</b> (364–371)</p> <ul style="list-style-type: none"><li>• Warm-Up: Country orientation</li><li>• Argentina / Images and functions</li><li>• Presentation: <i>En Buenos Aires</i></li><li>• <i>Expresiones útiles</i> and <i>¿Quién ganará?</i></li></ul>	<p>1</p> <p>2–5</p>	<p>10 m.</p> <p>20 m.</p> <p>25 m.</p> <p>35 m.</p>	<p>1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2</p>	<p>Visual Presentation</p> <p>Audio</p> <p>Video</p> <p>Practice Workbook</p>

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
2	To talk about modes of transportation and about past actions, to learn modes of transportation and public transportation facilities, and to conjugate regular -ar verbs in the preterite tense	<b>Desafío 1 – El tren a las nubes / Vocabulario / Gramática</b> (370–375) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>El tren a las nubes</i></li> <li>• Cultura: <i>El tren a las nubes</i></li> <li>• Vocabulary: <i>De viaje</i></li> <li>• Conexiones: <i>El transporte público: el metro</i></li> <li>• Grammar: <i>Verbos regulares en -ar. Pretérito</i></li> </ul>	6–8 9 10–12 13  14–17	5 m. 20 m. 5 m. 25 m. 10 m.  25 m.	1.1, 1.2, 1.3, 3.1, 3.2, 4.1	Visual Presentation Audio Video Practice Workbook
3	To integrate vocabulary and grammar and to assess student proficiency	<b>Desafío 1 – Comunicación / Evaluación</b> (376–377) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 1</li> </ul>	18–20 21	5 m. 35 m. 35 m. 15 m.	1.1, 1.2, 1.3, 3.1	Audio Practice Workbook <i>Tu desafío</i>
4	To talk about travel accessories and to talk about past actions and to talk about objects and actions related to travel	<b>Desafío 2 – Un gaucho de la Pampa / Vocabulario</b> (378–381) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>Un gaucho de la Pampa</i></li> <li>• Comparaciones: <i>Los gauchos</i></li> <li>• Vocabulary: <i>Los viajes</i></li> <li>• Cultura: <i>La Pampa</i></li> </ul>	22–24 25 26–28 29	5 m. 35 m. 10 m. 35 m. 5 m.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 5.2	Visual Presentation Audio Practice Workbook <i>Tu desafío</i>
5	To conjugate regular -er and -ir verbs in the preterite tense, to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 2 – Gramática / Comunicación / Evaluación</b> (382–385) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>Verbos regulares en -er y en -ir. Pretérito</i></li> <li>• Cultura: <i>A Pampa Traviesa</i></li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 2</li> </ul>	30–33  34 35–37 38	5 m. 25 m.  5 m. 25 m. 15 m. 15 m.	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2	Audio Practice Workbook



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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
6	To learn travel destinations and accommodations, expressions of time, past actions, and to learn adverbs and expressions of time	<b>Desafío 3 – Las cataratas del Iguazú / Vocabulario / Gramática</b> (386–391) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>Las cataratas del Iguazú</i></li> <li>• Cultura: <i>Las cataratas del Iguazú</i></li> <li>• Vocabulary: <i>Destinos y alojamientos</i></li> <li>• Conexiones: <i>La rosa de los vientos</i></li> <li>• Grammar: <i>Marcadores temporales de pasado</i></li> </ul>	39–41 42 43–45 46 47–50	5 m. 25 m. 5 m. 25 m. 5 m. 25 m.	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.2	Visual Presentation Audio Video Practice Workbook <i>Tu desafío</i>
7	To learn the preterite tense of the verbs <i>ir</i> and <i>ser</i> , to integrate vocabulary and grammar, and to assess student proficiency	<b>Desafío 3 – Gramática / Comunicación / Evaluación</b> (392–395) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Grammar: <i>Los verbos ‘ser’ e ‘ir’. Pretérito</i></li> <li>• Conexiones: <i>Las distancias: ¿millas o kilómetros?</i></li> <li>• Comunicación: Review</li> <li>• Final del desafío</li> <li>• Quiz on Desafío 3</li> </ul>	51–53 54 55–57 58	5 m. 25 m. 5 m. 25 m. 15 m. 10 m.	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 5.1	Audio Practice Workbook <i>Tu desafío</i>
8	To learn the parts of the city, to give directions, and negative commands	<b>Desafío 4 – Sobres en la calle / Vocabulario</b> (396–399) <ul style="list-style-type: none"> <li>• Warm-Up: Independent Starter</li> <li>• Fotonovela: <i>Sobres en la calle</i></li> <li>• Cultura: <i>La Plaza de Mayo</i></li> <li>• Vocabulary: <i>La ciudad</i></li> <li>• Cultura: <i>La Casa Rosada</i></li> </ul>	59–61 62 63–65 66	5 m. 35 m. 10 m. 30 m. 10 m.	1.1, 1.2, 1.3, 3.1, 3.2	Visual Presentation Audio Practice Workbook

