

**Randolph Township Schools
Randolph Middle School**

**Advanced World Language Curriculum
(Chinese, French & Spanish)**

“The limits of my language means the limits of my world.”
-Ludwig Wittgenstein

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**Randolph Township Schools
Department of World Languages
Advanced World Language**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of World Languages
Advanced World Language

Introduction

“All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” (New Jersey World Language Standards)

The Randolph Department of World Languages believes that the acquisition of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar and vocabulary being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

Advanced World Language is the third course in the middle school sequence. It follows Beginner World Language and Intermediate World Language. Students continue their study of basic pronunciation, vocabulary, grammar and culture. Each unit introduces new language and vocabulary in a situational context. Grammar concepts and vocabulary are taught in context through listening, speaking, reading and writing activities in the target language. Advanced World Language Curriculum presents students with the opportunity to explore the topics of House and Household Tasks, Celebrations, Vacation and Travel, Geography, Animals and Landforms, and Going Green. Through this exploration, students will gain knowledge of the target language environment and become more culturally and linguistically proficient. Students in Advanced World Language are at the Novice-Mid to Novice-High proficiency levels.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Advanced World Language

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
8 weeks	I	Home and Household Tasks
8 weeks	II	Celebrations
7 weeks	III	Vacations and Travel
7 weeks	IV	Geography, Animals and Landforms
6 weeks	V	Going Green

SCHOOL DISTRICT
Advanced World Language
UNIT I: Home and Household Tasks

STANDARDS / GOALS: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Interpretive 7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	Homes vary according to differing regions of the world. Home styles and structures are influenced by factors such as geography, available materials, economic conditions and preferences.	<ul style="list-style-type: none"> Why does my home look the way it does?
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).	Different cultures and economic groups have differing values on the responsibility children have in their homes. How much children aid in their homes is determined by many factors.	<ul style="list-style-type: none"> How do families handle the management of household responsibilities?
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. Interpersonal 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Vocabulary pertaining to rooms in the home.</p> <p>Vocabulary pertaining to furniture and structures within a house.</p> <p>A good strategy to aid with reading comprehension is to use previously learned vocabulary and context clues to understand new vocabulary and structures.</p> <p>Vocabulary pertaining to prepositions of location.</p> <p>In order to hold a conversation in the target language, it is necessary to use both speaking and listening skills.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Identify and recognize rooms in the house.</p> <p>Match home-related vocabulary with pictures.</p> <p>Draw a picture of your home and label it.</p> <p>Listen to a description of a home and show comprehension by answering true/false questions.</p> <p>Read an email from a pen pal describing their home and draw a picture according to what they read.</p> <p>Describe your home to a partner and have them draw it.</p> <p>Interview a classmate about their home by asking and responding to simple questions.</p>

<p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>Presentational</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p>	<p>Structures necessary to give descriptions of a home.</p> <p>Vocabulary pertaining to Smart devices used in a home.</p> <p>Vocabulary pertaining to household tasks and responsibilities, (e.g. taking out the trash, walking the dog, babysitting younger sibling)</p> <p>Gender roles in relation to allocation of household chores are influenced by many factors, including country, culture and traditions.</p>	<p>Write a simple paragraph describing your room or your friend’s room.</p> <p>Compare and contrast various home structures within the US.</p> <p>Compare and contrast US homes with homes of the target cultures.</p> <p>View video/graphic on Smart Homes and discuss whether smart devices make lives easier or not.</p> <p>Illustrate your “dream room” and present it to the class, describe it using memorized words and phrases.</p> <p>Match household chores vocabulary with pictures.</p> <p>Identify and match household tasks with the rooms in the house in which they would occur.</p> <p>Read an email from a pen pal describing their chores and draw a picture according to what they read.</p> <p>Listen to a short story about a girl/boy discussing their household chores and express what is being done and by whom in the story.</p> <p>Create a child-friendly chore chart with images and memorized words for a younger sibling or younger student.</p> <p>Poll classmates to collect information on who completes household chores in their homes.</p> <p>Analyze an infographic on gender roles in relation to household chores.</p>
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<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.</p>	<p>Vocabulary: Chores, rooms in a house, structures in a house, household items, different dwellings, smart devices, ecological terms.</p> <p>KEY TERMS: reflexive verbs (Spanish/French), reflexive pronouns (Chinese)</p>	<p>Interview a classmate about their chores and preferences.</p> <p>Debate which gender should complete which household chores.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Skimming and scanning target language in culturally authentic written text, such as an infographic on a Smart House or an ecologically friendly house, to describe a home. Check for understanding will occur through true/false or open-ended questions. (<i>interpretive reading</i>) • Interviewing a student in the target language to discover preferences about a “dream room”. Use appropriate open ended questions from the target culture as well as ask and respond to memorized questions using digital tools and face-to-face communication. (<i>interpersonal</i>) • Create and present an illustration of a dream home and present it to the class. (<i>presentational speaking</i>). <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Circling techniques • Movie talk • Picture talk • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • “Simon Says” as a check for understanding • Authentic readings • Listening activities 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
Unit I: Home and Household Tasks

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Unit I: Home and Household Tasks <ul style="list-style-type: none"> • Rooms in a house • Structures of a house • Types of dwellings • Chores • Appliances & furniture • Smart home • Ecological home 	<p>French Suggested Resources:</p> <p><i>D'accord: Langue et Culture du Monde Francophone</i> textbook VHL Supersite: Online resources for <i>D'accord</i></p> <p>https://m3a.vhlcentral.com/sections/0/activities/30896?popup=1 (adjective agreement)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/30881/practice (nouns and articles)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/30923/practice (descriptive adjectives)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/26499/practice (telling time)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/30879?popup=1 (flash culture: Salut)</p> <p>http://www.dailymotion.com/video/x37qu0p_peppa-pig-mon-bureau-nickelodeon-junior_kids (Peppa pig - Mon bureau)</p> <p>http://www.1jour1actu.com/science/154163/ (Lecture)</p> <p>http://focus.tv5monde.com/metierjournaliste/ (video)</p> <p>Spanish Suggested Resources:</p> <p><i>Descubre: Lengua y cultura del mundo hispánico</i> textbook</p>

VHL Supersite: Online resources for *Descubre*

<https://www.youtube.com/watch?v=cFTpjKwojOk> (my house)

<https://www.youtube.com/watch?v=mF-9bnxelGI> (rooms in the house)

<https://www.youtube.com/watch?v=8sHE8Eg1q5I> (places--listening activity--where are you?)

<https://www.youtube.com/watch?v=1vO2y23c-zg> (what I like to do)

<https://www.youtube.com/watch?v=RVKTzNICH0I> (places in the city)

<https://www.youtube.com/watch?v=NSblebrx6ng> (reflexive verbs)

<https://www.youtube.com/watch?v=6IV2xTA5QHU> (my routine song)

<https://www.youtube.com/watch?v=1vO2y23c-zg> (what I like to do)

Chinese Suggested Resources:

Integrated Chinese 1 (4th edition), Cheng & Tsui, Textbook.

Integrated Chinese 1 (4th edition), Cheng & Tsui, Workbook.

<https://www.youtube.com/watch?v=EMw4vZZSLDY> (rooms in a home)

<https://www.youtube.com/watch?v=nAnLlSo0-dk> (household items)

<https://www.youtube.com/watch?v=-8RSgSmfg4> (household items)

<https://www.youtube.com/watch?v=qcYqrfjsolw> (household items)

<https://www.youtube.com/watch?v=dsVJETMmACU> (household items)

<https://www.youtube.com/watch?v=6PqLdkrBEy0> (rooms in a home)

<https://www.youtube.com/watch?v=MOo0GGwLwJc> (daily routines)

		http://www.learnalanguage.com/learn-chinese/chinese-words/furniture.php (furniture) https://www.youtube.com/watch?v=vNvHBSOQBMQ (household items)
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<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>Presentational</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p>	<p>Vocabulary pertaining to time and dates.</p> <p>Structures needed to describe past events and future events.</p> <p>Gift giving traditions vary in different cultures. The custom of giving and receiving gifts is not the same in every country.</p> <p>Vocabulary related to articles of clothing and accessories.</p> <p>A good strategy to use when reading a passage in another language is to look for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word/sign in order to understand the general meaning of the passage. (French & Spanish)</p> <p>Circumlocution is a strategy for defining or describing a concept when the specific words for that concept cannot be remembered. An example would be saying it is very warm when they do not know the word for hot.</p>	<p>Design an invitation related to a special occasion from the target language culture (ex. Quinceñera, Chinese tea ceremony)</p> <p>Read and understand a short story about a party/celebration that a young person attended.</p> <p>Talk about parties they have attended or will be attending.</p> <p>Interview a classmate about a celebration they attended and which activities they enjoyed or did not enjoy at the event.</p> <p>Watch a short video clip about gift-giving in the target language culture and make comparison with U.S. culture.</p> <p>Designate gift-giving traditions in the target language culture.</p> <p>Identify items of clothing by matching words and pictures.</p> <p>Listen to descriptions of what people are wearing and point out the items from a group to reflect understanding.</p> <p>Read a description of what people are wearing and draw illustrations to reflect understanding.</p> <p>Watch a short video clip about traditional dress of the target language culture and discuss.</p> <p>Orally describe what their classmates or people in pictures are wearing.</p> <p>Give a description of traditional costume / dress of target language countries.</p>
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<p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Vocabulary: Parties, holidays, birthdays, special events, clothing</p>	<p>Work collaboratively to create a presentation pertaining to clothing, i.e. a fashion show or the design of a sports/school uniform to be shared with the class.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Skimming and scanning target language in culturally authentic written text to identify celebrations. Check for understanding will occur through multiple-choice questions. (<i>interpretive reading</i>) • Interviewing a student in the target language to discover preferences about fashion and celebrations. Use appropriate open ended questions from the target culture as well as ask and respond to memorized questions about celebrations and fashion using digital tools and face-to-face communication. (<i>interpersonal</i>) • Create and present a fashion show/new design for a uniform to the class using clothing vocabulary and descriptions. (<i>presentational speaking</i>). <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Circling techniques • Movietalk • Pictoretalk • “Simon Says” as a check for understanding • Fashion show • Authentic readings • Listening activities 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
Unit II: Celebrations

