

ORANGE SCHOOL DISTRICT



World Languages

CURRICULUM GUIDE – GRADES 9-12
2011 EDITION

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Mission Statement

“Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern, or classical.”

-Standards for Foreign Language Learning:
Preparing for the 21st Century

New Jersey World Language Core Curriculum Standards

In 1995, New Jersey enacted the *Strategic Plan for Systemic Improvement of Education* to ensure the development and assessment of rigorous academic standards throughout the state. On May 1, 1996, the New Jersey State Board of Education adopted 61 core curriculum content standards in seven academic and five workplace readiness areas. The inclusion of two world language standards represented a key moment in the “evolution” of the study of world languages in New Jersey. For the first time in this state’s history, World Languages was recognized as an **essential component of the core curriculum for all students**. The study of world languages has assumed a new role as an integral part of the school curriculum that, as in other content areas, will span the entire spectrum of K-12 education. This new scope and sequence of language instruction emphasizes knowledge about second language acquisition, the importance of communication, and the relationship between culture and language as a new basis for program development. The ability “to communicate at a basic literacy level in at least one language other than English” (Standard 7.1) and “to demonstrate an understanding of the interrelationship between language and culture” (Standard 7.2) is now considered to be one of the hallmarks of a well-educated citizen in the state of New Jersey.

-New Jersey State Department of Education/ New
World Language Curriculum Framework

Jersey

Philosophy

World languages represent a key component of the educational process in a global society. As we move through the new millennium, global communication becomes increasingly important. A broad global environment and increasingly sophisticated technology make it necessary for us to become citizens of the world who are able to express ourselves in more than one language. By interweaving language and culture, we seek to prepare students to live and work in a multi-faceted society. World language study actively promotes the students' proficiency and develops their knowledge of and sensitivity to other cultures.

Acquiring a second language involves a progression of activities from comprehensible input of authentic language through guided and/or structured activities to comprehensible expressive output. In order to facilitate a continuous learning process, the vocabulary, structures, and functions are re-entered and spiraled throughout the program. A variety of strategies which target different learning styles and multiple intelligences address the various needs of the wide range of students. The overall goal is for students to participate actively in the learning experience and to be able to use the target language for meaningful communication. This is successfully achieved through the TPR approach. The Total Physical Response method provides students with an authentic and interactive approach of learning a second language.

As we move away from a textbook approach. A theme-based instruction curriculum focuses on communicative proficiency in the target language. Which presents meaningful linguistic and cultural content, through a variety of age appropriate learning activities, designed to motivate and actively engage the students as contributors to the learning process.

The goal of the Orange Township World Languages program is to prepare its students for authentic second language use in real world situations and to encourage the appreciation of other cultures. By learning how to interact appropriately with peoples of diverse cultures, the students can become productive members of the world community, as well as, the ethnically diverse neighborhoods of the world.

Introduction

The World Language Curriculum K to 12th grade has been written to serve as a guide to ALL the languages taught in the Orange Public Schools.

This Curriculum is based on Thematic Units. There are four thematic units for each grade. All thematic units contain different topics that have been compiled and carefully planned to create a theme.

All thematic units have time lines and a final assessment for the completion of the theme. The summative assessment consists of a final project that is based on a written and oral presentation. A rubric has been created to evaluate the final project of each theme.

The format of this Curriculum consists of:

- *Scope and sequence*: each topic outlines the vocabulary and activities for the teacher to follow.
- *Culture*: cultural capsules (perspectives, products, practices) from the target countries relevant to the theme have been incorporated to each unit.
- *Content Connections*: connections of content disciplines that are studied in the unit are outlined.
- *Grammar*: general grammar points are suggested to the languages that may apply.
- *Assessment formative & summative*: formative assessments are suggested after each topic throughout the unit. A summative and final project is provided for the completion of each unit.
- *Resources*: materials needed during the unit are suggested.
- *Technology*: the use of technology and research based projects are recommended and incorporated in each unit.

Orange Township Public Schools

World Languages Curriculum

Level 1

Thematic Unit: All about me

Time frame: September- November

Enduring Understanding: Students will understand greeting conventions and self introductions in the United States and target countries.

Essential Questions: 1. How do greetings in the US differ from those in the target countries?
2. How do greetings and introductions take place in formal and informal contexts in target countries?

Objectives: Students will present information about themselves and from age and level appropriate, culturally authentic materials both orally and in writing.

NJ standards / Novice Mid

Scope and Sequence Instructional Activities	Culture	Content connections	Grammatical Structure	Assessment	Teacher Resources
Greetings -Apply greetings in various situations. Self Introductions (Cultural Etiquette) -Introduce yourself and others -Use the verb "être" to express who they are and where they are from. -Pronounce the alphabet using common names and words in the target language.	-Counting using fingers. -The use of formal and informal language in greeting (le vous vs. le tu) -Le baiser -Rules for shaking -Differences and similarities between -Families in the target countries and American families - Pascal and the Translator-Calculator	Language Arts: Verbs Math: Numbers, Solving Basic Math Operations Drama: Role plays History: Recognize major historical and cultural figures and events including: Quinceanera, Dia de los muertos and Cinco de mayo/Mexican Independence Day.	French -Most Common Reflexive verbs (s'appeler, se sentir) -definite articles -use the present indicative of the -verbs avoir and être -subject pronouns -simple descriptive adjectives -possessive adjectives -Idiomatic expressions such as: il y a, comment ca va? Spanish Respond questions using long and short answers Idiomatic	Formative -Role-play a scene introducing a new friend to their parents. -Exchange common greetings, ask and respond to questions. -Identify the various accents and cognates in words and short phrases. -Identify and write the dates in words. -Orally present families. -Create a family tree of 10 or more immediate and some extended family members including relation to and each member using	Reference textbooks Allez-Viens Bk 1 (HRW) Mais Oui (Thompson Phillips) Power Points Internet sites Such as. http://www.bonjour.com/index.php?lesson=3 http://www.bbc.co.uk/1/anguages/french/1/men u.shtml http://www.mfresource.s.org.uk/#frppt http://www.tv5.org/ www.tes.co.uk www.rfi.fr
Expressions of Time / Cross Content					

Knowledge (Basic Math) -Recognize and use numbers in giving address, telephone number, and age - Express days, months, the calendar, birthdays -Express time- today, yesterday, tomorrow, the year	- Descartes of the target country -24 Hour Clock Eg: Il est 16 heures -Wedding Ceremony : La Préfecture	Language Arts: Grammar – Verbs Writing skits Technology: Internet Research	ExpressionsQue tal?, El gusto es mío, Encantado/a -Interrogative words: ¿Qué? ¿Cómo?, Dónde?,¿Cuándo?,¿Cual? -Subject pronouns in singular forms: Tú and Usted - Subject pronouns : singular and plural forms -Definite and indefinite articles(él, la los, las) -Pluralization - SER + de -Expressions with	possessive adjectives -Survey classmates and report findings to the class -- include age, appearance, origin, and nationality of different family members. -Create a written description of a person of their choice which will include at least 5 physical traits and 5 personality traits, his/her nationality and age. Summative Perform dialogues that include greetings, introductions, how are you, etc?	www.francophonie.org www.bonjourdefrance.com Several grammar exercises by topic that are immediately checked online www.spanishflashcards.com http://onlinefreespanish.com/ http://www.quia.com Create activities and student accounts online
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-Describe people and possessions – both physical descriptions and personality characteristics			tener - . el/los + days of week -use of ser + date -Nouns: Gender and Number - Pluralization -Ser+ adjective -Adjective agreement -Possessive adjectives: singular forms: (mi, tu, su)	-Create a Spanish/French/Mandarin Calendar: Include name days, holidays and birthdays in that month.	
Glance at the World of Occupations -Express similarities and differences among families. Describe occupations of family members	-Holidays and celebrations -Popular sports and activities in the target culture - Countries: where target language is spoken -Climate and geography of the target country	Geography: -Demonstrate geographical awareness of the target world including capitals/countries and nationalities. -Understand the different seasons and varying climates in relation to the hemispheres.	- Grammatical structures: Quiero+ noun Necesito+noun Me gusta+noun No me gusta+noun	-Short composition about self: name, age, birthday, origin, personal traits, physical characteristics, likes and dislikes. -Power Points presentations - Internet activities Video comprehension activities Interactive Tutor activities	United streaming.com Livemocha.com Videos

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**Orange Township Public Schools
World Languages Curriculum**

Level 1

Thematic Unit: Daily Life

Time frame: December - Mid February

Enduring Understanding: Students will understand the cultural diversity that characterizes people's lifestyles around the world, and particularly in the target countries.

Essential questions: 1. What are the differences and similarities between the school system in the United States and the target countries?
2. Why does the way we dress define our personality, lifestyle and social status?
3. How do we perceive people by the way they dress? How do culture and clothing tie into each other?
4. Why is clothing important to all teens regardless of the cultural background?
5. How similar are the styles between our country and target countries?

Goals / Objectives: Students will demonstrate understanding and mastery of many aspects that define their academic life as well as their daily routine activities through oral and written presentations. Students will compare and contrast aspects of their daily life to those of their counterparts living in the target countries.