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Day	Objectives	Sessions	Activities	Time	Standards	Resources / Homework
9	To give negative tú commands, to integrate vocabulary and grammar, to assess student proficiency, and to integrate language in context	<b>Desafío 4 – Gramática / Comunicación / Evaluación / Todo junto (400–405)</b> <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li>Grammar: <i>El imperativo negativo</i></li> <li>Cultura: <i>La Pirámide de Mayo</i></li> <li>Comunicación: Review</li> <li>Final del desafío</li> <li>Quiz on Desafío 4</li> <li>Todo junto</li> </ul>	67–69 70 71–73 74 75–77	5 m. 20 m. 5 m. 20 m. 10 m. 10 m. 20 m.	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1	Audio Practice Workbook <i>Tu desafío</i>
10	To learn about Argentine customs and traditions, to read the works of an Argentine author, and to review vocabulary, grammar, and culture	<b>El encuentro / Mapa cultural / Lectura (402–411)</b> <ul style="list-style-type: none"> <li>Warm-Up: Independent Starter</li> <li><i>El encuentro: En el Teatro Colón</i></li> <li><i>Mapa cultural: Argentina</i></li> <li><i>Lectura: La vuelta al mundo de Cinthia Scoch</i></li> <li>Read project outline (416–417)</li> </ul>	78–79 80–81 82–84	5 m. 25 m. 25 m. 30 m.  5 m.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	Video Practice Workbook <i>Tu desafío</i> <b>Repaso – Vocabulario</b> (412–413) <b>Repaso – Gramática</b> (414–415) Project work
11	To prepare and illustrate a travelogue to present projects, and to assess student proficiency	<b>Proyecto / Assessment (416–417)</b> <ul style="list-style-type: none"> <li>Project presentations</li> <li><i>Autoevaluación</i></li> <li>Test</li> </ul>		40 m. 10 m. 40 m.	1.2, 1.3, 2.2, 3.1	
<b>Resources</b> Santillana ( Spanish) EBook unit 7: <a href="https://santillanant17.schoolology.com/external_tool/705697367/launch">https://santillanant17.schoolology.com/external_tool/705697367/launch</a> Online Activities: <a href="https://santillanant17.schoolology.com/course/1643399485/materials?f=124577935">https://santillanant17.schoolology.com/course/1643399485/materials?f=124577935</a> Practice workbook: <a href="https://santillanant17.schoolology.com/course/1643399485/materials?f=124577937">https://santillanant17.schoolology.com/course/1643399485/materials?f=124577937</a> <ul style="list-style-type: none"> <li>Unit 7 pages 364-417</li> </ul> T'es Branche: Level 1 (French) <a href="http://www.emclanguages.com">www.emclanguages.com</a> <a href="http://www.languageguide.org">www.languageguide.org</a> <a href="#">Lyrics Gap</a>						
<b>Suggested Time Frame:</b>			6 weeks			