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Unit II: Celebrations <ul style="list-style-type: none"> • Celebrations and festivals • Clothing and fashion • Gift giving traditions • Food 	French Suggested Resources: <i>D'accord: Langue et Culture du Monde Francophone</i> textbook VHL Supersite: Online resources for <i>D'accord</i> https://m3a.vhlcentral.com/sections/0/activities/30896?popup=1 (adjective agreement) https://m3a.vhlcentral.com/sections/0/activities/30881/practice (nouns and articles) https://m3a.vhlcentral.com/sections/0/activities/30923/practice (descriptive adjectives) https://m3a.vhlcentral.com/sections/0/activities/26499/practice (telling time) https://m3a.vhlcentral.com/sections/0/activities/30879?popup=1 (flash culture: Salut) http://www.dailymotion.com/video/x37qu0p_peppa-pig-mon-bureau-nickelodeon-junior_kids (Peppa pig - Mon bureau) http://www.1jour1actu.com/science/154163/ (Lecture) http://focus.tv5monde.com/metierjournaliste/ (video) https://www.youtube.com/watch?v=0QfwkTpMKEg (video showing and explaining typical baptism in France)

https://www.youtube.com/watch?v=QFu2_6cudW8 (video of a traditional wedding in France)

<https://www.youtube.com/watch?v=yoFHM-G6IYM> (video about back to school shoe shopping-authentic video)

<https://www.youtube.com/watch?v=E5dIop6IMWk> (video about back to school clothes shopping-authentic video)

http://www.lexpress.fr/styles/mode/les-circuits-mode-des-13-17-ans_957176.html (authentic article on teen fashion in France)

<http://www.newlook.com/fr/ados/c/fr-teens> (French fashion website for teens)

<https://www.tendances-de-mode.com/tag/bapteme> (website explaining appropriate dress for various special occasions in France)

Spanish Suggested Resources:

Descubre: Lengua y cultura del mundo hispánico textbook
VHL Supersite: Online resources for *Descubre*

<https://www.youtube.com/watch?v=GDfR6N4RgFM> (quinceañera)

<https://www.youtube.com/watch?v=wPcqQRwJwTs> (planning a quinceañera)

<https://www.youtube.com/watch?v=MFHVWLOVAHQ> (cuban food)

<https://www.youtube.com/watch?v=Y7xt3OFqHXc> (spanish wedding performed by students)

<https://www.youtube.com/watch?v=LWtSinY33wM> (baptism)

Chinese Suggested Resources:

Integrated Chinese 1 (4th edition), Cheng & Tsui, Textbook.
Integrated Chinese 1 (4th edition), Cheng & Tsui, Workbook.

<https://www.youtube.com/watch?v=W6Y5rsNfx8s> (traditional Chinese weddings)

		<p>https://www.youtube.com/watch?v=hAJQefrZerA (traditional Chinese costumes, custom “politeness/礼” and dance)</p> <p>https://www.youtube.com/watch?v=hJnwg1BKqTo (folktale for Mid-Autumn Day)</p> <p>https://www.youtube.com/watch?v=z2kyWDo38ZA (moon cakes for Mid-Autumn Days)</p> <p>https://www.youtube.com/watch?v=ndknxk4v4OY&list=PL1r7eIj7rYoJEZ88esqo1bppo3n65oR8a (introduction to Mid-Autumn Festival)</p> <p>https://www.youtube.com/watch?v=noiouIzjJZE (New Year Traditions)</p> <p>https://www.youtube.com/watch?v=-O1RZP9yjPY (blessings for holidays)</p> <p>https://www.youtube.com/watch?v=r0Qaw5IjqoY (blessings for holidays)</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
Unit III: Vacation and Travel

<p>STANDARDS / GOALS: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpretive 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>Interpersonal 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Not all people are able to travel on vacation. When and where people travel for vacation varies and is contingent on many factors including geography, culture, values and economics.</p>	<ul style="list-style-type: none"> • How does where I live and how I live impact my vacation travel?
	<p>When traveling is possible, it yields a broader perspective of life and other cultures.</p>	<ul style="list-style-type: none"> • How does traveling enrich my life?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Vocabulary related to vacations and travel.</p> <p>Vocabulary related to vacation activities.</p> <p>Expressions related to making reservations for travel.</p> <p>Structures related to vacation and traveling.</p>	<p>Students will be able to:</p> <p>Identify travel-related vocabulary by matching visuals to words.</p> <p>Read a short story about what a boy/girl did while on vacation and answer circling questions about it.</p> <p>Read and understand an infographic on how people in target language culture spend their vacation time.</p> <p>Read a transportation schedule at an airport/train station.</p> <p>Peruse a website for a vacation resort and complete a scavenger hunt activity based on it.</p> <p>Put pictures in chronological order and create a vacation story based on them.</p> <p>Listen to a dialogue about a person making a reservation.</p>

<p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>Presentational</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p>	<p>Vocabulary: Vocabulary related to travel, making hotel and transportation reservations.</p>	<p>Write a dialogue about buying tickets such as at a train station or for a concert.</p> <p>Write an itinerary of their vacation plans.</p> <p>Read a story about a family vacation and show comprehension through a retelling activity.</p> <p>Have a conversation in small groups discussing where they have traveled.</p> <p>Talk about what they do when on vacation.</p> <p>Listen to a story and answer circling questions about the characters and plot.</p> <p>Write a social media post about a vacation.</p>
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8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Skimming and scanning culturally authentic written text on a target language website to identify items necessary for planning a vacation. Check for understanding will occur through a scavenger hunt activity. (*interpretive reading*)
- Interviewing a student in the target language to learn about their vacation preferences. Use appropriate phrases to ask and answer questions. (*interpersonal*)
- Create a vacation itinerary complete with travel, hotel and activity options. Present to the class and answer prepared questions from classmates. (*presentational writing & speaking*)
- Listening to authentic text pertaining to vacation travel and answering comprehension questions. (*interpretive listening*).

KEY LEARNING EVENTS AND INSTRUCTION:

- Circling techniques
- Movie talk
- Picture talk
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Jigsaw
- Authentic readings
- Listening activities

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
Unit III: Vacations

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	Unit III: Holidays and Vacations <ul style="list-style-type: none"> • Holidays and Vacations • Food • Places • Making reservations • Modes of transportation 	<p>French Suggested Resources:</p> <p><i>D'accord: Langue et Culture du Monde Francophone</i> textbook VHL Supersite: Online resources for <i>D'accord</i></p> <p>http://www.hello-world.com/games/conversations.php/?language=French&translate=English&activity=airport <i>(les fêtes nationales de France)</i></p> <p>https://fr.brainpop.com/histoiregeoandsociete/histoiredefrance/revolutionfrancaise/ <i>(short authentic video clips about French National holiday)</i></p> <p>http://www.juliemag.com/actualites/vive-les-vacances-2-33417 <i>(juliemag blog about vacations)</i></p> <p>http://www.geoado.com/actualites/tu-fais-pour-les-vacances-60465 <i>(GeoAdo- little post cards about vacation from a teen blog)</i></p> <p>http://www.hello-world.com/games/conversations.php/?language=French&translate=English&activity=airport <i>(simple conversation in a taxi going to the airport)</i></p> <p>Spanish Suggested Resources:</p> <p><i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i></p>

<https://m3a.vhlcentral.com/sections/0/activities/10296?popup=1> (Vocabulary Tutorial: ¿Cómo está?)

https://m3a.vhlcentral.com/sections/0/activities/40503/popup?program_id=56 (Identification of words in conversation)

<https://www.youtube.com/watch?v=iaDwigX7sgA> (Spanish-speaking Countries of the World)

<https://www.youtube.com/watch?v=jCQnUuq-TEE&list=PLR-Wk1OFUuAr1ePvg4jOgl9YaHYysqaph&index=1> (Day of the Dead)

http://ucanr.edu/sites/Spanish/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries/ (major holidays)

<https://es.oxforddictionaries.com/grammar/spanish-calendar> (festivals and holidays)

<https://www.youtube.com/watch?v=mjYBHRMDYFk> (celebrations)

Chinese Suggested Resources:

Integrated Chinese 1 (4th edition), Cheng & Tsui, Textbook.
Integrated Chinese 1 (4th edition), Cheng & Tsui, Workbook.

<https://www.youtube.com/watch?v=2JtlWMuQ0Jw>
(song of Spring Festival: 恭喜恭喜)

<https://www.youtube.com/watch?v=AD2CLz6WKKQ>
(song of Happy New Year)

<https://www.youtube.com/watch?v=Ac9mAvDKHM0> (authentic resources: introduction to Chinese Spring Festival)

<https://www.youtube.com/watch?v=Z9fsoAyZJ7g>
(authentic resources: origins of Chinese Spring Festival)

<https://www.youtube.com/watch?v=oTgSgXWxoQc>
(authentic resources: food "年糕" in Chinese Spring Festival)

<https://www.youtube.com/watch?v=7DcvGKwhVfk> *(food in Chinese Spring Festival)*

<https://www.lostlaowai.com/guides/learn-chinese/chinese-vocabulary/spring-festival-chinese-lunar-new-year-vocabulary/> *(vocabulary pertaining to Chinese spring festivals with audio)*

<http://blogs.transparent.com/chinese/spring-festival-vocabulary/> *(vocabulary and phrases pertaining to Chinese spring festivals)*

<https://www.youtube.com/watch?v=ZtpU8cdOZKM> *(food: how to make dumplings)*

<https://www.youtube.com/watch?v=ipvjaV9qcJw> *(dragon dance)*

<https://www.youtube.com/watch?v=s3EkQvwjFvk> *(song of activities in Spring Festival)*

<https://www.youtube.com/watch?v=hg4GBDXuxIg> *(vocabulary pertaining to Spring Festival)*

http://www.bbc.co.uk/schools/primarylanguages/mandarin/culture_and_places/festivals/ *(vocabulary pertaining to Spring Festival)*

<https://www.youtube.com/watch?v=AqcG4uiTXFo> *(trip to Great Wall)*

<https://www.youtube.com/watch?v=Xgy-qBqGYOY&list=PLkb9lPaZyqOoJJhdk0gw3Kj6jllGqxoBa> *(trip to Beijing)*

<https://www.youtube.com/watch?v=n8kh63ehyIM> *(making reservation)*

http://www.bbc.co.uk/languages/chinese/real_chinese/hotels/ *(making reservation)*

http://www.bbc.co.uk/languages/chinese/real_chinese/restaurant/ *(ordering food)*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
UNIT IV: Geography, Animals and Landforms