NJ standards / Novice Mid

Scope and Sequence Instructional Activities	Culture	Content connections	Grammatical Structure	Assessment	Teacher Resources
Going to School -Give and follow commands in school setting. -Discuss daily schedule -Show preference for a particular subject. -Ask and answer questions about their classmates, teachers, times of classes, lunch times.	-Differences and similarities between the target countries' system and American system of education. -Primary and secondary schools. -Le brevet -Le baccalauréat 1 st and 2 nd part (le bac) -Collège, lycée, les grandes écoles et les universités.	Language Arts: Sentence structures for written descriptions Verbs Nouns/adjectives	French -Indefinite articles, review definite articles -Present tense of "ER" verbs -review of "être" -Present tense of "faire" -Negation (ne...pas) -Formation of questions and question words (Qu'est-ce que, qu'est-ce qui, comment, combine, pourquoi, où) "IR" and "RE" verbs in the present tense; comparisons, irregular adjectives (beau, nouveau, vieux)	Formative -Create a poster illustrating a typical school day's activities. Write 2 sentences explaining each illustration and respond orally to questions about the creation -Compare and contrast schools in target countries identifying time of class, location, and preferences using question words to their own. - Write a paragraph describing clothing items shown in a picture. Role-play buying and selling items of clothing using the foreign currencies.	Reference textbooks Allez-Viens Bk 1 (HRW) Mais Oui (Thompson Phillips) Power Points Internet sites Such as. http://www.bonjour.com/index.php?lesson=3 http://www.bbc.co.uk/language/s/french/lj/menu.shtml http://www.mflresources.org.uk/#frppt http://www.tv5.org/ www.tes.co.uk www.rfi.fr
School Supplies -Denote the value and functions attached to the school supplies. -Demonstrate sense	-The school years -School life in the target countries	Research the history of traditional clothing from target countries.			

of ownership, respect and protection of all school supplies. -Compare and contrast US. and French / francophone schools (classes offered, grading systems, time, length of day, academic year, after-school activities).	-Popular activities and sports in the target countries	Math: Numbers Counting Currency Exchange Art: Drawing, cutting and pasting. Create catalog Drama: Oral presentation Technology: Research	-Demonstrative adjectives -Usage of ER- verbs such as porté, s’habiller, se protéger, se couvrir, aviser, prédire, annoncer -The near future (le futur proche), le passe compose -Time Units (aujourd’hui, demain, après demain, hier, ce soir, ce matin) <i>Spanish</i> -Grammatical structures: Want to Have to Need to	Write two paragraphs about clothes they wear to in different weather and different occasions. Compare and contrast items of clothing in their own cultures and other cultures. Create a poster about activities that they like to do and some activities they might like to do from countries of target language. Write a personal ad describing yourself and your interests. Post a brief blog to be posted on the teacher’s web page. Use the Internet to exchange basic information about their preferred	www.francophonie.org www.bonjourdefrance.com http://www.studyspanish.com/ Several free tutorials and exercises on pronunciation, grammar, vocabulary http://www.cicclapaz.com/spa/nishonline.html Several grammar exercises by topic that are immediately checked online
Talking about clothing and shopping for clothes -Identify clothing items and uniforms by color, size, and appearance; - State where various clothing items and accessories can be	-Comparisons between different items of clothing in American and other target cultures.				

purchased	-La mode	Math:	Like to	leisure activities, with other students of the target language	www.spanishflashcards.com
The Weather	-Haute Culture	Money	Dislike to	- Create your school schedule and present it to the class.	http://onlinefreespanish.com/
-Differentiate the four seasons and the corresponding weather.	-Christian Dior	Currency exchange.	- Subject pronouns : singular and plural forms	-Write a letter to a new friend at a different school in order to describe your school, classes, friends and teachers.	http://www.quia.com
-Categorize the most appropriate clothing items per season and weather.	-Coco Channel		Definite and indefinite articles		Create activities and student accounts online
Leisure activities	-Yves St-Laurent	Social Studies	-interrogative form in the sentence:		
	-L' Oreal		Questions words		
			-Pluralization		
			-adverbs of quantity		
			Adverbs of time	-Dialog: what do you want to do today, what do you like to do, invite your partner to do the activity with you	
			-Possessive		
			adjectives: singular and plural forms	Summative	
			-There is/There are		
			- Regular verbs infinitive forms	Demonstrate understanding and mastery of many aspects that define academic life as well as daily routine activities through oral and written presentations.	
			-Giving opinions and advice: En mi opinion, Me parece que, Tengo que, _Pienso que		
(Sport-related activities in connection with the weather)	-Temperature measurement scales.	Gain an understanding of similarities and differences (uniforms, hours and classes) between the target culture and the US			
	Fahrenheit vs. Celsius				
-Simulate a TV presentation on weather.					

- Inquire and respond to questions concerning appropriate clothing choices for different weather conditions and occasions. - Discuss leisure activities and favorite pastimes. -Use J'aime/J'adore/ Je préfère/ Je n'aime pas/ Je déteste in discussing leisure activities. - Discuss television shows and movies.	National sports Football in the US vs. Football in target countries.	educational system.	-DEBER+ infinitive	Compare various aspects of daily lives to those of students living in target countries, orally and in writing. Choose a picture. Write a short paragraph telling what each person is wearing. Use your imagination to describe fabrics and colors. -Present a weather forecast	
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**Orange Township Public Schools
World Languages Curriculum**

Level 1

Thematic Unit: In Town

Time frame: February to April

Enduring Understanding: Students will understand their immediate environment that is, various buildings and their functions as well as eating habits in relation to other target countries.

Essential questions: 1. What are the differences and similarities in important buildings between the United States and other target countries?
2. What are the differences and similarities of culinary traditions between the United States' and the target countries?

Objectives: Students will be able to use pictures of important buildings in their towns / target countries to give an oral and written description of each building and its functions.

NJ standards / Novice mid

Scope and Sequence Instructional Activities	Culture	Content connections	Grammatical Structure	Assessment	Teacher Resources
Landmarks Buildings / Dwellings (residential properties) -Identify landmarks, buildings and places in the city - State their locations and typical activities that take place. -Briefly present or recall their history. - Describe the rooms of your house - Identify various furniture and their locations in their homes Directions Request, give and follow simple directions to various locations in a town.	Culture: -Identify important buildings in target countries. Differences in functionalities: Prefecture-City Hall La Seine Le metro La Tour Eiffel L'Arc de Triomphe Le musée de Louvre Citadelle La Ferrière -La basilique d'Abidjan Les plaines d'Abraham	Language arts: Writing sentences Technology: Internet research. Geography: Maps Drama: Role play Art Design a chart, Venn diagram Math Currency exchange Compare differences in currencies	- Review Indefinite articles, definite articles -Common Prepositions- dans, sur, vous, derrière, avec, chez, pour, après and avant - present tense of "aller" - the "future proche" - present tense of "venir" - contractions ("au, du") - ordinal numbers - stress pronouns -vouloir in the	Formative Write a paragraph identifying various buildings in their neighborhood and explaining what takes place in each building. Write a paragraph about their home and what takes place in each room. Using a map of a town, follow oral directions to get from one place to another. Role-play a foreigner asking for and a local resident giving direction. Orally express food preferences and choices.	Reference textbooks Allez-Viens Bk 1 (HRW) Mais Oui (Thompson Phillips) Power Points Authentic literature Internet sites Such as. Bonjour web site http://www.bonjour.com/index.php?lesson=3 BBC website http://www.bbc.co.uk/languages/french/lj/menu.shtml MFL http://www.mflresources.org.uk/#frppt
Common Food					

- Categorize foods into appropriate food groups and express preferences - Identify specific shops in target country (countries) and what is sold in each shop. - Discuss some Traditional meals in target countries. - Discuss a restaurant/café menu to be used in a dialogue - Create a chart to include national dishes from the US and the target countries.	-Identifying some traditional meal in target countries and the United States. - Eating habits in the target countries Typical foods in the target countries Mealtimes in the target countries Menus for special celebrations in the target countries Foods in the target cultures and how they have influenced foods in the US	between Hispanic countries and the US.	present tense - boire - partitive – du, de la, des and négatives de - comparisons (plus que, moins que, aussi que) Spanish -Subject pronouns -Present tense of verbs to be and to have -Present tense of verbs (e.g. to eat to drink and to be able to) -Present tense of the regular verbs in the present tense -Adverbs of frequency	Compare and contrast eating customs in the US and the target country (meal times, table etiquette, table settings) Use pictures of important buildings in their towns / target countries to give an oral and written descriptions of the of each building and its functions Summative -Create mini-books of foods and/or menus in the target language -Make a power point presentation in order to introduce some unique traditional foods by the target country	TV/5 Web site http://www.tv5.org/ United Streaming: http://streaming.discoveryeducation.com/ www.tes.co.uk www.rfi.fr www.francophonie.org www.bonjourdefrance.com
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			-Adverbs of time -Stem-change verbs -Formation of questions with interrogative words -Negative and affirmative commands		
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**Orange Township Public Schools
World Languages Curriculum**

Level 1

Thematic Unit: World travel

Time frame: May to June

Enduring Understanding: Students will understand the importance of different aspects about traveling like currency, geography and how to get around using the target language.

Essential questions: 1. Why is it appealing and meaningful to discover other cultures, and experience the differences in people's lifestyles around the world?

2. How does the knowledge or the experience of another culture affect people's understanding of their own?

Objectives: (1) Students will be able to demonstrate cultural awareness of one or more target countries by creating a brochure about places of interest in a target country.

(2) Students will be able to prepare a short skit of a travel agent and present to the class.

NJ standards / novice mid

Scope and Sequence Instructional Activities	Culture	Content connections	Grammatical Structure	Assessment	Teacher Resource
Traveling Expectations and Restrictions -Apply terms and vocabulary related to traveling, for example: airport and airplane travel agency, ticket passport, flight attendants etc... Geographical areas -Demonstrate understanding of various geographical areas such as the continents, cardinal points. -Review target countries and nationalities. - Review weather - Review clothing	-Identify important places like museums, monuments, tourist attractions in target countries. -Discussing the impact of time difference, currency, weather and lifestyle. -Recognizing the geography of different countries -Comparing transportation in target countries and the United States. -Discussing ways of communication in target countries.	Language Arts: Journal entries Social studies: Geography How the history of some francophone cities such as Paris and Quebec has influenced the rest of the world. Math: Use of currency and how to know value of dollar and target country	French Transitive and intransitive verbs - Review Indefinite articles / definite articles - Review present tense of regular and irregular verbs - The near future tense (aller + infinitive) -Prepositions “en” and “à” - Review adjectives Spanish -Present tense of the regular verbs in the present tense	Formative Label and describe pictures using the correct articles. Role-play a ticket agent and a client planning a trip to a target country of their choice. Work in small groups on one target country. They research places of interest and present to the class. Create and present a brochure	Reference textbooks Allez-Viens Bk 1 (HRW) Mais Oui (Thompson Phillips) Power Points Authentic literature Internet sites Such as. Bonjour web site http://www.bonjour.com/index.php?lesson=3 BBC website http://www.bbc.co.uk/lang/uauges/french/lj/menu.shtml 1 MFL http://www.mflresources.org

- Identify Monuments and famous places	unique to some target states.	currency.	-Adverbs of frequency -Adverbs of time -Adverbs of location:alli-aquí -Interrogative sentences -Informal Commands --Descriptive Adjectives -Adjective Agreement -Verbs: to have, to be, to be able to, to like (I like) -IR + a + infinitive (To be going to ...) _SER+ origin -SER+ descriptions -SER+time -ESTAR+ locations -Possessive and demonstrative adjectives	featuring transportation system in target countries and also research prices as well as names of public transportation.	rg.uk/#frppt TV5 Web site http://www.tv5.org/ United Streaming: http://streaming.discoveryeducation.com/
-Discuss monuments, sites, folklore Transportation	-Le TGV -Le Bateau Mouche	Sciences: Climate conditions Art: Create a brochure		Role-play asking/telling about places they will like to go and how they will get there.	www.tes.co.uk www.rfi.fr www.francophonie.org www.bonjourdefrance.com
- Review asking for, giving, and following simple directions. - Inquire about and use transportation systems in target countries Fêtes Nationales (National Celebrations)	-Le voyage a chameau	Music: Introduction to folklore of target countries Drama: Skits Role playing Language arts: Writing sentences		Summative Draw and label a map of an ideal city. Present the map to the class.	United streaming.com Livemocha.com Videos Activities for World Language Classes by California Teachers http://www.celta.net/lesson
-Discovering the historical, political, cultural and economic aspects of a given celebration.			-Prepositions on, in, at, in front of,	Create a brochure about a place of interest in a city of the target country.	