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*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 1</b>	<b>Grade(s)</b>	<b>9-12</b>
<b>Unit Plan Title:</b>	<b>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.			
<b>Overview/Rationale</b>			
The WL Curriculum Unit: <i>Music</i> , is centered on reading, listening, writing and speaking in the target language about music, songs and lyrics as it relates to high school aged trends as well as comparing and contrasting the same of students of the target culture expressing opinions about the music at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.			
<i>In addition...</i>			

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Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics/activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

### Standard(s)

#### Interdisciplinary Connection - New Jersey Student Learning Standards (ELA):

- RL.1.1 Ask and answer questions posed about key details in a text;
- RL.1.3 Describe characters, settings, and major events in a story, using key details;
- RL.1.7 Use illustrations and key details in a story to describe character, settings, or events;
- RI.1.7 Use resources (e.g. charts, photographs) in a text for describing details;
- RF.1.1.a Demonstrate understanding of the organization and basic features of print;
  - e. Recognize the distinguishing features of a sentence.
- RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words;
  - e. Decode regularly spelled one syllable words;
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;
  - g. recognize and read grade appropriate irregularly spelled words;
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension
  - m. Read grade level text with purpose and understanding;
  - n. Read grade level text orally with accuracy, appropriate rate, and expression;
  - o. Use context clues to confirm or self correct word recognition and understanding rereading as necessary;
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question;
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups;
  - a. Follow agreed upon rules for discussions(e.g. listening to others with care, speaking one at a time about the topics and texts under discussion);
  - b. Build on others' talk in conversations by responding to the comments of the others through multiple exchanges.
  - c. Ask questions to clear up and confusion about the topics and texts in discussion;
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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L.1.6	Use words and phrases acquired through conversations, reading and being read to; and responding to texts ,including using frequently occurring conjunctions to signal simple relationships (e.g. because)
<b>Technology Standard(s)</b>	
<ul style="list-style-type: none"> <li>8.1.2.A.4 Create a document with text using a word processing program.</li> <li>8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.</li> </ul>	
<b>Essential Question(s)</b>	
<ul style="list-style-type: none"> <li>How do music and songs help me speak the target language?</li> <li>How are music and songs interwoven in the target culture and language?</li> <li>How is the music of the target culture compared/contrasted with that of English?</li> <li>How is music part of the history and events that occur in the target culture?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.</li> <li>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li> <li>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li> <li>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to a reader.</li> <li>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li> <li>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple resources.</li> <li>Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.</li> <li>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.</li> <li>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</li> </ul>	
<b>In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.</b>	
<p style="text-align: center;"><i>Check all that apply.</i></p> <p style="text-align: center;"><b>21<sup>st</sup> Century Themes</b></p>	
<b>X</b>	<b>Global Awareness</b>
<p style="text-align: center;"><i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E</b>, <b>T</b>, <b>A</b> on the line before the appropriate skill.</i></p> <p style="text-align: center;"><b>21<sup>st</sup> Century Skills</b></p>	
<b>E, T, A</b>	<b>Creativity and Innovation</b>

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

## Student Learning Targets/Objectives

1. SWBAT communicate ideas in the target language about music at the appropriate proficiency level.
2. SWBAT use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.
3. SWBAT understand some ideas and familiar details presented in clear, uncomplicated speech when listening.
4. SWBAT understand short text enhanced by visual clues when reading.
5. SWBAT communicate effectively with some hesitation and errors which do not hinder comprehension
6. SWBAT imitate culturally acceptable behavior used in the content examples.
7. SWBAT answer posed questions about key details.
8. SWBAT participate in conversations with others using proper rules when speaking while going over classroom procedures.
9. SWBAT use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
10. SWBAT listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.
11. SWBAT decode basic short words.
12. SWBAT identify and read grade level high frequency/irregular words in and out of context.
13. SWBAT orally produce single syllable words by blending sounds, including consonant blends.
14. SWBAT identify sounds.
15. SWBAT match text to the illustrations to find key ideas.
16. SWBAT use illustrations and key details in a story to describe the elements of a story.
17. SWBAT read with prompting and support.
18. SWBAT use verbs in communicating ideas about the unit theme.
19. SWBAT establish a purpose for reading.
20. SWBAT read grade level text with accuracy and support.
21. SWBAT monitor reading using context clues (does the picture match the text to help with comprehension).
22. SWBAT distinguish vowel sounds of the target language.
23. SWBAT draw a pictures to illustrate reading passages.
24. SWBAT decode basic words.