<p>STANDARDS / GOALS: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpretive 7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>Interpersonal 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>The geography, landforms and climate of a region make ideal habitats for certain animals and are inhospitable to others. People choose where to live. This choice is based on many different factors.</p>	<ul style="list-style-type: none"> • How does a region’s geography, climate, and natural resources affect who or what lives there?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>The geographical locations of the target language countries.</p> <p>Aspects of the topography of target language countries.</p> <p>Famous rivers, lakes, and bodies of water of the French, Spanish and Chinese speaking world.</p> <p>Weather related vocabulary and structures needed in order to discuss weather.</p> <p>The currencies of the target language countries of the world.</p> <p>Currency reflects the culture of the country it belongs to.</p>	<p>Students will be able to:</p> <p>Label a world map with target language countries.</p> <p>Read a map in the target language and locate important geographical features such as mountain ranges, volcanoes and bodies of water.</p> <p>Infer locations of famous rivers and bodies of water in the target language country based on readings and brochures.</p> <p>Read a weather report from an authentic meteorological site for the target country.</p> <p>Present a weather forecast of the geographical location of the target language country.</p> <p>Identify and compare the currencies of target language countries versus United States currency.</p> <p>Inspect currency from target language cultures and discover some aspects of it such as anti-counterfeit</p>

<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>Presentational</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p>	<p>Languages and dialects spoken in various locations of the target language world.</p> <p>Geographical boundaries such as rivers, oceans and mountains are one of many reasons why different languages and dialects were born.</p> <p>Vocabulary pertaining to various animals.</p> <p>Fables and stories about animals are often used to teach a lesson.</p> <p>Chinese zodiac animals.</p> <p>The structures necessary to describe animals.</p>	<p>measures or designs pertaining to specific areas or historical persons.</p> <p>Poll classmates to find out what they spend their money on. Compare this information to statistics on how typical teenagers in the US spend their money.</p> <p>Peruse a target language website and gather information about how to purchase tickets to an attraction, i.e. zoo, and convert local currency to dollars.</p> <p>List the dialects for various locations that relate to the geography of the target language world.</p> <p>Play a game of Pictionary where they must draw an animal and their classmates must guess the word in the target language.</p> <p>Listen to a short simple fable and be able to retell it to a classmate.</p> <p>Illustrate the fable they heard and retell the story using short simple sentences.</p> <p>Recognize and place 12 Chinese zodiac animals with their corresponding symbol.</p> <p>Interpret visual resources and complete a graphic organizer about some endangered species and the reasons why they are endangered.</p> <p>Answer simple questions with a partner about different animals, their characteristics and their needs.</p>
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<p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Animal sounds are perceived differently from language to language. The way we hear animal sounds is directly related to the sounds that exist in our own language.</p> <p>Vocabulary: Topography, geographical features, migratory animals, zodiac animals (Chinese), currency, weather patterns</p>	<p>Mimic animal sounds in the target language.</p>
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Skimming and scanning target language in culturally authentic written text to identify geographical features in target language countries. Check for understanding will occur through matching activities. (<i>interpretive reading</i>) • Interviewing a student in the target language to elicit information about family pets. Use appropriate interviewing phrases and questioning techniques in the target language. (<i>interpersonal</i>) • Presenting a weather report for a region in the target culture. (<i>presentational speaking</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Circling technique • Movietalk • Pictoretalk • Creation of a weather report • Creation of a graphic organizer to show wildlife migration patterns • Authentic readings • Listening activities • Creation of a zoo brochure • Match the birth years to different kinds of zodiac animals
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
Unit IV: Geography, Animals, and Landforms

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	<p>Unit IV: Geography, Animals, and Landforms</p> <ul style="list-style-type: none"> • Topography • Animals • Extinction • Geography • Weather and climate • Currencies 	<p>French Suggested Resources:</p> <p><i>D'accord: Langue et Culture du Monde Francophone</i> textbook VHL Supersite: Online resources for <i>D'accord</i></p> <p>https://m3a.vhlcentral.com/sections/0/activities/30872?popup=1 (Map of Paris)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/30924?popup=1 (Map of Bretagne)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/31457?popup=1 (Map: Central and West Africa)</p> <p>http://www.1jour1actu.com/science/154163/ (Lecture)</p> <p>http://focus.tv5monde.com/metierjournaliste/ (video)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/31423?popup=1 (Map: La Suisse)</p> <p>http://www.wapiti-magazine.com/blog/enfants-aident-tortue Quand des enfants aident 2 tortues...</p> <p>https://www.notre-planete.info/photos/photos_animaux.php?type=mammiferes (website with photos and names of animals in French)</p>

		<p><i>En savoir plus :</i> http://www.wapiti-magazine.com/blog/enfants-aident-tortue</p> <p>http://www.wapiti-magazine.com (online magazine for kids about animals in French: authentic readings)</p> <p>http://www.aquarium-larochelle.com/en (official website of La Rochelle aquarium)</p> <p>https://www.audio-lingua.eu/?page=recherche&recherche=les+animaux&id_rubrique=1&id_mot=10&lang=fr (my pets)</p> <p>https://www.zoobeaupal.com (Famous zoo in France)</p> <p>https://ecole-beaumarchais.fr/spip.php?rubrique237 (rivers of France)</p> <p>https://fr.wikipedia.org/wiki/Mont_Blanc (description of Montblanc)</p> <p>http://www.jeux-geographiques.com/jeux-en-ligne-Quizz-Les-capitales-du-Monde- pageid89.html (authentic online game in French to identify countries and capitals)</p> <p>http://meteo-en-france.previmeteo.com (authentic weather reports in France website)</p> <p>Spanish Suggested Resources:</p> <p><i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i></p> <p>https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56 (answering questions in context of a conversation)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/11502?popup=1 (Culture: Encuentros en la plaza)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/13209?popup=1 (Cognates/Culture: Estados Unidos)</p>
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		<p>https://www.youtube.com/watch?v=iaDwigX7sgA (Spanish-speaking Countries of the World)</p> <p>http://www.idealspain.com/Pages/Information/Culture.htm (Spain)</p> <p>https://www.cia.gov/library/publications/the-world-factbook/ (country facts)</p> <p>https://www.rocketlanguages.com/spanish/vocabulary/weather-in-spanish (weather)</p> <p>https://www.youtube.com/watch?v=rcWAhNrpC5I (weather video)</p> <p>https://www.youtube.com/watch?v=mpo477eK6tE (animals)</p> <p>https://www.youtube.com/watch?v=loMy3kfTMgE (animal sounds)</p> <p>https://thumbs.dreamstime.com/z/map-south-america-animals-vector-illustration-eps-65431542.jpg (images)</p> <p>https://www.youtube.com/watch?v=3HT5Aw_iZrg (animal / country)</p> <p>http://www.triviaplaza.com/south-american-rivers-quiz/ (rivers in South America)</p> <p>http://www.sheppardsoftware.com/SouthAmerica-rivers-click.html (river game)</p> <p>https://www.youtube.com/watch?v=mAoj0IuVoes (maps)</p> <p>Chinese Suggested Resources:</p> <p><i>Integrated Chinese 1 (4th edition), Cheng & Tsui, Textbook.</i> <i>Integrated Chinese 1 (4th edition), Cheng & Tsui, Workbook.</i></p> <p>http://www.bbc.co.uk/schools/primarylanguages/mandarin/things_to_do/pocket_money/ (currencies)</p> <p>https://www.youtube.com/watch?v=QcTOEPMDxOM (animals)</p>
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		<p>https://www.youtube.com/watch?v=WbL8hSVG_cs (origins of 12 zodiac animals)</p> <p>https://www.youtube.com/watch?v=an_166h2eFY (song of 12 zodiac animals)</p> <p>https://www.youtube.com/watch?v=3sv-7noRRPk (animals)</p> <p>https://www.youtube.com/watch?v=k_2A56z33nk (panda)</p> <p>https://www.youtube.com/watch?v=RTyFsyOo6n0 (song of animals and animal sounds)</p> <p>https://www.youtube.com/watch?v=VENjOWOylyw (animals)</p> <p>https://www.mapsofworld.com/china/china-river-map.html (China river map)</p> <p>http://www.bbc.co.uk/schools/primarylanguages/mandarin/culture_and_places/chinese_speaking_world/ (Chinese-speaking people)</p> <p>http://www.bbc.co.uk/schools/primarylanguages/mandarin/culture_and_places/fact_file/ (the facts about China)</p> <p>https://www.rocketlanguages.com/chinese/lessons/weather-in-chinese (vocabulary pertaining to weather)</p> <p>https://www.rocketlanguages.com/chinese/lessons/animals-in-chinese (animal: vocabulary and pronunciation)</p> <p>http://blogs.transparent.com/chinese/animal-vocabulary/ (vocabulary: animal)</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
UNIT V: Going Green

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpretive 7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>Environmental issues impact us all worldwide. We may not be able to control what others do but we can control our own actions and have an environmentally friendly attitude. Individual and local efforts can collectively produce a positive impact on the environment.</p>	<ul style="list-style-type: none"> • Why should I be concerned with growing environmental concerns?
<p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<p>Different cultures and countries decide how much value to place on environmental issues and organize their resources in such a way as to reflect those values.</p>	<ul style="list-style-type: none"> • How do different countries tackle environmental issues?
<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>Interpersonal 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Vocabulary and symbols of recycling in the target language culture.</p> <p>In order for materials to be recycled, they must be sorted; often this needs to be done at home.</p> <p>A clean environment is essential for a healthy planet. Reducing, reusing and recycling is one way students can help to protect the environment.</p> <p>Vocabulary related to number, color, material, and type of recyclable items.</p> <p>Vocabulary of renewable resources and energy, such as water, electricity, paper, solar and wind energy.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Recognize signs and symbols of recycling in the target language culture and match them with corresponding vocabulary words.</p> <p>Classify products/containers into their matching recyclable category.</p> <p>Give and follow commands related to environmental practices in which students can participate.</p> <p>Analyze different recyclable products and containers and give information about it including the number, substance it is made of, and color.</p> <p>Read an infographic about a “green home” and conjecture about what makes it environmentally friendly and why.</p>