		Technology: Internet research. Geography: Examine geopolitical regions selected from target culture, i.e. Mexico. Social studies: Identify unique cultural aspects of regions in target culture, i.e. food (such as Paella), holidays (such as Reyes Magos and Semana Santa/Pascua),	next to, con, with, for and from.	Prepare a short skit of a travel agent and present to the class.	s/ Langmedia http://lang.rice.edu/langmedia/index.html A subject directory of Spanish language Internet sites—San Antonio Library http://www.sanantonio.gov/library/web/enlaces.asp Learn Spanish/French—Free Online Tutorial http://www.studyspanish.com/freesite.htm www.studyfrench.com Windows on the World is a free, easy to use resource for schools and colleges seeking International links. http://www.wotw.org.uk
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**Orange Township Public Schools
World Languages Curriculum**

Level: II

Thematic Unit: All about Me and My Surroundings

Time frame: September- November

Enduring Understanding: Student will be able to communicate in at least one other language in addition to English. They will use language to engage in conversations; understand and interpret spoken and written language; present information, concepts, and ideas while making connections with other disciplines; compare the language/culture studied with their own; and participate in multilingual communities.

Essential Questions: 1. What vocabulary does one need to express oneself effectively in the target language with regard to daily life?
2. How do family-related customs differ between the target language and your own experience?

Learning Objectives: student will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics including the following: greetings and introductions; daily life encompassing family, friendships, school, health, sports and leisure-time activities; numbers to make purchases including clothing, food and beverages; time telling and expressing dates; and travel and vacation related activities.

NJ Standards/Novice High: 7.1.A.1,2,3,4,5 7.1.B.1,2,3,4,5 7.1.C.2,3,4

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Target Language foundations- Review A. Introductions, Salutations -Common greetings and idiomatic expressions; - Introduce people and respond to an introduction - Interrogative Word (Qué, Cuál, Cuándo, Dónde, Por qué Cómo...? - Apply 'le vous' et 'le tu' in various contexts. Use of "être" to express who they are and where they are. Personal Data - Discuss name, address and phone number -Ask and give age information - State birthday - Vocabulary – months, days of the week - Formal and informal brief conversations	Body language -counting with fingers Shaking hands with introductions and kissing on the cheeks upon meeting Celebrations/ holidays Breakfast differences and	Language Arts: Grammar – Verbs Writing skits Technology: Internet Research Drama: Role play: oral presentation	French - use the present indicative of avoir and être. - Respond questions using short and long answers. f. Tutorer et Vouvoyer g. The imperative mood h. Simple negations -ne...pas -ne... plus -ne...jamais -ne ...personne -ne.... Rien f. Use of ER- verbs such as porter,	Formative Regularly assess progress in proficiency through quizzes, tests Writing and speaking activities Skits, interviews and oral presentations Summative Write an article for the school newspaper about an extracurricular activity. Incorporate technology in the presentation of	http://www.studyspanish.com/ Several free tutorials and exercises on pronunciation, grammar, vocabulary http://www.ciclapaz.com/spanishonline.html Several grammar exercises by topic that are immediately checked online http://onlinefreespanish.com/ http://www.quia.com Create activities and student accounts online

- Tell time - Numbers (0-100) Physical and Character Traits - Describe people and animals a. family and pets - Describe items a. food, clothing, personal possessions Activities and Preferences - Talk about likes/dislikes/wants/needs - Leisure activities, sports, clothing, music - Discuss outdoor activities in the Present Tense F. Our World Local and Global - Countries and important places in target countries - Locate and describe places where target language is	dinner schedule	Technology: internet research Art: create a family tree	s'habiller, se protéger, se couvrir, aviser, prédire, annoncer g. The near future (le futur proche), le passé composé. h. Prepositions- dans, sur, sous, derrière, avec, chez, pour, après and avant i. partative – du, de la, des and négatives de l' Spanish - Ser + adjective - indefinite and definite articles c. possessives - adjectives - verbs: gustar, encantar, querer, odiar, preferir and necesitar	peers' information. Power point Music Videos Pictures
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spoken in the USA and the world -Vocabulary – names of countries, states, regions and geographical features - Vocabulary – weather expressions, seasons, months a. Describe, compare and contrast various types of climate and weather b. Plan for and talk about travel and vacations c. Vocabulary – transportation vacation activities and currency d. Compare and contrast culture of the target language and US a. vocabulary – social customs, holidays, history, entertainment, food, fashion, family life, points of interest. b. Homes/neighborhoods/towns/cities/states 1. Identify, describe and	a. Downtown-town centers b. Festivals c. masks d. plazas 2. Music 3. Traditional celebrations a. Climate and geography of the target country b. Typical: foods and drinks of the target country	Math: bar graphs, Venn Diagram Social Studies: Geography	-Review and conjugate verbs in the present indicative tense -Adverbs of frequency - Direct object pronouns -Subject pronouns: singular and plural forms -expressions with tener, - Use of llamar (present tense) -el/los + days of week -use of ser- date format -Ser + adjective b. indefinite and definite articles c. possessives adjectives	Quia.com United streaming.com Livemocha.com Videos http://www.bonjour.com/index.php?lesson=3 http://www.bbc.co.uk/lan/guages/french/lj/menu.shtml http://www.mfresources.org.uk/#frppt http://www.tv5.org/ www.tes.co.uk www.rfi.fr www.francophonie.org www.bonjourdefrance.com
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compare types and features of American and homes from the target language a. vocabulary – housing, rooms, furnishings,			-verbs: gustar, encantar, querer, odiar, preferir and necesitar -Review and conjugate verbs in the present indicative tense -Adverbs of frequency -Direct object pronouns -estar+location -estar+moods -tener que+infinitive -ir a +infinitive -Ser + de (origin) -Estar + en (location) -descriptions (adjective agreement)		
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**Orange Township Public Schools
World Language Curriculum**

Level: II

Thematic Unit: My School and Daily Routine

Time Frame: November - January

Enduring Understanding: Student will be able to establish the similarities and differences in school life, family life, sports, travel, and eating habits and customs in target countries and the United States; Comparing English with other languages is important to understanding the nature of language and other cultures.

Essential Questions: 1. what do you know about schools where target language is spoken?

2. How do family-related customs differ between target countries and your own experience?

3. Why some holiday, places and culture are important for people who speak the target language?

Learning Objectives - Students will be able to read, translate, and analyze informational readings/material regarding similarities and differences between schools from target countries and schools in the United States (vocabulary and culture). As well as, compare daily routines and houses in target countries and in the United States.

NJ Standards: Novice/High - 7.1A.1, 7.1 A.2, 7.1 A.3, 7.1A.4, 7.1 A.5,

7.1 B.1, 7.1 B.2, 7.1 B.3, 7.1 B.4, 7.1 B.5, 7.1 C.2, 7.1 C.3, 7.1,

-Discuss leisure time - Talk about where you went and what you did -Talk about activity preferences - People places and activities -Comment on airline travel - Plan for and talk about travel and vacations -vocabulary – names of countries, vacation activities, currencies, telling time -Travel vocabulary and transportation -Express activity preferences - Compare and contrast American and target country Culture.	Daily routines of students in target countries and the United States Famous athletes and sports	activities Language Arts: Writing sentences Math: Convert dollars to currency of the target country Technology: Newspaper online	and “aussi que” -To make comparisons: -plus que, moins que etc. - descriptions: adjective agreement - démonstrative adjective “ce, cette, ces, cet” -The use of Sur, sous, dans, à côté de, en face de, près de, devant, derrière, entre, chez, à Spanish - Present tense: Irregular verbs: salir, traer, conocer and saber - direct object pronouns (lo, la,	detailed written description about themselves or another person to include physical traits, personal qualities and interests. Incorporate technology in the presentation of peers’ information.	Music Videos Power Point Handouts
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a. vocabulary – social customs, holidays, history, entertainment, food, fashion, family life, points of interest. -Leisure activities: talk about favorite sports Homes/neighborhoods/towns/cities/states - Identify, describe and compare types and features of American and target country homes -vocabulary – housing, rooms, furnishings -Talk about chores -Tell someone what to do -Describe childhood experience -Narrate in the past:	Holidays/ Celebrations Drama: Role play Art: Create a travel brochure	los, las) - To make comparisons: mejor que, peor que - superlatives using: mas and menos -Interrogative words Deber + infinitives and - Tener que + infinitive - Present tense of regular and irregular reflexive verbs: levantarse, peinarse, lavarse, acostarse, dormirse and despertarse - antes de + infinitive c. después de +	Learnspanish.com Liveocha.com United streaming. Com Reference textbooks Allez-Viens Bk 2 (HRW) Mais Oui (Thompson Phillips) Power Points
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activities and events			infinitivo - reflexive verbs/parts of the body - adverbs (-mente) - formal and informal commands (singular form) - Review stem changing verbs (o>ue), (e>i), (e>ie) - comparisons of equality using: tan...como -To make comparisons: mejor que, peor que - descriptions: adjective agreement-démonstrative adjective "ce, cette, ces, cet"		Internet sites http://www.bonjour.com/index.php?lesson=3 http://www.bbc.co.uk/1/anguauges/french/lj/men u.shtml http://www.mflresources.org.uk/#frppt http://www.tv5.org/ www.tes.co.uk www.rfi.fr www.francophonie.org www.bonjourdefrance.com
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			- Review: verb Gustar - Prepositions: aquí, allí, cerca de, lejos de, al lado de, en frente de.		
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Orange Township Public Schools
World Languages Curriculum

Level: II

Thematic Unit: Clothing, Shopping and Stores

Time Frame: February - April

Enduring Understanding: Student will be able to understand that language is a reflection of culture and that certain idiomatic expressions exist in different forms between the two languages. There are structural similarities as well as differences between target language and English.

Essential Questions:

1. How do customs and culture differ between target countries and the United States with regard to ordering food in a restaurant, transportation, and shopping?
2. What vocabulary does one need to express oneself effectively in the target language with regard to daily life?

Learning Objectives: student will be able to express thoughts about clothing and clothing accessories and describe clothing in detail including color, fabric, fit, design, age groups and seasons in target countries.