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25. SWBAT identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.
26. SWBAT identify adjectives when describing people, places, and events within a text.
27. SWBAT write about a topic of their choice.
28. SWBAT add details to writing related to unit theme.
29. SWBAT use a computer to type their writing.
30. SWBAT write basic sentences using technology.
31. SWBAT write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.

## 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)

Formative - Gramatica: Imperativo afirmativo. Verbos irregulares unit 6 page 320

Summative & Authentic: A Famous Hispanic/Haitian/French Musician pages 362 – 363 (see rubric)

## Teaching and Learning Actions

- Anticipatory Sets related to music
- Magic Box
- QR Code quests
- Web quests
- Polls
- Breaking down the task
- TPR & TPRS
- Dictation exercises
- 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
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling

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	<ul style="list-style-type: none"> <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> <li>- Students share and collaborate on Google Drive</li> </ul>
<b>Developing Learners (D1)</b> <b>Expanding Learners (D2)</b> <b>Heritage Language Learners (D3)</b> <b>Multiple Intelligences (D4)</b> <b>Gifted &amp; Talented (D5)</b> <b>Special Education (D6)</b> <b>504 (D7)</b>	<p><b>D1/D2:</b> Have students make flashcards with the new vocabularies of musical instruments they learned. They should write the Spanish word on one side and the English on the other. They can write musical</p> <p><b>D3:</b> Have students bring in musical instruments from their cultures/various cultures. They can write why they are important; the artist who used them.</p> <p><b>D4:</b> Musical Intelligence: Have students write a song using the future tense form of <i>ser</i> and <i>ir</i>. You may allow them to work in groups and come up with a melody.</p> <p><b>D5:</b> Rosetta Stone</p> <p><b>D6:</b> Snap &amp; Read</p> <p><b>D7:</b> Consult IEP</p>
Resources	
<p>Santillana Level 1 (Spanish)</p> <p>EBook unit 6: <a href="https://santillanant16.schoolology.com/external_tool/705697367/launch">https://santillanant16.schoolology.com/external_tool/705697367/launch</a></p> <p>Online Activities: <a href="https://santillanant16.schoolology.com/course/1643399485/materials?f=124577935">https://santillanant16.schoolology.com/course/1643399485/materials?f=124577935</a></p> <p>Practice workbook: <a href="https://santillanant16.schoolology.com/course/1643399485/materials?f=124577937">https://santillanant16.schoolology.com/course/1643399485/materials?f=124577937</a></p> <ul style="list-style-type: none"> <li>• Unit 6 pages 310 – 333</li> <li>• Fans online activities</li> <li>• Practice workbook</li> </ul> <p>Youtube</p> <p>T'es Branche: Level 1 (French)</p> <p><a href="http://www.emclanguages.com">www.emclanguages.com</a></p> <p><a href="http://www.languageguide.org">www.languageguide.org</a></p> <p><a href="#">Lyrics Gap</a></p> <p><a href="#">Lingt Classroom</a></p>	
Suggested Time Frame:	<p>6 weeks</p> <p><i>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>

## NJSLS – New Jersey Student Learning Standards



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**NETS – National Education & Technology Standards**

*Thanks to Vineland Public Schools, Vineland NJ*