<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>Presentational</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.</p>	<p>Students can help save energy in their homes in many different ways, such as lowering the thermostat in the winter and closing the blinds during the day in the summer.</p> <p>There are many products that can be added to a residential home to make it more environmentally friendly such as rain collection barrels, green rooves and solar panels.</p> <p>Reducing and reusing are more effective than recycling, yet all three are important for the betterment of the environment.</p> <p>A good strategy to understand a reading in the target language is to look for previously learned vocabulary and cognates, use context clues and use visuals or graphics to help infer meaning.</p> <p>Vocabulary: Recycling, shapes, materials, environment, eco-friendly, scientific discoveries</p>	<p>Ask questions related to practices regarding use of renewable resources of the U.S. and target cultures.</p> <p>List methods of making a home more ecologically friendly.</p> <p>Compare recycling products and practices in the U.S. with target cultures.</p> <p>Work collaboratively to scan a website about repurposing products or containers and share what was learned with the group and then with the entire class.</p> <p>Create a presentation where students show a use for a container or other product that would have otherwise ended up in a landfill.</p> <p>Read a simple biography about a famous scientist or discovery from the target culture and create a presentation with the help of sentence prompts to share with the class.</p> <p>Listen to classmates’ presentations on famous scientists from the target culture and match scientist with their discoveries.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p>		

- Skimming and scanning target language in culturally authentic written text to identify recycling practices. Check for understanding will occur through true or false questions and matching. (*interpretive reading*)
- Interviewing a student in the target language to elicit information about recycling practices in the community and at home compared to the target language culture. (*interpersonal*)
- Create an itinerary and checklist for a camping trip in the target language. (*presentational writing*)

KEY LEARNING EVENTS AND INSTRUCTION:

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Circling technique
- Movietalk
- Pictoretalk
- Creation of Power Point presentation on a famous scientist from the target language culture
- Make a camping itinerary and packing checklist
- Authentic readings
- Listening activities

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced World Language
Unit V: Going Green

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>Unit V: Going Green</p> <ul style="list-style-type: none"> • Recycling, Reducing, Reusing • Renewable resources • Eco-friendly practices • Eco-friendly homes • Scientists and scientific discoveries 	<p>French Suggested Resources:</p> <p><i>D'accord: Langue et Culture du Monde Francophone</i> textbook VHL Supersite: Online resources for <i>D'accord</i></p> <p>http://focus.tv5monde.com/metierjournaliste/ (video)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/31423?popup=1 (Map: La Suisse)</p> <p>https://www.youtube.com/watch?v=a60uoEsdFaw (video about recycling in France "Mauvaise Eleve du recyclage")</p> <p>https://www.youtube.com/watch?v=nBI6SPopCG8http://www.bonjourdefrance.com/exercices/contenu/les-scientifiques-francais-et-leurs-inventions.html</p> <p><i>L'émission de France 5 "Le monde en face" a choisi Paprec Group pour illustrer leur reportage intitulé "Recyclage les points noirs du business vert".</i></p> <p>http://www.ecoemballages.fr/juniors/trier-cest-bon-pour-la-planete (video for young people about importance of recycling)</p> <p>http://www.smedar.fr/dechets-recyclables.html (les erreurs de tri)</p> <p>http://www.bonjourdefrance.com/exercices/contenu/les-scientifiques-francais-et-leurs-inventions.html (Great French scientists and their inventions with online quiz)</p> <p>http://panafrique.e-monsite.com/blog/science/quelques-scientifiques-africains-de-renom.html (Famous African scientists)</p>

Spanish Suggested Resources:

Descubre: Lengua y cultura del mundo hispánico textbook
VHL Supersite: Online resources for *Descubre*

<http://funforspanishteachers.blogspot.com/> (activities)

<http://www.hello-world.com/languages.php/?language=Spanish&translate=English>
(general)

<https://www.cia.gov/library/publications/the-world-factbook/>

<https://www.youtube.com/watch?v=vgrZyVoBhm8> (Why recycle?)

<https://www.youtube.com/watch?v=Bht1kPZc04o> (recycle clothes)

<https://www.youtube.com/watch?v=-UFFFUTMICw> (Why recycling is important)

<https://www.youtube.com/watch?v=7lr5TTcab8g> (famous scientists)

https://www.youtube.com/watch?v=6OzqDKA_tLY (camping necessities)

Chinese Suggested Resources:

Integrated Chinese 1 (4th edition), Cheng & Tsui, Textbook.
Integrated Chinese 1 (4th edition), Cheng & Tsui, Workbook.

<https://www.youtube.com/watch?v=jxFkcL6HPK8> (National Tree Planting Day in China)

<https://www.youtube.com/watch?v=TDiaDiOVMY0> (introduction to the Three Gorges Dam in Yangtze River)

<https://www.youtube.com/watch?v=Fy9rlPxqaKg> (scientific discoveries: paper making)

<https://www.youtube.com/watch?v=OseMyLw7RXA> (scientific discoveries: paper making)

		<p>https://www.youtube.com/watch?v=Q4DcUIArORO (scientific discoveries: movable type of printing)</p> <p>https://www.youtube.com/watch?v=AwLiZkkIjcA (peppa pig: school camp)</p> <p>https://www.youtube.com/watch?v=KGBTkvfTTIY (camping checklists)</p> <p>https://www.youtube.com/watch?v=AnGkMIIC51c (camping checklists)</p> <p>https://www.youtube.com/watch?v=-J2BHMHaNo8 (camping)</p>
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APPENDIX A

ACTFL Proficiency Guidelines 2012 – Novice Level Learners

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

SPEAKING:

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

WRITING:

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

LISTENING:

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

READING:

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

APPENDIX B

NCSSFL-ACTFL CAN DO STATEMENTS Progress Indicators for Language Learners

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal Communication:

Novice-Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Novice-Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice-High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

Presentational Speaking:

Novice-Low: I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice-Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

Novice-High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

Presentational Writing:

Novice-Low: I can copy some familiar words, characters, or phrases.

Novice-Mid: I can write lists and memorized phrases on familiar topics.

Novice-High: I can write short messages and notes on familiar topics related to everyday life.

Interpretive Listening:

Novice-Low: I can recognize a few memorized words and phrases when I hear them spoken.

Novice-Mid: I can recognize some familiar words and phrases when I hear them spoken.

Novice-High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Interpretive Reading:

Novice-Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Novice-Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

Novice-High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>.

Can Do statements for unit 1

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can identify rooms in a house.			
I can match home-related vocabulary with pictures.			
I can draw a picture of a home and label it.			
I can listen to a description of a home and show comprehension by answering true/false questions.			
I can read an email from a pen pal describing their home and draw a picture representing it.			
I can describe my home to a partner and have them draw it.			
I can interview a classmate about their home by asking and responding to simple questions.			
I can write a simple paragraph describing my room or my friend's room.			
I can compare and contrast various home structures within the US.			
I can compare and contrast US homes with homes of the target cultures.			
I can view a video or graphic on Smart Homes and discuss whether smart devices make lives easier.			
I can illustrate my "dream room" and present it to the class, describing it using memorized words and phrases.			
I can match household chores vocabulary with pictures.			
I can identify and match household tasks with the rooms in the house in which they occur.			
I can read an email from a pen pal describing their chores and draw a picture according to what I've read.			
I can listen to a short story about a girl/boy discussing their household chores and express what is being done and by whom.			
I can create a child-friendly chore chart with images and memorized words for a younger sibling or younger student.			
I can poll classmates to collect information on who completes household chores in their homes.			
I can analyze an infographic on gender roles in relation to household chores.			
I can interview a classmate about their chores and preferences.			
I can debate which gender should complete which household chores.			
I can...			

Can Do statements for unit 2

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize and pronounce vocabulary related to parties and celebrations.			
I can listen to a short story about a party or celebration and show understanding through answering circling questions.			
I can demonstrate understanding of activities people usually do during a celebration by associating a movement or gesture with each verb.			
I can watch a short video about a celebration in the target language culture and demonstrate understanding through class discussion.			
I can create a "to do" list for organizing a party.			
I can plan a menu for a special occasion.			
I can design an invitation related to a special occasion from the target language culture.			
I can read and understand a short story about a party/celebration that someone attended.			
I can talk about parties I have attended or will be attending.			
I can interview a classmate about a celebration they attended and which activities they enjoyed or did not enjoy at the event.			
I can watch a short video clip about gift-giving in the target language culture and make comparisons with U.S. culture.			
I can demonstrate gift-giving traditions in the target language culture.			
I can identify items of clothing by matching words and pictures.			
I can listen to descriptions of what people are wearing and point out the items.			
I can read a description of what people are wearing and draw illustrations to reflect understanding.			
I can watch a short video clip about traditional dress of the target language culture and discuss.			
I can orally describe what my classmates or people in pictures are wearing.			
I can give a description of traditional costume/dress of target language countries.			
I can work collaboratively to create a presentation pertaining to clothing, i.e. a fashion show or the design of a sports/school uniform to be shared with the class.			
I can...			

Can Do statements for unit 3:

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can identify travel-related vocabulary by matching visuals to words.			
I can read a short story about what a boy/girl did while on vacation and answer circling questions about it.			
I can read and understand an infographic on how people in TL culture spend their vacation time.			
I can read a transportation schedule at an airport/train station.			
I can peruse a website for a vacation resort and complete a scavenger hunt activity based on it.			
I can put pictures in chronological order and create a vacation story based on them.			
I can listen to a dialogue about a person making a reservation and answer comprehension questions.			
I can write a dialogue about buying tickets such as at a train station or for a concert.			
I can write an itinerary of my vacation plans.			
I can read a story about a family vacation and show comprehension through a retelling activity.			
I can have a conversation discussing where I have traveled.			
I can talk about what I do when I'm on vacation.			
I can listen to a story and answer circling questions about the characters and plot.			
I can write a social media post about a vacation.			
I can...			