NJ Standards: Novice /high

Scope and Sequence Instructional activities	Culture	Content Connections	Grammatical Structures	Assessment	Teacher Resources
Clothing and Shopping -Compare quantity of clothing Americans have to those of target countries -Convert foreign currency to US dollars and vice versa - Discuss opinions based upon clothing preferences, uniforms, styles, etc. - Plan a wardrobe based upon budgetary constraints and destinations -Describe continuing activities in the past	Clothing styles and sizes differ among target countries and the United States Different forms of currency used in target countries Differences on time schedules: clothing, shoe stores and life styles	Social studies: Geography of target country Technology: research Language Arts: write sentences: grammar Math: convert US dollars to currency in the target country	French -Review numbers (cardinal and ordinal) - Present Progressive -Review present tense of regular 'ir' and 're' verbs, finir, choisir, prendre, vendre etc. - Reflexive verbs (present and preterit tense) - Use of s'habiller, se protéger, se couvrir, aviser, prédire, annoncer etc. - Use of le passé composé and l'imparfait to talk about the past.	Formative Create an ad for a clothing sale Debate the idea of school uniforms Project (written and oral presentation) Summative Write a letter to a friend about what articles of clothing you plan on packing for a trip to target country	Unitedstreaming.com Livemocha.com Learnspanish.com Tesconnect.org Web quest: Go shopping Videos

- Narrate past events and activities - Talk about likes and dislikes in the past tense - Present new vocabulary: In the City- transportation, stores and expressions in the target language - Review weather, seasons - Review: describe people, places, and things	Differences of weather conditions in the target country and the United States	Music: listen to folklore of the target country Science: climate conditions	- Question words (Qu'est-ce que, qu'est-ce qui, comment, combien, pourquoi, où) - Review time (including 24 hour time) and prices - Review expressions of time (aujourd'hui, demain, après demain, hier, ce soir, ce matin) - Negations - ne...pas, ne...plus, etc. - Suffix and prefixes - Review: Present vs. Preterite - Irregular preterit (spelling changes) Spanish - Review numbers (cardinal and ordinal) - Present Progressive	Use technology to exchange basic information about their preferred leisure activities, with peers. Creative writing: autobiographical information Project: Ready to travel: Go shopping (written and oral presentation)	Music United streaming. Com Allez-Viens Bk 2 (HRW) Mais Oui (Thompson Phillips) Power Points Internet sites http://www.bonjour.com/index.php?less on=3 http://www.bbc.co.uk/languages/french/lj/menu.shtml http://www.mfresou
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			-Review verbs: costar and valer -Review: preterit tense of regular verbs: ar, er and ir endings - Review time (including 24 hour time) and prices - Prepositions: de +el = del, conjunctions and adverbs of frequency - Command forms: seguir, pasar, dar and caminar - Preterite tense of the irregular verbs :HACER-IR-VER-DAR-SER, TENER -Negative form in the sentence structure - Verb: Hacer + with expression of time - Suffix and prefixes		rce.org.uk/#frppt http://www.tv5.org/ www.tes.co.uk www.rfi.fr www.francophonie.org www.bonjourdefrance.com
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				-Review: Present vs. Preterite -Irregular preterit (spelling changes) -Irregular preterit (-car, -gar, -zar)		
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**Orange Township Public Schools
World Languages Curriculum**

Level: II

Thematic Unit: World Travel

Time Frame: April - June

Enduring Understanding: students will understand the importance of communicating in at least one other language in order to obtain information, express feelings, and exchange opinions is important and making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Essential Questions:

1. What are some of the cultural contributions of the target country?
2. What connections can I make based on what I have learned about the target country?
3. Why some holidays, places and cultural traditions are important for people in the target language?

Learning Objectives: Student will be able to identify the benefits of tourism. They will recall information about some well-known countries in target language and identify the finer points of target countries culture some suggestions include: historical events and figures, foods, music, art, literature, holidays, etc.

NJ Standards: Novice/High

Scope and Sequence Instructional activities	Culture	Content Connections	Grammatical Structures	Assessment	Teacher Resources
Travel to target country -Talk about travel plans -Express activity preferences -Review: describe places, city, town and rooms - Describe geographic characteristics, cardinal points - Ask for and give information -Ask for and provide directions - Order and pay in a restaurant	Music and dance from the target country. Places to shop: bakeries, open markets, and shopping mall. City and night life in the target country Traditional foods and eating customs Lodging options	Art: prepare a brochure of target country Technology: research Social Studies: geography and weather	French -Review regular v “er” ‘ir’ and “re” verbs + irregular verbs finir, choisir, prendre, vendre etc. - Transitive and intransitive verbs - Review question words (Qu’est-ce que, qu’est-ce qui, comment, combien, pourquoi, où) (il +various forms of faire) -Review of demonstrative adjectives -Review of demonstrative pronouns (Celui,	Formative - Daily oral participation Homework and brief writings related to lessons Oral and written assessments by teacher generated questions - Paired activities, small group activities - Oral and written quizzes and tests Class work: journals	United streaming.com Learnspanish.com Livemocha.com Quia.com Teacher-generated materials

Getting around - Talk about things to do in a city - Discuss leisure activities and state preferences - Discuss savings and spending money - Convert foreign currency to US dollars and vice versa - Talk about shopping: clothes, food and souvenirs in the target countries - Describe the weather and the environment - Tell someone what to do. - Say if something has already been done	and housing situations Indoor and outdoor sports and activities in target countries History of target country and its surroundings	Math: manage a budget and convert Celsius to Fahrenheit Music: folklore and music of target countries Language Arts: writing skits –grammar and verbs Art: create a poster or collage of the target country	ceux, celle, celles) -Review: comparatives -Future tense Le passé Composé and l'imparfait Spanish -Review: verb endings ar, er and ir in the preterit tense (depositar, volver and ir a/al) -Command forms of Seguir, tomar, pasar, doblar, dar, caminar and continuar -Present and Preterite tense of Gustar in all forms - Use of the personal "a" -Reintroduced: indirect object pronouns	Culture-related videos Dictionaries, maps and other Technology Integration and Instruction Music Authentic literature Internet sites Such as. Bonjour web site http://www.bonjour.com/index.php?lesson=3 BBC website http://www.bbc.co.uk/languages/french/li/menu.shtml MFL http://www.mflresources.com.
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-Describe time periods -Narrate the past - Describe childhood experience - Report on past, present and future events			- Review: present and past tense of verb Hacer to talk about the weather and time expressions -Pronouns 'y' and 'en' - Review: Ser vs. Estar - Verb "Estar": present and past tense to show location of objects -Review: comparatives -Review: Reflexive verbs- Conditional Tense -Future tense - Review present tense of regular and irregular verbs -Prepositions "en" and "a"	Summative Projects: written and oral presentations Write 2-3 paragraphs describing a past vacation. Prepare a skit on a tourist asking for and being given information on a target country / city at the tourists' information office then role-play the skit.	org.uk/#fropt TV5 Web site http://www.tv5.org/ United Streaming: http://streaming.discoveryeducation.com/ www.tes.co.uk www.rfi.fr www.francophonie.org www.bonjourdefrance.com
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Appendix i

Level II

Thematic Unit: Myself and my Surroundings

Enduring Understanding

- Recognize some common gestures and cultural practices associated with target culture;
- Recognize and express understanding of the appropriate use of the definite article when speaking about someone, and when stating when an event will happen on a specific day
- Express things that one or another person likes, dislikes, prefers or needs;
- Describe current events in the present tense (adverbs of frequency and regular verbs –ar or re, -er & -ir endings);
- Note differences between a typical Mexican downtown city and his/her own city/town;
- Express information relating to daily personal schedules as well as ask and tell time;
- Recognize and express age and possession with the verb “tener”, “être” and “avoir”.
- Express locations/places to where he/she is going. (Present tense of the verb “ir”).
- Recognize and express understanding of the appropriate use of the contractions al and del.
- Make meaning of Spanish interrogatives and ask questions appropriately.
- Express feelings and emotions about one and others. (Estar with adjectives denoting conditions)
- Express where people or things are located (Present tense of estar and adverbs of location); Prepositions- dans, sur, sous, derrière, avec, chez, pour, après and avant.

Essential Questions:

- How does one initiate conversation with Spanish or French speakers?
- How does one give general information about oneself in Spanish?
- What is a noun?
- What is a pronoun?
- How do pronouns function in spoken and written communication?
- What are the basic parts of a sentence?
- What is an infinitive?
- What does the term “conjugation” mean?
- How do pronouns function in spoken and written communication?
- How do customs and culture differ between Mexico, France and the United States with regard to ordering food in a restaurant, transportation, and shopping?
- How do city / town structure differ between a Mexican city and a U.S. city?
- What are the two Spanish verbs “to be”? How do they differ in use?
- What is an interrogative?

Learning Objectives:

- Recognize and express the forms of the verb “to be” appropriately in the Present Tense.
- Recognize and use interrogatives appropriately.

- Recognize and infer meaning from cognates. (vocabulary)
- Infer meaning from context. (vocabulary)
- Exhibit understanding of the concept of negation.
- Demonstrate understanding of noun – adjective agreement including definite and indefinite articles.
- Recognize and demonstrate understanding of the function of Spanish subject pronouns.
- Use vocabulary that relates to school and leisure activities, and time schedules. (Vocabulary and culture).
- Recognize and illustrate the correct form of address (formal vs. familiar).
- Recognize and express the forms of regular ar verbs appropriately in the Present Tense.
- Recognize and express the forms of irregular verbs (dar, ir, and estar) in the Present Tense.
- Illustrate understanding of the appropriate use of the contractions al and del.
- Recognize and show understanding of the use of the verb estar in the Present Tense to express condition and location.
- Recognize and express the forms of regular er and ir verbs appropriately in the Present Tense.
- Show an understanding of the impersonal expression hay.
- Exhibit an understanding of feminine nouns that have special endings. (-dad, -dad, -ion)...
- Use vocabulary that is associated with housing and everyday home-oriented activities. (Vocabulary and culture).
- Express and recognize actions that one is going to do, or has to do.
- Ask and tell ages using the verb “tener” in the Present Tense.
- Describe the members of a family.
- Express possession in Spanish using de and possessive adjectives.

- Compare and contrast cultural similarities and differences between Spanish-speaking families and American families.
- Use vocabulary associated with sports.
- Recognize and express the forms of stem-changing verbs in the Present Tense. (e-ie and o-ue)
- Talk about the role of sports in the Spanish-speaking world as compared to sports in the United States.