Can Do statements for unit 4:

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can label a world map with target language countries.			
I can read a map in the target language and locate important geographical features such as mountain ranges, volcanoes and bodies of water.			
I can infer locations of famous rivers and bodies of water in the target language country based on readings and brochures.			
I can read and show understanding of a weather report from an authentic meteorological site for the target country.			
I can present a weather forecast of the geographical location of the target language country.			
I can identify and compare the currencies of target language countries versus United States currency.			
I can inspect money from target language countries and discover some aspects of it such as anti-counterfeit measures or designs pertaining to specific areas or historical persons.			
I can poll classmates to find out what they spend their money on.			
I can compare the information from the class poll to statistics on how typical teenagers in the US spend their money.			
I can peruse a target language website and gather information about how to purchase tickets to an attraction.			
I can convert local currency to dollars.			
I can list the dialects for various locations that relate to the geography of the target language world.			
I can play a game of Pictionary where I guess the animal my classmates draw.			
I can listen to a short simple fable and be able to retell it to a classmate.			
I can illustrate a fable I heard and retell the story using short simple sentences.			
I can recognize and place 12 Chinese zodiac animals with their corresponding symbol.			
I can interpret visual resources and complete a graphic organizer about some endangered species and the reasons why they are endangered.			
I can answer simple questions with a partner about different animals, their characteristics and their needs.			
I can mimic animal sounds in the target language.			
I can...			

Can Do statements for unit 5:

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize signs and symbols of recycling in the target language culture and match them with corresponding vocabulary words.			
I can classify products/containers into their matching recyclable category.			
I can give and follow commands related to environmental practices.			
I can analyze different recyclable products and containers and give information about them including the number, substance, and color.			
I can read an infographic about a “green home” and conjecture about what makes it environmentally friendly and why.			
I can ask questions related to practices regarding use of renewable resources of the U.S. and target cultures.			
I can list methods of making a home more ecologically friendly.			
I can compare recycling products and practices in the U.S. with target cultures.			
I can work collaboratively to scan a website about repurposing products or containers.			
I can share what I have learned from scanning a website with my group and with the entire class.			
I can create a presentation where I show a use for a container or other product that would have otherwise ended up in a landfill.			
I can read and understand a simple biography about a famous scientist or discovery from the target culture.			
I can create a presentation on a scientist or scientific discovery with the help of sentence prompts.			
I can listen to classmates’ presentations on famous scientists from the target culture and match the scientist with their discoveries.			
I can...			

APPENDIX C
New Jersey World Language Standards

NOVICE-MID: The [Novice-Mid](#) language learner understands and communicates at the word level and can use memorized words and phrases [independently](#) to:

Interpretive	Identify and recognize memorized words and phrases that bring meaning to text.
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal	Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
Presentational	Make lists. State needs and preferences. Describe people, places, and things.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

NOVICE-HIGH: The [Novice-High](#) language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:

Interpretive	<p>Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.</p>
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
Interpersonal	<p>Ask and answer questions related to everyday life. Handle simple transactions related to everyday life:</p> <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an opinion and preference.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational	<p>Handle simple transactions related to everyday life:</p> <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an opinion and preference. ○ Request and suggest.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives .

APPENDIX D

Standards for Foreign Language Learning in the 21st Century, 1999 & Standards for Foreign Language Learning: Preparing for the 21st Century, 1996 **National Standards in Foreign Language Education**

The 5 C's

Communication, Culture, Connections, Comparisons, Communities

Standards-based world languages education and the New Jersey standards reflect the themes in the *Standards for Foreign Language Learning in the 21st Century* (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom.

Communication

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

Cultures

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

Connections

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.



<http://globalteachinglearning.com/standards/5cs.shtml>

APPENDIX E

Suggested Assessments

Unit 1

- Have a conversation with a partner discussing which chores each of you do in your home. (*interpersonal*)
- Reading an infographic to discover which gender does more household chores and discussing with a small group why this might be the case. (*interpretive reading & interpersonal*)
- Listening to a short story about a family and creating a chore chart with who does what in that family. (*interpretive listening*)

Unit 2

- Reading a description of what a person is wearing and drawing by hand or with tech tools a picture of the outfit including colors. (*interpretive*)
- Having a short conversation with a group where they are trying to decide what to wear to a party. (*interpersonal*)
- Designing a webpage for an article of clothing they would like to sell with a short description of the item under the photo. (*presentational writing*)

Unit 3

- Reading a transportation schedule to determine best transportation option. (*interpretive reading*).
- Summarizing and presenting to other groups what they learned in original group. (*interpretive reading and listening*)

Unit 4

- Creating a graphic organizer to show patterns of migration for wildlife in the target language countries based on authentic resources. (*presentational writing*).
- Creating a zoo brochure with a partner including a map in the target language. (*interpersonal speaking and presentational writing*)
- Presenting zodiac animals that they choose and describing animals in the target language. (*presentational speaking*)

Unit 5

- Listening to short, simple passages about recycling and renewable resource use in the target language culture and respond to True/False questions. (*interpretive listening*)
- Matching recycling symbols in the target language to those used in the U.S. (*interpretive reading*)
- Researching and creating a simple Power Point presentation on a famous scientist from the target language culture. They will present to the class and answer prepared questions from classmates. (*presentational writing & speaking & interpersonal*)

APPENDIX F

Resources

Textbooks:

D'accord 1: Langue et Culture du Monde Francophone, Vista Higher Learning, ISBN 978-1618578662

Descubre 1: Lengua y cultura del mundo hispánico, Vista Higher Learning, ISBN 978-1618571984

VHL Supersite: <https://www.vhlcentral.com/>

Integrated Chinese 1 (4th edition), Cheng & Tsui, Textbook. ISBN: 9781622911356

Integrated Chinese 1 (4th edition), Cheng & Tsui, Workbook. ISBN: 9781622911363

Teacher Resources:

Center for Language Education and Research: <http://clear.msu.edu/clear/>

Toni Theisen Wiki Page: <http://tonitheisen.wikispaces.com/>

NJ DOE model world language curriculum: <http://www.state.nj.us/education/modelcurriculum/>

NJ World Language Standards: <http://www.state.nj.us/education/cccs/2014/wl/>

Teacher Effectiveness for Language Learning: <http://www.tellproject.org/>

The International Journal of Foreign Language Teaching: <http://www.ijflt.org/index.php/home>

World Language Assessment: <http://wimedialab.org/worldlanguageassessment/Video.htm>

Foreign Language Educators of New Jersey: <http://flenj.org/>

American Council on the Teaching of World Languages: <https://www.actfl.org/>

American Association of Teachers of French: <https://www.frenchteachers.org/>

American Association of Teachers of Spanish and Portuguese: <http://www.aatsp.org/>

American Association of Teachers of Chinese: <http://clta-us.org>

The Comprehensible Classroom: <https://martinabex.com/>

TPRS and Comprehensible Input Training: <http://www.benslavic.com/tprs-resources.html>

Great Story Reading Project: <http://storiesfirst.org/greatstoryreadingproject/>

Embedded Reading: <https://embeddedreading.com/>

www.pinterest.com

www.twitter.com

www.facebook.com

General Language Resources:

http://www.westerwelle.net/conversion_table.htm (Measurement conversion)

<http://wes.org/gradeconversionguide/> (International Grade Conversion Guide For Higher Education)

www.getkahoot.com

<https://www.duolingo.com/>

<http://www.language-gym.com/#/>

<http://en.childrenslibrary.org/> (online books in many languages)

<http://www.thefrenchexperiment.com/stories/> (children's stories with audio)

<http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola> (Edutopia)
<https://worldlangsources.wikispaces.com/WL+Tech+Tools/> (All WL Resources)
<http://www.livebinders.com/play/play?id=693296> (Spanish & World Languages Teaching Resources: A digital Library)
<http://www.miscositas.com> (Mis Cositas)
<http://www.bbc.co.uk/languages/>
<http://www.hello-world.com/>
<http://www.uni.edu/becker/>
www.storybird.com
www.k7.net
www.socrative.com
www.polleverywhere.com
www.surveymonkey.com
<https://plickers.com/>
<https://www.zaption.com/>
www.wordreference.com
<http://www.teachertube.com/>
www.tunein.com
<https://www.youtube.com/playlist?list=PLAA60F7F6F4451876>
<https://toontastic.withgoogle.com/>

French Resources:

<http://www.childrensbooksforever.com/childrenpages/French.html> (children's books in PDF)
<http://www.1jour1actu.com/> (French current events)
<http://www.laits.utexas.edu/tex/>
<http://www.francaisfacile.com/>
<http://bescherelle.com/>
<http://www.vatefaireconjuguer.com/>
<http://avosplumes.org/>
<https://quizlet.com/subject/french/>
<http://www.bbc.co.uk/schools/gcsebitesize/french/> (listening activities)
<http://fr.ver-taal.com/reportages.htm> (listening activities - commercials, newscasts)
<http://www.tf1.fr/tf1/programmes-tv> (French TV)
<http://www.20min.ch/ro/videotv/> (Swiss videos)
<http://www.podcastfrancaisfacile.com/> (podcasts)
<http://www.dailyfrenchpod.com/> (podcasts)
<http://www.podcastfrancaisfacile.com/apprendre-le-francais/french-communication-dialogue-daily-life-listen-to-mp3.html>

Spanish Resources:

<http://www.childrensbooksforever.com/childrenpages/Spanish.html> (children's books in PDF)
<http://www.aprenderespanol.org> (Video comic series/ Readings/ Grammar videos/ Vocabulary videos)