Appendix: ii

Level II

Thematic Unit: My School and Daily Routine

Enduring Understanding

- Discuss academic classes and school supplies;
- Ask and tell time;
- Express preferences and make comparisons;
- Describe daily routine;
- Recognize structural similarities as well as differences between Spanish and English for effective communication
- Use cognates and contextual visual clues to derive meaning from texts that contain unfamiliar words, expressions and structures;
- Distinguish that there is more than one way to express meanings for certain words.
- Recognize the different customs and traditions that exist within the Spanish speaking countries

Essential Questions:

- What vocabulary does one need to express oneself effectively in Spanish with regard to daily life?
- Are you able to identify any parts of speech when reading a Spanish sentence?
- What is an idiomatic expression?
- What is an interrogative? Which Spanish interrogatives can you name?
- Which forms of punctuation in Spanish are different from those used in English?
- What do you know about schools in Spanish-speaking countries?

- What is a cognate? What is a false cognate?
- How does one make a sentence negative in English? How does this differ in Spanish?
- How is ownership expressed in Spanish?
- What do you know about sports in Spanish-speaking countries? Can you name any famous Spanish-speaking athletes?
- Why is air travel such an important means of transportation in South America?
- How do family-related customs differ between the Spanish-speaking world and your own experience?
- What types of food do you eat that are native to Spanish-speaking countries?

Learning Objectives – Students will be able to:

- Express obligation with *hay que* and *tener que*.
- Infer meaning from context. (vocabulary)
- Recognize and infer meaning from cognates.
- Express thoughts about school, classes, and schedules.
- Read, translate, and analyze informational readings/material regarding similarities and differences between schools from Spanish speaking countries and schools in the United States. (vocabulary and culture)
- Express information relating to daily personal schedules as well as ask and tell time.
- Express preferences when requesting/ordering snack and lunch food in a café or cafeteria. (grammar, the verb “querer”, vocabulary and culture)
- Read, comprehend and analyze informational readings/material regarding snack foods in the United States and Spanish Speaking countries;

- Express thoughts about after-school plans and activities.
- Express thoughts about people and places one knows as well as what one knows. (Present tense of saber and conocer)
- Express sequencing of events with the appropriate use of adverbs (luego, por fin, antes, ademas, tambien, despues, finalmente etc.)
- Derive an understanding of life in Puerto Rico, Republica Dominicana and Cuba (including sports and leisure activities, history, geography, wildlife, and famous people/ athletes)
- Extend invitations and talk on the phone using appropriate vocabulary.
- Express what just happened (acabar de + infinitive)
- Express from where oneself or another is coming (Present tense of the irregular verb “ venir”)
- Express what one or another person likes to do (gustar + infinitive)
- Express thoughts about sports and sports equipment. (vocabulary and stem-changing verb “ jugar”)
- Express preferences (stem-changing verbs “ preferir” and “ querer”)
- Express comparisons of people and things. (regular and irregular adjectives)
- Derive meaning of regular and irregular prepositional pronouns. (conmigo, contigo, con + subject pronouns)
- Express thoughts about clothing and clothing accessories.
- Talk about what is happening now. (Present progressive with regular and irregular participles)
- Analyze who or what is receiving an action. (Direct object pronouns)
- Express what one or another person says /tells (Present tense of the irregular and stem-changing verb “decir “ .
- Recognize and express understanding of the appropriate use of prepositions related to location.
- Analyze, identify, and translate a given familiar command (affirmative and negative forms for regular and irregular verbs).

- Make sense of other o-ue stem-changing verbs in the Present Tense (ie. *almorzar, volver, dormir, poder* etc.)
- Make sense of other e-I stem-changing verbs in the Present Tense (ie. *Pedir, servir, seguir* etc.)
- Express preferences when requesting / ordering food in a restaurant, and demonstrate how to order food and request the check.
- Identify and demonstrate the proper placement of pronouns with the Present Progressive.
- Express obligation with verb *deber* + infinitive.
- Describe how something is done using the adverbs that end in “*mente*”.
- Comparing daily routines and houses in Spanish speaking countries and in the United States.

Appendix iii

Level III

Theme: Clothing, Shopping and Stores

Enduring Understanding: Students will be able to understand

- Language is a reflection of culture.
- There are structural similarities as well as differences between target language and English.
- Concepts and thoughts are expressed differently and similarly in Spanish and English.
- A strong understanding of English grammar can facilitate the acquisition of Spanish as a second language.
- Custom and tradition vary within a culture as well as between cultures.
- Certain idiomatic expressions exist in different forms between the two languages.

Essential Questions:

3. What do I like to wear? What is my style like?
4. Where did I go and what did I do yesterday?
5. Why are the countries of the target language so diverse?
6. How does one express an action that reflects back to the subject?
7. What was I like and what did I do as a kid?
8. What vocabulary does one need to express oneself effectively in the target language with regard to daily life?

Learning Objectives: student will be able to

- Express thoughts about clothing and clothing accessories;
- Describe clothing in detail including color, fabric, fit and design;
- Express clothing preferences;
- Purchase clothing and state what they bought and where they found the item;
- Discuss method of payment;
- Discuss item on sale;
- Indicate location of clothing;
- Compare items of clothing and indicate quantity;

- Return an article of clothing and indicate why;
- Tell what happened in the past related to shopping experiences;
- Exchange information and knowledge;
- Identify the different tenses of verbs.

**Orange Township Public Schools
World Languages Curriculum**

Level: III

Thematic Unit: Celebrations

Time frame: September - November

Enduring Understanding: Student will understand making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives. Custom and tradition vary within a culture as well as between cultures. Students will also learn the significance of family traditions, celebrations and that traditions vary from a country to another, and they may evolve from generation to generation.

Essential Questions:

1. How do customs and culture differ between the target country and the United States with regard to custom, family traditions, celebrations, holidays, and traditional food?
2. How do I express what I would and would not like?
3. How do I begin to use “if” statements that express contrary-to-fact situations?
4. What traditions are important to me? How do traditions impact people’s life?
5. What impact do traditions have on values?

Learning Objectives: Students will be able to read, translate, and make meaning of informational material that deals with dating customs and weddings in target countries (vocabulary and culture); Interview a classmate to determine five unique activities he/she has done in the past. Students will also be able to compose a letter that describes a recent past activity in detail and demonstrate an understanding of many rites, rituals and celebrations; by reading from various authentic materials in the target languages. They will create and present a capsule on traditions in the target language.

NJ Standards: Intermediate Mid level

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
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Spanish foundations- Review - Introductions, Greetings, Salutations - Members of the family (nuclear and extended) -State how they greet family members - Greetings with respect to social status, age, gender, and friendship. -Marital status -Review: dates (numbers, days of the week, months of the year) -Gift giving and receiving Exploring key terms: - Generation, social classes, holidays, ceremony, saints, symbols, statutes, religion, folklore, traditions, songs, band, society, anniversary,	Typology of family Family Unit is different. Celebrations in the family and national holiday. Celebrations in the target countries: birthdays, baptism, weddings, etc. Music: folklore and traditional dance	Language Arts: Grammar Verbs Writing skits Technology: Internet Research Drama: Role play Oral Presentation Social Studies: Geography and important dates	French -Imperfect tense to describe people, places or situations in the past. Tenses: Le verbe régulier and irréguliers au présent: 'er', 'ir' and 're' ending verbs + pouvoir, vouloir, dire etc. -Past tense - Application of Etre and Avoir au passé composé (present perfect) - Comparatives and superlatives of regular adjectives and adverbs <i>plus...que,</i> <i>moins...que</i> - Review Subject pronouns: singular	Formative Regularly assess progress in proficiency through quizzes, tests and written assignments Oral activities Skits, interviews Oral presentations Project: Power Point presentation Plan a Quinceanera birthday party in a Restaurant (budget management) Make a list of	http://www.studyspanish.com/ Several free tutorials and exercises on pronunciation, grammar, vocabulary http://www.ciclapaz.com/spanishonline.html Several grammar exercises by topic that are immediately checked online http://onlinefreespanish.com/ http://www.quia.com Create activities and student accounts online Video related (movie Quinceanera)
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exposition, sculpture, art, ornaments, colors, costumes, meals -Celebrations (birthdays, graduations, weddings) -Express their opinions on marriage and speak about their beliefs for the appropriate age for matrimony -Congratulate others upon completion of a milestone in life -Talk about what they gave as a gift -Review vocabulary: food served at a celebration and/or ordered in a restaurant -Discuss preparations for a celebration /holidays -Talk about their favorite holiday and the date that is	Celebrations as related to developmental stages (childhood, adolescence, and adulthood) Teen life in the francophonie and the US. Major Holidays in the target countries -Tangible and intangible cultural products of the target culture.	Science: compare target country and United States food and calories intake Math: Venn diagram and bar graphs to compare (calories intake, convert pounds to grams and expending money) Social Studies: What makes a tradition strong in one social	and plural forms -expressions with <i>tener</i> - <i>s'appeler</i> and <i>se sentir</i>, <i>s'habiller</i> etc. + the negatives -Imperfect tense to describe people, places or situations in the past Using the past tense and the present perfect simultaneously. <i>Si (if)</i> clauses with <i>present</i> and <i>imparfait</i> Expressing possessions -Possessive Adjective - <i>mon, ma, mes, notre</i> etc.) and <i>être à</i> -Using the partitive <i>du, de la, de l', des</i> Spanish	chores /activities required to prepare for a celebration Written and Oral presentation Discuss what was ordered for a celebration and what was served <i>Summative</i>	Webquest: food www.rfi.fr www.bonjourdefrance.com www.francophonie.org http://www.bonjour.com/index.php?lesson=3 http://www.bbc.co.uk/learningaids/french/1/1/menu.sh
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celebrated	- Virtual tour of some major holidays in the target country. -Students surveying peers and /or classmates about their family traditions. -Students compare and contrasts key aspects of a tradition in the target language to those in the US. - Debating the significance of traditions of many people's lives today - Discuss activities in the Present Tense -Discuss activities: use preterit and imperfect tense - Compare and contrast Culture in the target countries and the United States	-Show the relationship between the cultural characteristics found in the films or videos to the cultural perspectives of the target culture Influence of the target culture in the United States	milieu but not in another one?	- Review Subject pronouns: singular and plural forms -expressions with tener - Use of llamarse (present tense) - Answer questions using short and long answers. - el/los + days of week, - use of ser, date format -Imperfect tense to describe people, places or situations in the past Using the past tense and the present perfect simultaneously. Transitive verbs: to celebrate, symbolize,	Create and present a video recording of a particular family celebration. Research information on Carnival or any other holidays celebrated in target countries and write 100 words composition detailing the most interest facts.	<u>tml</u> http://www.mfiresources.org.uk/#frppt http://www.tv5.org/ www.tes.co.uk
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			proclaim, transmit, observe, commemorate, represent, manifest -Past tense -Irregular form of DAR in the preterite tense -Reflexive reciprocal pronouns Se and Nos to obtain the meaning of each other -Imperfect tense to describe people, places or situations in the past -Stem-changing e>i preterit verbs SERVIR and PEDIR -Formation of formal commands - POR vs. PARA			
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			-Impersonal SE -Use of Subjunctive to express hopes, wishes, feelings, doubt and disbelief -Gender of some words ending in -a and -o			
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Level: III

**Orange Township Public Schools
World Languages Curriculum**

Thematic Unit: How I spent the summer

Time Frame: December - February

Enduring Understanding: Student will understand that interpreting spoken and written language is essential to good communication and building rapport; communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products and perspectives). They will compare English with other languages and understand it is important to understanding the nature of language and other cultures.

Essential Questions: 1. How do I talk about what I would do in a given set of circumstances?

2. How do I express what I would and would not like?

3. How do I begin to use “if” statements that express contrary-to-fact situations?

Learning Objectives - Students will be able to compose a letter that describes a recent past activity in detail and write a composition about what you have done to deserve a good grade in target language class. Students will also interview a classmate to determine five unique activities he/she has done in the past. They will apply new vocabulary: sports, outdoor activities . . .

NJ Standards: Intermediate Mid level

Scope and Sequence Instructional	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
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Activities					
Vacation -Expressing interest, indifference, and displeasure -Asking for information -Reading la carte géographique (reading and interpreting a map) -Means of transportation -Describing yourself and others -Vacation activities Review and introduce new vocabulary: food -Asking for and giving advice -Talking about taking	Places of Interest: Plazas, Coffee place, open markets in the target country, boutiques, prêt-à-porter Differences in indoor and outdoor activities in the target country and the United States Locutorios and Internet Café in the target countries Currency use in the target country Landmarks and major attractions	Social Studies: geography of the target country and location of places of interest Music: folklore and dance Home Economics: typical food and compare ingredients Mathematics: Venn diagram favorite sports Cross-content knowledge word problems involving simple equations.	French -The preterit tense -Adjectives -Informal commands -Reflexive verbs -Regular <i>-er, ir and re</i> verbs at passé composé, along with the appropriate helping verbs <i>être</i> and <i>avoir</i> -The preterit tense - Use of inversion to make questions. -Contrast of imparfait and passé composé. -Most commonly used intransitive verbs <i>aller, venir, rester, partir, sortir, and arriver.</i> -Vamps a + infinitive	Formative -Written tasks for language structures and vocabulary. -Test -Quizzes -Written Class work -Oral class work -Power Point presentation -Journals -Listening activities Journal entries Technology: write an email to a pen pal in the target language.	Web quest: visit a foreign country Learn Spanish .com Unitedstreaming.com Video related to subject Livemocha.com www.theworldspeaksfrench.com www.francophonie.org www.tv5monde.fr http://www.bbc.co.uk/languages/french/li/menu.shtml

care of yourself -Clothing and shopping. -clothing and appearance - Daily routine -Leisure and entertainment Health habits and indoor and outdoor activities -Sports in the target country -Talking about responsibilities -Talking about what has happened -Expressing and supporting point of view -Talking about future		Language Arts: Writing and grammar use Technology: internet research Physical education/Health: Write a composition about famous soccer players and eating habits	(to go) Impersonnel verbes sus as <i>Il faut que</i> plus thé <i>subjonctives</i> Spanish -The present indicative tense Verbs with irregular Yo form: salir, traer, conocer -Stem- changing verbs in the present tense -Informal commands- Reflexive verbs -The preterit tense - Y and O before vowels -Adjectives -Saber vs. Conocer - Use of inversion to	http://www.mfresources.org.uk/#fropt www.tes.co.uk
			Summative	

events Technology and benefits			make questions. -Recent past: venir + infinitif Vocabulary: sports and outdoor activities -The Imperfect Tense -Use of Preterit vs. Imperfect -Comparisons of equality and inequality	Create and present orally presentation Photo exhibition to recount the souvenirs. -Project: Write a composition to describe the experience of visiting a target country	
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Level: III

Thematic Unit: Childhood

Time frame: March - April

Enduring Understanding: The students will understand that making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives. Custom and tradition vary within a culture as well as between cultures.

Essential Questions:

1. How do I talk about my childhood in the past?
2. How do childhood experiences compare in the target world and the U.S?
3. What information is learned from readings and discussions about legends in the sports world in the target culture?

Learning Objectives: Students will be able to describe his/her childhood; describe events in the past tense: school life, family life, celebrations. They will express preferences; relating a series of events; talk about the past, using idiomatic expressions correctly. As well as, make a brochure about his/her childhood, and identify a popular legend in the sports world in the target culture and discuss its importance.

NJ Standards: Intermediate Mid level

7.1.A.1,2,3,4,5 7.1.B.1,2,3,4,5 7.1.C.2,3,4

Scope and Sequence	Culture	Content	Grammatical	Assessment	Teacher
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Instructional Activities	Connections	Structure	Resources
-Apply new vocabulary: childhood (personality, activities, behavior), natural and world events -School life in the past tense a) Favorite subjects b) School schedules c) Eating habits d) Preferences and interests e) Leisure activities f) Summer Vacations in the past: Friends, daily routines and Games. -Learn and utilize reciprocal pronouns -Conjugate and apply the imperfect tense for regular and irregular verbs -Fashion in the 80's a) Clothing and shopping in the 80s b) Colors c) Adjective agreement -TV and Multimedia sources in the 90's: a) Favorites TV shows programs b) Favorite movies	Major Holidays in the target countries Influence of the target culture in the United States Significance of family traditions. - How do families manage to preserve their child's memories? -Common nicknames attached to the childhood.	French - Review -Reflexive verbs in the preterite tense -Imperfect tense to describe people, places or situations in the past - Contrast of passé composé of regular and irregular verbs including pronominals to talk about the past. - Use of passé composé + il y a -Simple agreement of past participle Être and common pronominals. - Venir de + infinitive -Después + present Language Arts: Grammar Verbs Writing skits Technology: Internet Research Drama: Role play Oral Presentation Social	Formative Idea Web/Graphic Organizer Group work Oral presentations Multimedia presentations Written assessments : quizzes, tests, compositions, Written and Oral presentation - Research on the childhood experiences of your favorite celebrity then present your information with the aid of power point presentation http://www.studyspanish.com/ Several free tutorials and exercises on pronunciation, grammar, vocabulary http://www.cicclapaz.com/spanishonline.html Several grammar exercises by topic that are immediately checked online http://onlinefreespanish.com/ http://www.quia.com Create activities and student accounts online www.theworldspeakingforum.com Activities for World Language Classes by California Teachers

c) Favorite video games - Conjugate and apply the preterite tense for regular and irregular verbs - Perceive the difference between a single, completed action and an ongoing, -Descriptive action in the past. - Learn and utilize vocabulary that supports the imperfect tense -Holidays and celebrations in their childhood: - Typical menus -Talk about their favorite holiday and the date that is celebrated -Discuss preparations for a celebration -Describe people, things, places, weather, time, and	-Shopping for special events- Discuss what was ordered for a celebration and what was served	Studies: Geography and important dates in the past tense Science: compare target country and United States food and calories intake Math: Venn diagram and bar graphs to compare the violence in Orange, NJ the 50's and the current year.	_ Preterit of regular and irregular verbs -Adverbs of frequency - The use of Mais, puis, d'abord, ensuite, après etc. -Interrogative sentences -Use of inversions to make questions (puis-je, avez-vous etc.). -Use of beaucoup de, trop de, plus de. - Weather conditions in the past tense _ Il faisait + weather, Il pleurait -Use of pronouns lui, le, y, en. - Adverbs of	Summative	http://www.celta.net/lessons/ Langmedia http://lang.rice.edu/langmedia/index.html United Streaming (requires password from administrator) http://www.unitedlearning.com/streaming/streaming.cfm?refresh=true A subject directory of Spanish language Internet sites—San Antonio Library http://www.sanantonio.gov/library/web/enlaces.asp Learn Spanish/French—Free Online Tutorial http://www.studyspanish.com/freesite.htm Windows on the World is a free, easy to use resource for schools and colleges seeking International links. http://www.wotw.org.uk/ Video related (movie
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events in the past. (Imperfect tense) a) Personal traits of their best friends in the past b) Physical characteristics of the members of their families in the past tense c) Telling time in the past tense d) Describe events in the past - Use present, imperfect, preterit and tenses of regular and irregular verbs, reflexive verbs, object pronouns, stem-changers, adverbs and adjectives in context -Discuss activities: use preterit and imperfect tense - Compare and contrast Culture in the target countries and the United States		frequency such as souvent, toujours -The use of ne ...que Spanish - Review -Reflexive verbs in the preterite tense -Imperfect tense to describe people, places or situations in the past -Transitions words: Luego, despues, antes, ademas, - Imperfect tense of the verb SER+adjective -Hay in the imperfect tense Preterit of regular and irregular verbs -Adverbs of frequency -Adverbs of quantity	-Project: Power Point presentation About the Life in Orange New Jersey in the 50's -Write an essay of about 150 words comparing your childhood experiences to now. -Write an autobiography about your childhood experiences. Written Rubric -Write a news article to summarize a recent world or natural event. -Narrate an event that had impact on your life via Power Point or a class presentation.	Quinceanera) Livemocha.com Unitedstreaming.com bbc.com cnn.com peopleenespañol.com “Tresor du Temps” – Lenard Glencoe “French Language, Life and Culture” – Celia Dixie www.thinkfinity.org http://www.bonjour.com/index.php?lesson=3 http://www.bbc.co.uk/lan guages/french/li/menu.shtml http://www.mfresources.org.uk/#frppt http://www.tv5.org/www.tes.co.uk
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			-Estar+location in the imperfect tense Weather conditions in the past tense Telling time in the past tense. - Era(n) +definite article +hour -Possessive and demonstrative adjectives. - Common prepositions of location. -Object pronouns with verbs at present tense. -Possessive adverbs and adjectives. -Common negative structures ni...ni (neither ...nor)		www.rfi.fr www.francophonie.org www.bonjourdefrance.com
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Orange Township Public Schools
World Languages Curriculum

Level: III

Thematic Unit: Travelling

Time Frame: May – June

Enduring Understanding: Student will understand how to interpreting spoken and written language is essential to good communication and building rapport; communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products and perspectives); They will understand how important it's to compare English with other languages to understanding the nature of language and other cultures. Student will also understand how the history of certain cultural landmarks in areas where the target language is spoken influences the history of other places where the target language is not spoken.

Essential Questions:

1. How does my understanding of structure affect my ability to communicate?
2. What is the role of the conditional tense in the expression of past actions in contrary to fact conditions?
3. How is traveling in a target speaking country different from traveling in the United States?
4. What financial information facilitates travel to a foreign country?