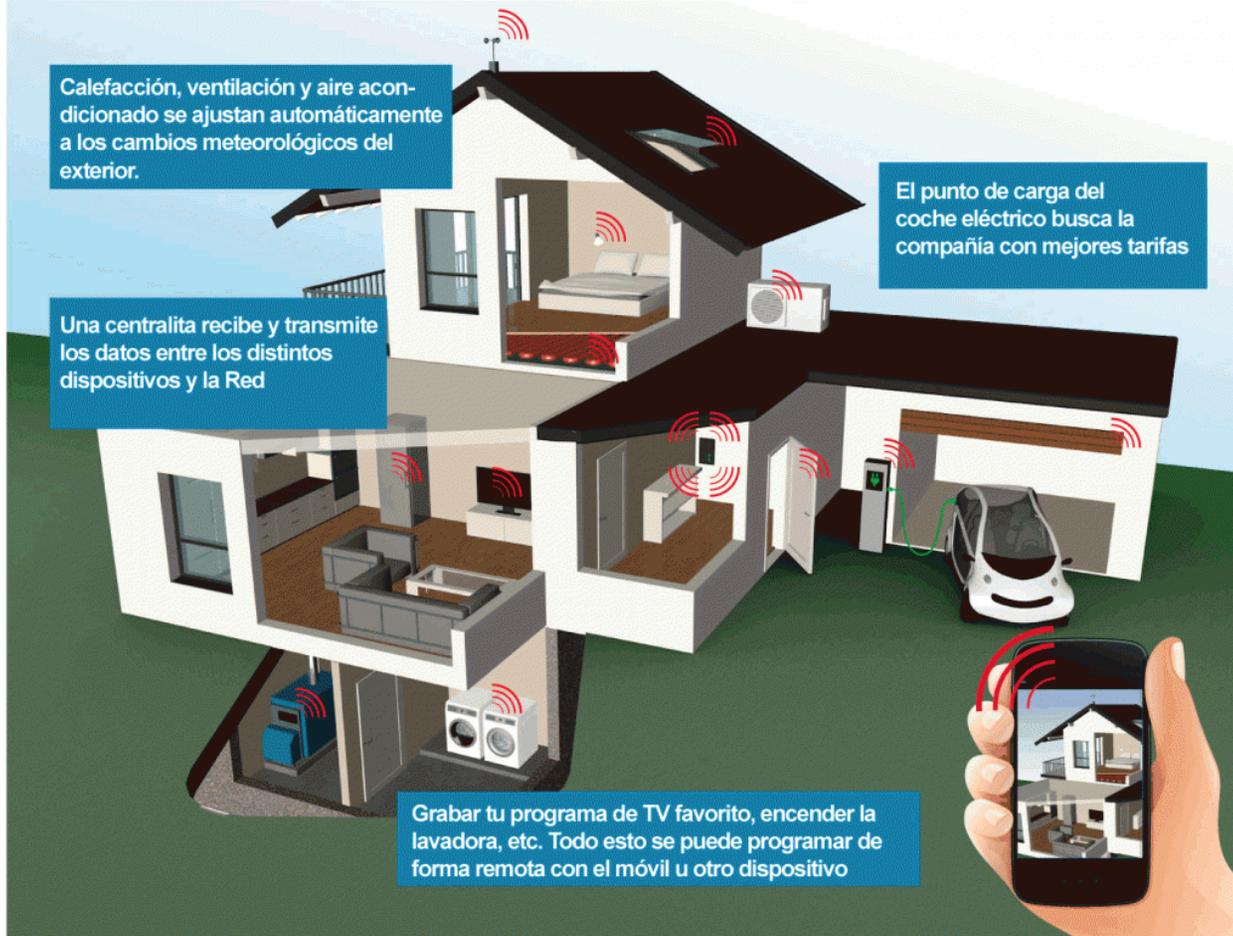
<http://www.senorjordan.com/> (Sr. Jordan Videos – Available on Youtube)
<http://personal.colby.edu/~bknelson/SLC/index.html> (Barbara K. Nelson: Cultural Videos/ Readings/ Grammar)
<http://www.celebratelanguages.com/esextra.html> (Videonovelas with activities)
<http://www.elhuevodechocolate.com/index.html> (Multitude of Resources: Authentic/ Reading/ Theatre)
<https://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/> (Srta Rodriguez)
<http://oflaslo.weebly.com/uploads/1/9/5/2/19527349/wl-spanishresources-weeb-combined3.docx> (WL Spanish resources)
<http://misclaseslocas.blogspot.com/p/in-honor-of-my-100th-post-have-put.html> (100 Resources for the Spanish Teacher)
<https://spanishplans.org/> (Recursos para profesores de español)
<http://www.drlemon.com/Grammar/basics.html> (Dr. Lemon: Vocabulary/Grammar)
<https://rockalingua.com/videos> (Music Based Spanish Learning)
<http://www.gpb.org/salsa/term/episode> (Video lessons-Young Children)
<http://www.lightsspeedspanish.co.uk/> (Culture/ Videos/ Podcasts/ Activities)
<https://quizlet.com/subject/spanish/>
<http://www.bbc.co.uk/schools/gcsebitesize/spanish/> (listening activities)
<http://www.thspanishexperiment.com/stories>

Chinese Resources:

<https://www.yoyochinese.com/chinese-learning-tools/Mandarin-Chinese-pronunciation-lesson/pinyin-chart-table> (pinyin table chart with pronunciation)
<http://www.standardmandarin.com/chinese-phrases> (Chinese phrases, tools, pinyin chart)
<https://chinesepod.com/> (dialogues, vocabulary, videos)
<https://www.rocketlanguages.com/chinese/learn/learn-chinese-online> (vocabulary, phrases, pronunciation, audio)
http://mylanguages.org/learn_chinese.php (grammar, audio, phrases, vocabulary, numbers, pinyin)
<http://www.hello-world.com/languages.php/?language=Mandarin&translate=English> (activities, songs, conversations, audio)
<https://schoolsonline.britishcouncil.org/classroom-resources/year-of-the-sheep/teacher-resources> (lesson resources and activities for understanding culture)
<http://www.brighthubeducation.com/chinese-lesson-plans/> (resources for Chinese teachers)
<http://www.creativechinese.com> (resources, culture, activities)
<http://www.digitaldialects.com/iPad/Chinese.htm> (activities for digital devices such as tablets/ipad)
<http://mandarin.sdcoe.net/cd3.html> (resources for Chinese teachers)
<http://kidschinesepodcast.com/lessons/> (resources for Chinese teachers)
<http://www.bbc.co.uk/languages/chinese/> (resources for vocabulary, songs and activities)

Casas inteligentes o “Smart homes”

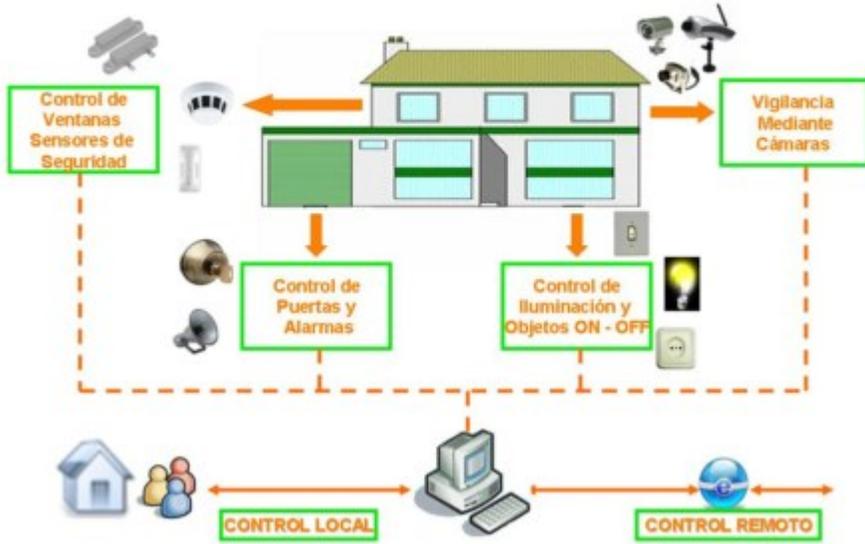
Cómo los dispositivos domésticos conectados de forma “inteligente” se comunican entre sí



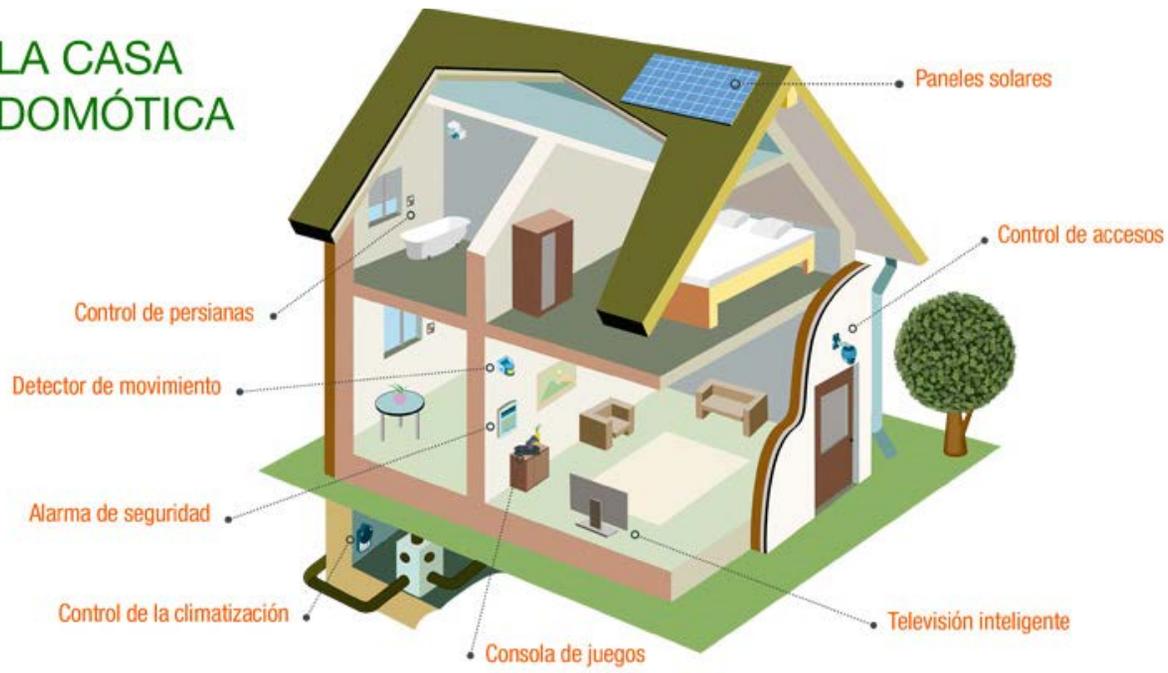
Partners:



SISTEMA DOMOTICO



LA CASA DOMÓTICA



Maison connectée Bienvenue dans le futur

La domotique, ça vous parle ?

Voici quelques illustrations concrètes d'un phénomène technologique amené à bouleverser votre quotidien et votre manière de vivre votre logement !

ÉNERGIE

Régulez et anticipez les consommations énergétiques de votre foyer
Vous avez oublié d'éteindre en partant ? Soyez alertés et éteignez les luminaires ou atténuez la luminosité depuis votre bureau ou le supermarché !