Learning Objectives - Students will be able to express and give suggestions and advice to a friend who is going to visit a target country, ask questions and provide responses based on suggested topics. Students will assess, in the target language, the relationship between environments and *products* of the target-speaking cultures (e.g., relationship between deforestation, pollution, geography, natural resources, politics, society, or migration and *products*). They will interpret the performing arts of the target-speaking cultures (e.g., music, dance, movies and plays). Compare the history of important landmarks in target countries and other countries, and give a presentation on an environmental issue in a target country.

NJ Standards: Intermediate Mid level 7.1.A.1,2,3,4,5 7.1.B.1,2,3,4,5 7.1.C.2,3,4

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Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
- Construct questions utilizing proper verb/subject placement.	Landmarks and buildings differ from place to place.	Language Arts: Conversation, class discussions, vocabulary, grammar, listening, reading, note taking, and oral presentations)	French - Irregular verbs -Correct use of sortir, partir, laisser and quitter -Verbs requiring prepositions followed by infinitive. (commencer à, Servir à etc.)	<i>Formative</i> Drill and practice (question and answering, future and conditional verb tenses, subjunctive mood) Modeling (correct grammatical structures) Cloze activities (choosing the correct words/terms to fill in blanks in text)	Studyspanish.com Unitedstreaming.com
- State the indirect and direct object pronouns.	-Les chutes du Carbet / Pointe-à-Pitre de Guadeloupe				Video related to subject
-Replace direct and indirect objects with pronouns. (Indirect and direct objects)	-La vieux Carré - Vermilionville en Louisianne		Preterit tense (optional; intended only as lexical items)	Choose a building or landmark in and write about its history and importance.	Livemocha.com
-Negative and Affirmative Commands -Geography vocabulary Weather vocabulary	Transport in target countries Vs Transport in the US.	• Science and Technology (discussion and practice of time, measurement and mathematical concepts, computer and technological cognates,	Transitions of time: (then), (next), (after), (before) To go + infinitive (going to do something) Negation of sentences	Peer teaching Peer editing (future and conditional tenses, present subjunctive mood)	Authentic literature Internet sites Such as. www.thinkfinity.org
Travel and Airport Procedures	Major tourist attractions.				Bonjour website http://www.bonjour.com/index.php?lesson=3
Practice in asking					

questions relating to travel and listening out for times and platform numbers. Transport -Review mean of transport. _ Review vocabulary on accessing means of transport, buying tickets and asking for prices. - Discuss the economic advantage and disadvantages of means of transport.	Les Alpes suisses et les Pyrénées - What one must be aware of before going on vacation? Research and analyze aspects of target culture. - Art - Music - Dance - History - Geography Present researched information of the target country in the target language. . Multimedia	scientists) • History and Geography (research and discussions on common contemporary and historical events, map work, and historical figures Math: Using various currencies and calculations cost of trips • Music Appreciation (songs, music and composers) • Art and Culture (internet research, and	Interrogative sentences -Use of inversions to make questions (puis-je, avez-vous etc.). - Prepositions- dans, sur, vous, derrière, avec, chez, pour, après and avant - present tense of regular “er, ir, and re” verbs, irregular verbs venir, prendre etc. -Use le passé composé and imparfait to recount events in the past. Negations ne...jamais, ne...pas encore -Contractions ne...personne, rien, nulle part, aucun, ni...ni	Choose any means of transport in a target country and write two paragraphs about its advantages and inconveniences. -Written assessments: Test, Quizzes -Homework -Written Classwork -Oral classwork -Power Point presentation -Journals -Listening activities	BBC website http://www.bbc.co.uk/la/nuages/french/lj/menu.shtml MFL http://www.mfilesources.org.uk/#frppt TV5 Web site http://www.tv5.org/ United Streaming: http://streaming.discovereducation.com/ www.tes.co.uk www.rfi.fr www.francophonie.org www.bonjourdefrance.com http://onlinefreespanish
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protection -Discuss environmental issues such as, pollution, energy conservation, forestation and deforestation. Use Subjunctive mode—forms of regular and irregular verbs to talk about what must be done. -Discussing why rules govern the behavior of people. -Provide simple analysis on issues using the present and the future tenses. -Use the past and imperfect tenses to recount events in the past. Describe what	resources in the target language Currencies in the target countries Influence of the target culture in the	videos) • Life skills: information on everyday living Science: compare pollution, energy conservation, forestation and deforestation in target countries and the US	-Il faut que + subjunctive - Prepositions- dans, sur, vous, derrière, avec, chez, pour, après and avant - present tense of regular “er, ir, and re” verbs, irregular verbs venir, prendre etc. -adjectives to describe people, places or situations in the past Use the present and the future tenses for simple analysis. -Use le passé composé and imparfait to recount events in the past. Negations ne...jamais, ne...pas encore	Summative -Project: Write a composition to describe the experience of visiting a target country -Create a complete mock menu for a restaurant in a target country. (Vocabulary) -Technology: write an email to a pen pal in the target language Give suggestions and advice to a friend who is going to visit a target country. Create and model guided phone conversations based on a variety of different scenarios. (Vocabulary)	com/ http://www.quia.com Create activities and student accounts online
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would take place under certain circumstances. (Regular and irregular conditional; ar/er/ir) --Utilize the conditional tense for probability and conjecture	United States		contractions ne...personne, rien, nulle part, aucun, ni...ni -Il faut que + subjunctive Comparisons of equality/inequality: as . . . as; more/less . . . than Expanded comparative structures (aussi, que, autant... que) - Notre, votre, leur etc. <i>Aller</i> + Infinitive - Relative pronouns, qui, dont, lequel etc. Spanish Review: time, clothing, hygiene, food, sports, school,	Written and Oral presentation Research information on any environmental issue in any target country. Use the information to write an essay of about 100 words then give an oral presentation on your findings. Write and essay of about 150 words where you usually go on vacation, a past vacation and where you would like to go for a future vacation.	
Convey comparisons between people and things. (Regular and irregular comparatives and superlatives) Target countries and the major cities in those countries a) State in a guided manner food shopping practices in the target -					

speaking countries to that of the United States. (Culture)			daily tasks, weather Present tense of the regular verbs	
b) State in a guided manner eating habits/practices in the target countries to that of the United States. (Culture)			- Irregular verbs. Preterit tense (optional; intended only as lexical items)	
C) Create and address a postcard to a target-speaking recipient. (Vocabulary)			Transitions of time: (then), (next), (after), (before) To go + infinitive (going to do something) Negation of sentences Interrogative sentences -Use reflexive verbs to Express feelings; se sentir etc. -Use reflexive verbs to Express feelings; se sentir etc. -adjectives to describe people,	

d) State in a guided manner postal service in some target-speaking countries with that of the United States. (Culture)			places or situations in the past Use the present and the future tenses for simple analysis. -adjectives to describe people, places or situations in the past Use Subjunctive mode—forms of regular and irregular verbs to express things that must be done. - Adjectives followed by “de”. Adjective agreement Demonstrative adjectives Possessive adjectives -Verbs that express interest, boredom, likes and dislikes are used in combination		
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			with indirect objects.		
			- Application of the near future structure		
			Future tense:		
			Pienso + Ir		
			Ir+ infinitive		
			Conditional tenses of the regular verbs		
			Me gustaría+infinitive		

Appendix i

Level III

Thematic Unit: Celebrations

Enduring Understanding

- Interpreting spoken and written language is essential to good communication and building rapport;
- Verb tenses establish the time frame for actions;
- There are specific, definite relationships between articles, nouns, and adjectives;
- Every written sentence must include a conjugated verb form;
- There are structural similarities as well as differences between target language and English;
- Concepts and thoughts are expressed differently and similarly in the target language and English;
- Learning the structure of a new language enhances the learner's skill level in English. Conversely, a strong foundation in English grammar facilitates the acquisition of target language;
- How one says something is as important as what one said;
- Language is a reflection of culture and
- Differences in custom and tradition between cultures effect many aspects of daily life experience.

Essential Questions:

- What is meant by different verb tenses?
- Why is subject and verb agreement important in the target language?

- Why is adjective and noun agreement important in the target language?
- What is the difference between an infinitive and a conjugated verb form?
- What is a stem-changing verb?
- How does the target language structure for expressing likes and dislikes differ from English?
- What are the two different past tenses?
- What tense describes completed, definite actions in the past?
- What tense is used for continuous, repeated, habitual actions in the past?
- What tense describes state of mind in the past?
- How do comparisons of people and things differ between the two languages?
- What is meant by a “conditional” action?
- How do you express actions that have not yet occurred?
- What are the functions of indirect and direct object pronouns?
- How do you alleviate ambiguity when using object pronouns?
- How does one express an action that has already been completed?
- What is meant by a “reflexive” action?
- How does one deduce or infer meaning from context?
- What are some examples of recent natural disasters?
- What are some world events that have impacted greatly upon the target countries?
- How do childhood experiences compare in the target countries and the U.S?

Learning Objectives: student will be able to

- Describe what he/she does (Regular, irregular and stem changing verbs in the present tense; ar/er/ir).
- Describe the agreement of nouns, adjectives, articles, and verbs.
- Construct questions utilizing proper verb/subject placement.
- Describe what occurred in the past (Regular, irregular and stem changing verbs in the preterite tense; ar/er/ir).
- Describe what occurred in the past (Regular, irregular and stem changing verbs in the imperfect tense; ar/er/ir).
- Describe people, things, places, weather, time, and events in the past. (Imperfect tense)
- Describe state of mind in the past. (Imperfect tense)
- Describe the differences between continuous actions in the past versus those that occurred at a definite, specific time. (Imperfect vs. Preterite)
- Convey two past actions in the same sentence. (Imperfect and Preterite);
- Convey actions that reflect back upon the subject in the present and past (Reflexive verbs);
- Describe likes and dislikes in the present and past. (Gustar);
- State the indirect and direct object pronouns;
- Replace direct and indirect objects with pronouns. (Indirect and direct objects);
- Describe the use of “se” with two object pronouns. (Indirect and direct objects);
- Describe actions that have not yet occurred. (Regular and irregular future tense; ar/er/ir);
- Describe what would take place under certain circumstances. (Regular and irregular conditional; ar/er/ir);

- Convey comparisons between people and things. (Regular and irregular comparatives and superlatives);
- Describe actions that have been done recently. (Regular and irregular present perfect tense);
- Create and model guided phone conversations based on a variety of different scenarios. (Vocabulary);
- State in a guided manner eating habits/practices in the target countries to that of the United States. (Culture);
- Create a complete mock menu for a restaurant in a target country. (Vocabulary);
- Create and model guided conversations between a customer and employee at a supermarket/food stand/market, shopping center (Vocabulary);
- Create and address an invitation in the target language and
- State in a guided manner postal service in some target countries with that of the United States. (Culture).
- Discuss and compare the relevance of traditional perspectives, practices, and products to immigrants from the target countries.
- Create and present a video of a particular family celebrations or traditions.
- Engage in level-appropriate debate to explore the strength and the cultural meanings of a tradition.