SÉCURITÉ

Prédéfinissez vos paramètres de sécurité et configurez une alarme
Levez le doute à distance par rapport à des intrusions en activant un système de vidéosurveillance

Répondez au vidéophone sur votre smartphone et ouvrez la porte à distance en cas de besoin



CLIMATISATION

Améliorez votre confort grâce à un système de climatisation et de chauffage sur mesure

Détectez les élévations de température anormales (alerte incendie)



INCIDENTS DOMESTIQUES

Soyez alertés en cas de détection de fumée ou d'incendie
Anticiper les dommages causés par la pluie en cas de fenêtre ouverte



ALIMENTATION ET SANTÉ

Assurez-vous en permanence de la fraîcheur de vos aliments et recevez des alertes sur les denrées à consommer rapidement

Recevez des recettes équilibrées et personnalisées en fonction de votre régime alimentaire et des aliments disponibles



ÉLECTRO-MÉNAGER

Simplifiez-vous le ménage en activant votre aspirateur ou votre machine à laver à distance
Couper l'eau à distance en cas de détection de fuite



Des applications possibles pour l'assurance de demain



BNP PARIBAS
CARDIF

L'assureur d'un monde qui change

Rutina de Limpieza

y otras tareas del hogar



A diario: Colocar en su sitio la vajilla que estaba escurriendo. Dejar las camas hechas al salir de casa. Por la noche, dejar platos fregados y cocina recogida. Preparar bolsa de la pape. Sacar la basura.

Lunes

Polvo:

- Estanterías (sin sacar libros)
- Mesas y mesillas.
- Muebles cocina.
- Muebles baños.

Martes

Suelos:

- Aspirar / barrer toda la casa.
- Fregar parquet.

Miércoles

Baños:

- Inodoros y lavabos.
- Grifería.
- Ducha / bañera.
- Espejos / mampara.
- Fregar baños y cocina.

Jueves

Cocina:

- Encimeras a fondo.
- Vitrocerámica.
- Grifería y pila.
- Taburetes.

Viernes

¡Libre!

(Hacer lista de la compra)

Sábado

1. Compra en el mercado
2. Cambiar sábanas y toallas
3. Pasar la mopa

Domingo

1. Colada
2. Tarea alterna:
3. Fregar cocina y baños.

- Horno y microondas a fondo. Campana.
- Juntas azulejos baños. Paredes.
- Limpiar radiadores y rejillas de aire.
- Limpiar frigorífico y escurrer platos.
- Lámparas, pomos e interruptores.
- Juntas azulejos cocina. Paredes.
- Ventanas y puertas.
- Limpiar cubos de la basura.

De temporada: Cambio de armario. Lavar alfombras. Dar la vuelta al colchón. Lavar edredón. Lavar cojines. Pingar radiadores. Lavar cortinas. Sacar y desempolvar libros. Interior armarios cocina. Interior armarios baños. Persianas.

conbedebonito.blogspot.com

¿Con Qué Frecuencia Debe Limpiar Estos Artículos de la Casa?



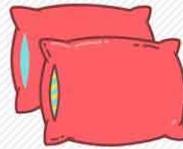
Todos los Días



1 Vez al Mes



Cada 3 Meses



Cada 3 Meses



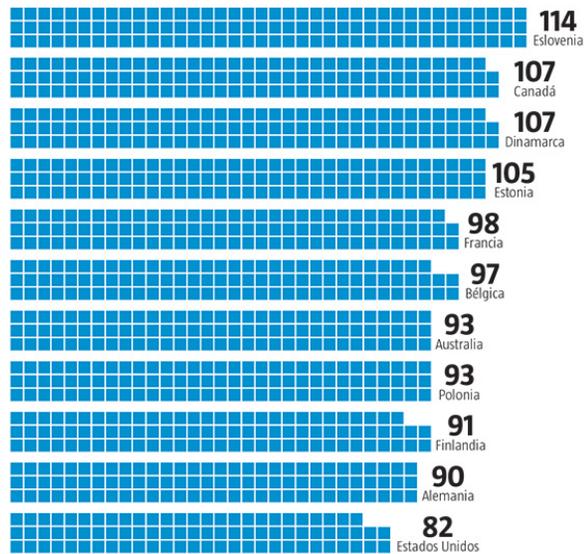
Cada 6 Meses

Espanol.Mercola.com

© iStock.com

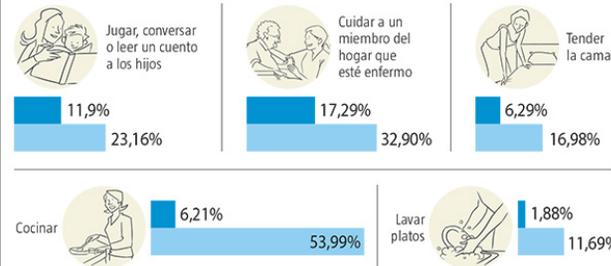
Distribución de tareas domésticas entre hombres y mujeres

Tiempo dedicado por ellos a las labores del hogar en Europa



Actividades que más hacen las mujeres en Ecuador

Referencias: ■ Hombre ■ Mujer



Actividades que más realizan los hombres en Ecuador



Fuente: Cuentas Satélite del Trabajo no Remunerado de los Hogares 2007-2010 del INEC. Informe de la Organización para la Cooperación y el Desarrollo / Infografía: El Telégrafo / infografia@telegrafo.com.ec

Las tareas domésticas, una aventura familiar



Organizar un hogar no es tarea fácil pero si todos colaboran y se reparten los quehaceres, lograrán un objetivo en común el bienestar de cada uno de los miembros de la familia. Pero ¿cómo lograrlo?

Elabora un calendario:

Dibujar todas las tareas en la agenda familiar para que no haya olvido o confusión.



Delega:

Cuando los padres trabajan es necesario que desde el más pequeño hasta el más grande colabore en la limpieza.



A continuación algunas ideas:

Mamá:

- ✓ Cocinar
- ✓ Barrer
- ✓ Tostar
- ✓ Planchar
- ✓ Lavar la ropa
- ✓ Limpiar el refrigerador
- ✓ Compras del supermercado



Papá:

- ✓ Lavar platos
- ✓ Sacar la basura
- ✓ Sacudir muebles
- ✓ Doblar la ropa limpia
- ✓ Regar y cuidar el jardín
- ✓ Hacerse cargo del mantenimiento en general



De 2 a 5 años:

- ✓ Poner la mesa
- ✓ Alimentar a la mascota
- ✓ Recoger juguetes
- ✓ Ordenar su dormitorio
- ✓ Colocar su ropa sucia en su canasto
- ✓ Areglar su cama



De 6 a 9 años:

- ✓ Ayudar a hacer las compras
- ✓ Limpiar espejos
- ✓ Cambiar sábanas
- ✓ Poner, recoger y limpiar la mesa.



De 12 años en adelante:

- ✓ Cuidar a sus hermanos pequeños
- ✓ Hacer reparaciones simples
- ✓ Hacer la cena
- ✓ Limpiar las ventanas
- ✓ Y todo lo que tu creas que tus hijos son capaces de hacer.



Motiva y agradece:

Expresales a todos juntos o bien a cada uno por separado lo bien que lo han hecho y lo valiosa que es su colaboración.



Diviértanse y riñase juntos

Es una de las formas que ayudan a fortalecer los vínculos afectivos y a recompensar el trabajo en conjunto.



Pasen un tiempo a solas:

Como pareja, salgan a caminar, a tomar un café o ir al cine, no olviden que es más una necesidad que un lujo.



2-3 años	4-5 años	6-7 años	8-9 años	10-11 años	12+ años
Organizar sus juguetes	Vestirse solo	Hacer la cama	Bañarse solo	Limpiar su habitación	Sacar la basura
Comer solo	Asearse solo	Organizar su escritorio	Limpiar el suelo	Sacar la mascota	Hacer la compra
Tirar cosas a la basura	Poner la mesa	Preparar su mochila	Cuidar la mascota	Limpiar el jardín	Limpiar la cristalería
Regar las plantas	Darle de comer a la mascota	Pasar la aspiradora	Preparar el desayuno	Tender la ropa	Coser un botón
Llevar su ropa a la habitación	Fregar los platos con supervisión	Quitar el polvo de los muebles	Cocinar platos sencillos con supervisión	Cuidar de un hermano menor	 Etapa Infantil

Mamá latina: la heroína que lo puede todo

Un día en la vida de una mamá latina



Más tiempo para los niños y menos para:



Hacer varias cosas a la vez es clave para mantenerse conectada

mientras ve TV

67% usa redes sociales (como Facebook, Twitter)

51% textea/busca en línea

55% lee/responde emails

NOMBRE Y APELLIDOS:

FECHA:



YO VIVO EN CASA Y TENGO QUE CUIDARLA.



VOY A AYUDAR A LIMPIAR MI CASA.



ESCRIBO UNA CRUZ EN LAS TAREAS QUE HE HECHO EL FIN DE SEMANA:

TAREAS DEL HOGAR	HACER LA CAMA	BARRER	ORDENAR LA HABITACIÓN	LIMPIAR EL POLVO	AYUDAR A COCINAR	FREGAR LOS PLATOS	SECAR LOS CUBIERTOS	PONER Y QUITAR LA MESA	FREGAR EL SUELO	REGAR LAS PLANTAS
SÁBADO										
DOMINGO										

Autor pictogramas: Sergio Palao Procedencia: ARASAAC <http://catedu.es/arasaac/>
Licencia: CC (BY-NC) Autora: Esther Poblador Plou

L'emploi du temps des femmes

Temps moyen consacré par semaine...

 **Femmes**
Hommes

... aux besoins physiologiques
(dormir, manger, se laver...)

 **80 heures 40**
79 heures 30

... au travail
et à la formation

 **16 heures 40**
24 heures 50

... au bricolage

 **10 minutes**
1 heure 40

... aux tâches ménagères

 **21 heures 10**
8 heures 35

... aux enfants

 **2 heures 10**
55 minutes

... aux relations
sociales

4 heures 
3 heures 35

... aux loisirs

24 heures 20 
29 heures 35

... au jardinage
ou aux animaux

55 minutes 
1 heure 30

... au transport
(hors travail)

3 heures 40 
3 heures 30



Source : Insee 

Les ados et la parité :
LES FILLES REPASSENT
ET LES GARÇONS LAVENT LA VOITURE...