Level III

Appendix ii

Thematic Unit: How I spent the summer

Essential Questions:

- How do I make polite requests?
- How do I refer to the direct object without stating it?
- How do I refer to the indirect object without stating it?
- How do I refer to both the direct and indirect object simultaneously?
- How do I describe using past participles?
- What are the different types of hotel accommodations and options in the target country?
- How does train system differ in the target country and the United States?
- How are meals structured in the target country?
- How do meal options differ in the target country?
- How do I communicate my needs in an airport?
- How do I talk about what I have and have not recently done?
- How do I express what I did before other past events?
- How do I answer a question negatively?
- How do I describe my recent pastimes and activities?

Learning Objectives:

- Review and conjugate haber in the present and past tense
- Conjugate and apply the present perfect and past perfect tense
- Form and utilize negative expressions
- Distinguish and apply the use of saber and conocer
- Infer meaning from context.
- Recognize and infer meaning from cognates.
- Analyze, identify, and translate a given command.
- Express a command in a formal and informal manner. (regular, irregular, and stem-changing verbs)
- Express information in general terms about what is done. (Passive voice)

- Express thoughts about food and its preparation.
- Describe roads and highways of the target country.
- Make meaning of prompts and directions for city driving/traveling.
- Analyze who or what is receiving an action.
- Recognize and express actions that may or may not take place. (Present subjunctive with regular, irregular, and stem-changing verbs in noun clauses)
- Read, translate, and make meaning of informational material that views manners and courtesy from a cultural perspective.
- Express understanding of proper customs to greet and to bid farewell in the target country.
- Express emotional reactions to the actions of others. (Present subjunctive with regular, irregular, and stem-changing verbs in noun clauses)
- Express wishes, preferences, and demands concerning one and others. (Present subjunctive in noun clauses or when followed by an infinitive)
- Advise and make suggestions to others.
- Read, translate, and make meaning of informational material that discusses leisure time activities such as camping. (vocabulary and culture)
- Read, translate, and make meaning of informational material that discusses the process of laundering one's clothing. (vocabulary and culture)
- Express what one did or did not do in the past. (Preterite of regular, irregular, and stem-changing verbs)
- Express wishes, preferences, and demands concerning oneself and others in the past. (Imperfect subjunctive in noun clauses and when followed by an infinitive)

Level III

Thematic Unit: Childhood

Appendix iii

Enduring Understanding

- Interpreting spoken and written language is essential to good communication and building rapport;
- Verb tenses establish the time frame for actions;
- There are specific, definite relationships between articles, nouns, and adjectives;
- Every written sentence must include a conjugated verb form;
- There are structural similarities as well as differences between target language and English;
- Concepts and thoughts are expressed differently and similarly in the target language and English;
- Learning the structure of a new language enhances the learner's skill level in English. Conversely, a strong foundation in English grammar facilitates the acquisition of target language;
- How one says something is as important as what one said;
- Language is a reflection of culture and
- Differences in custom and tradition between cultures effect many aspects of daily life experience.

Essential Questions:

- What is meant by different verb tenses?
- Why is subject and verb agreement important in the target language?
- Why is adjective and noun agreement important in the target language?
- What is the difference between an infinitive and a conjugated verb form?
- What is a stem-changing verb?
- How does the target language structure for expressing likes and dislikes differ from English?

- What are the two different past tenses?
- What tense describes completed, definite actions in the past?
- What tense is used for continuous, repeated, habitual actions in the past?
- What tense describes state of mind in the past?
- How do comparisons of people and things differ between the two languages?
- What is meant by a “conditional” action?
- How do you express actions that have not yet occurred?
- What are the functions of indirect and direct object pronouns?
- How do you alleviate ambiguity when using object pronouns?
- How does one express and action that has already been completed?
- What is meant by a “reflexive” action?
- How does one deduce or infer meaning from context?
- What are some examples of recent natural disasters?
- What are some world events that have impacted greatly upon the target countries?
- How do childhood experiences compare in the target countries and the U.S?
- How does the history of landmarks and important buildings in one country influence the history of other countries?
- What are the differences and similarities in environmental issues between target countries and other countries?
- How can I express my opinions on what must be done in a given situation?

Learning Objectives: student will be able to

- Describe what he/she does (Regular, irregular and stem changing verbs in the present tense; ar/er/ir).
- Describe the agreement of nouns, adjectives, articles, and verbs.
- Construct questions utilizing proper verb/subject placement.
- Describe what occurred in the past (Regular, irregular and stem changing verbs in the preterite tense; ar/er/ir).
- Describe what occurred in the past (Regular, irregular and stem changing verbs in the imperfect tense; ar/er/ir).
- Describe people, things, places, weather, time, and events in the past. (Imperfect tense)
- Describe state of mind in the past. (Imperfect tense)
- Describe the differences between continuous actions in the past versus those that occurred at a definite, specific time. (Imperfect vs. Preterite)
- Convey two past actions in the same sentence. (Imperfect and Preterite);
- Convey actions that reflect back upon the subject in the present and past (Reflexive verbs);
- Describe likes and dislikes in the present and past. (Gustar);
- State the indirect and direct object pronouns;
- Replace direct and indirect objects with pronouns. (Indirect and direct objects);
- Describe the use of “se” with two object pronouns. (Indirect and direct objects);
- Describe actions that have not yet occurred. (Regular and irregular future tense; ar/er/ir);
- Describe what would take place under certain circumstances. (Regular and irregular conditional; ar/er/ir);
- Convey comparisons between people and things. (Regular and irregular comparatives and superlatives);
- Describe actions that have been done recently. (Regular and irregular present perfect tense);

- Create and model guided phone conversations based on a variety of different scenarios. (Vocabulary);
- State in a guided manner eating habits/practices in the target countries to that of the United States. (Culture);
- Create a complete mock menu for a restaurant in a target country. (Vocabulary);
- Create and model guided conversations between a customer and employee at a supermarket/food stand/market, shopping center (Vocabulary);
- Create and address an invitation in the target language and
- State in a guided manner postal service in some target countries with that of the United States. (Culture).

Appendix iv

Level III

Thematic Unit: Travelling

Essential Questions:

- How do I make polite requests?
- How do I refer to the direct object without stating it?
- How do I refer to the indirect object without stating it?

- How do I refer to both the direct and indirect object simultaneously?
- How do I describe using past participles?
- What are the different types of hotel accommodations and options in the target country?
- How does train system differ in the target country and the United States?
- How are meals structured in the target country?
- How do meal options differ in the target country?
- How do I communicate my needs in an airport?
- How do I talk about what I have and have not recently done?
- How do I express what I did before other past events?
- How do I answer a question negatively?
- How do I describe my recent pastimes and activities?

Learning Objectives:

- Review and conjugate haber in the present and past tense
- Conjugate and apply the present perfect and past perfect tense
- Form and utilize negative expressions
- Distinguish and apply the use of saber and conocer
- Infer meaning from context.
- Recognize and infer meaning from cognates.
- Analyze, identify, and translate a given command.
- Express a command in a formal and informal manner. (regular, irregular, and stem-changing verbs)
- Express information in general terms about what is done. (Passive voice)
- Express thoughts about food and its preparation.
- Describe roads and highways of the target country.
- Make meaning of prompts and directions for city driving/traveling.

- Analyze who or what is receiving an action.
- Recognize and express actions that may or may not take place. (Present subjunctive with regular, irregular, and stem-changing verbs in noun clauses)
- Read, translate, and make meaning of informational material that views manners and courtesy from a cultural perspective.
- Express understanding of proper customs to greet and to bid farewell in the target country.
- Express emotional reactions to the actions of others. (Present subjunctive with regular, irregular, and stem-changing verbs in noun clauses)
- Express wishes, preferences, and demands concerning one and others. (Present subjunctive in noun clauses or when followed by an infinitive)
- Advise and make suggestions to others.
- Read, translate, and make meaning of informational material that discusses leisure time activities such as camping. (vocabulary and culture)
- Read, translate, and make meaning of informational material that discusses the process of laundering one's clothing. (vocabulary and culture)
- Express what one did or did not do in the past. (Preterite of regular, irregular, and stem-changing verbs)
- Express wishes, preferences, and demands concerning oneself and others in the past. (Imperfect subjunctive in noun clauses and when followed by an infinitive)

Glossary for Spanish Courses

Adapted: Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations

Aesthetic qualities: Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility

Anglicism: Spanish words adapted from English

Authentic (materials, sources, texts): Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world

Blog: An online journal; literally a “Web log”

Borrowings: Words taken from one language and used unchanged in another language

Circumlocution: A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”)

Code switching: The alternate use of two or more languages or varieties of language, especially within the same discourse

Cognates: Words that look or sound similar and mean the same in more than one language

Colloquialisms: Words and phrases unique to geographical regions, cultures, or subcultures

Conceptualized visuals: A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding

Contextualized texts: A text that helps students easily make connections and infer meaning

Dialect: Distinct differences of a language which are characteristic of a particular group of the language’s speakers

Environmental print: The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside

Expository: Material, source, or text that explains or informs

False cognates: Words that look and sound similar in more than one language but do not have the same meaning

Fluid: Natural sounding, smooth flowing

Idiomatic expressions (idioms): Groups of words that mean something other than their literal translation

originating in and characteristic of a particular region or country; native to a region (e.g., the plants

indigenous to Argentina; the indigenous peoples of Guatemala)

Intangible products: Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)

Intonation: Pattern or melody of pitch that changes in connected speech, especially the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures

Key pals: Similar to pen pals except that communication takes place using electronic media

Literary style: The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Online Resources:

- Internet Activities for World Language Classes by California Teachers
- <http://www.clta.net/lessons/>
- Langmedia
- <http://lang.rice.edu/langmedia/index.html>
- United Streaming (requires password from administrator)
- <http://www.unitedlearning.com/streaming/streaming.cfm?refresh=true>

- Virtual Tourist
- <http://www.virtourist.com/>
- A subject directory of Spanish language Internet sites—San Antonio Library
- <http://www.sanantonio.gov/library/web/enlaces.asp>
- Learn Spanish—Free Online Tutorial
- <http://www.studyspanish.com/freesite.htm>
- Windows on the World is a free, easy to use resource for schools and colleges seeking international links.
- <http://www.wotw.org.uk/>