+ de **50%**
DES JEUNES
FILLES DE 16-18 ANS
CUISINENT



VS

1/3
DES JEUNES
HOMMES
CUISINENT

21%
DES JEUNES
FILLES DE 16-18 ANS
REPASSENT



VS

5%
DES JEUNES
HOMMES
REPASSENT

EN REVANCHE

11%
DES JEUNES FILLES
DE 16-18 ANS
LAVENT LA VOITURE

VS



24%
DES JEUNES HOMMES
LAVENT LA VOITURE

14%
DES JEUNES FILLES
DE 13-14 ANS FONT
DU BABY SITTING



VS

2%
DES GARÇONS

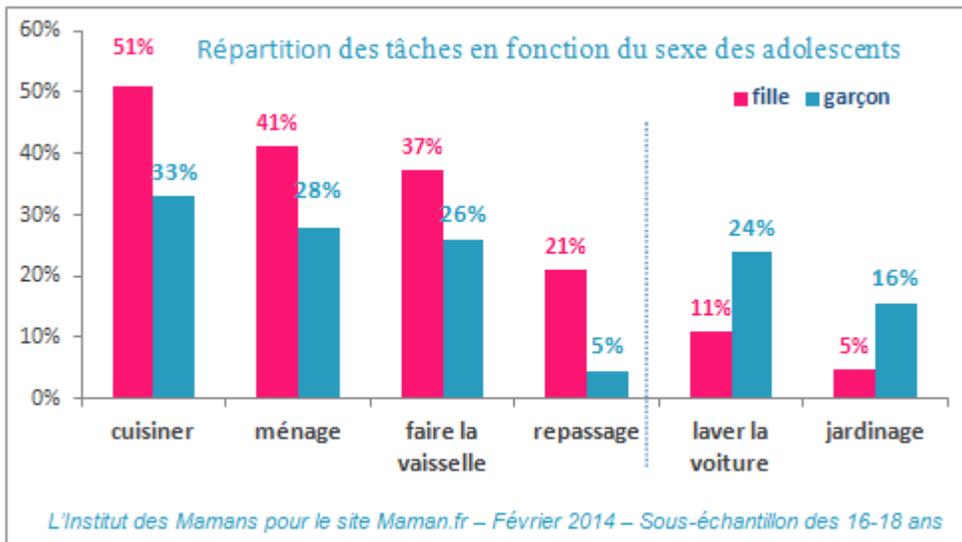
42%
DES JEUNES FILLES
DE 16-18 ANS FONT
DU BABY SITTING



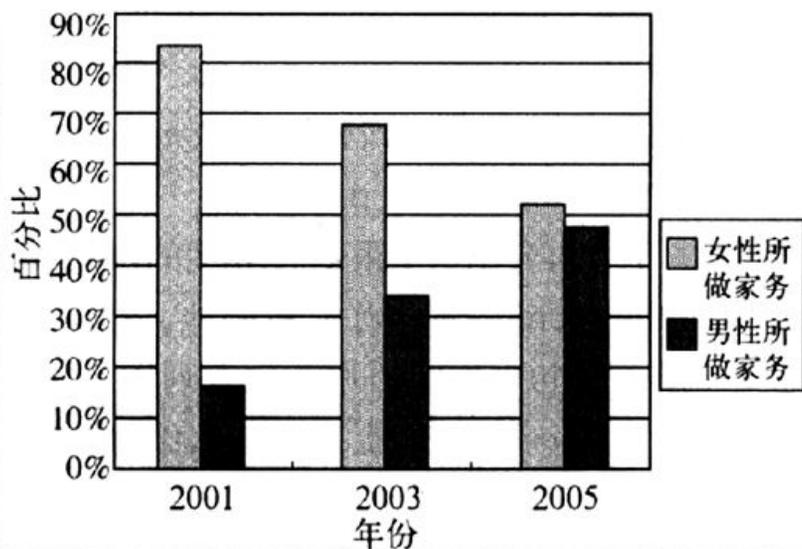
VS

13%
DES GARÇONS

Méthodologie: Sondage réalisé par l'Institut des Mamans pour le site Maman.fr
auprès d'un échantillon représentatif de 900 mères d'adolescents de 13 à 18 ans ;
Mode de recueil internet, du 31 janvier au 5 février 2014.



开元镇近3年男女所做家务的百分比对比图



(上幼儿园前) 3-4岁

幼儿园前是家长引入负责概念的好时机。爸爸妈妈可以像做游戏般引导孩子做简单的家务，多鼓励赞美孩子。



• 丢垃圾



• 收拾玩具



• 独立刷牙



• 学习叠衣服铺床

幼儿园（4-7岁）

幼儿园时孩子就可以做更多具体的任务了。爸妈做家务的过程中可以邀请孩子加入，这也是亲子互动的过程。



• 准备第二天要穿的衣服



• 饭前摆好碗筷



• 饭后收拾餐桌

一年级（6-8岁）

当孩子一年级的時候，爸爸妈妈应当放手让孩子独立做更多事情。



• 把要洗和要穿的衣服整理好



• 整理书包



• 自己整理穿戴



• 独自准备好上学

二年级（7-9岁）

孩子二年级时，就可以在之前的家务基础上教孩子使用一些电器，当然最重要还是要提醒孩子安全使用。



• 上学前整理好书包和穿戴



• 学习使用电饭煲煮饭



• 学习洗碗



• 会用吸尘器吸尘



• 会使用微波炉

三年级（8-10岁）

到孩子三年级的时候，爸爸妈妈可以让孩子多参与到家庭计划的制定中，鼓励孩子提出自己的意见。



• 准备菜单



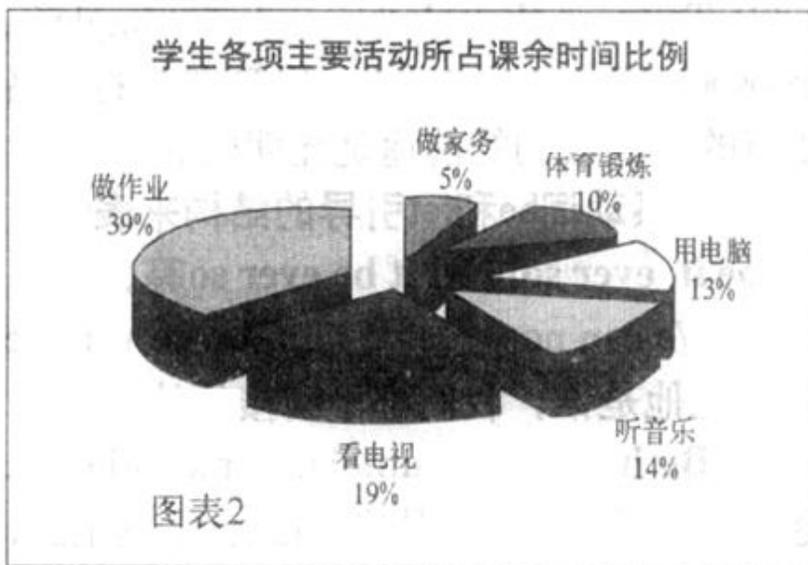
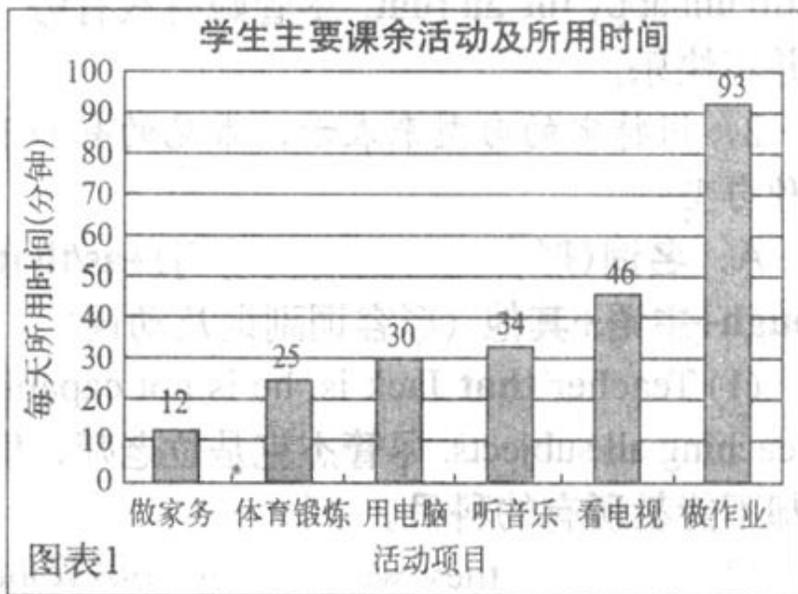
• 写采购清单



• 和爸妈一起做出行计划

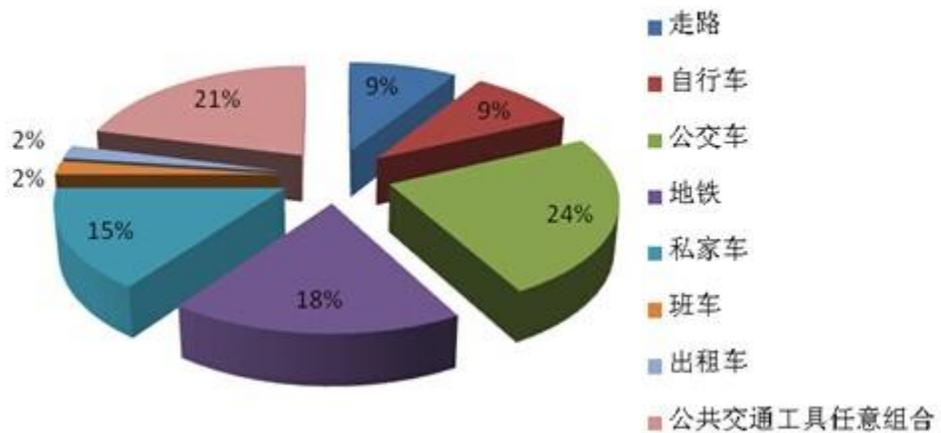


• 会煮饭和做简单的菜



图一：你上班使用的交通工具是？

数据来源：英才网联



ARGENT

LE NOUVEAU BILLET DE 50€

Un billet de style « *architectural Renaissance* ».

Les signes de sécurité

En relief...

■ ... la valeur du billet

■ ... le motif principal

■ ... les lettres

■ ... les lignes sur les côtés



■ Portrait hologramme



■ Fenêtre portrait en filigrane



■ Microlettres

■ Fil de sécurité

■ Nombre émeraude

Dates de mises en circulation des billets de la nouvelle série « Europe »

2013



2014



2015



4 avril

2017



Source : BCE.





PASOS QUE TE AYUDARÁN A AHORRAR DINERO



Anótalo

Si mantienes un control de lo que gastas será mucho más fácil saber en que no debes de gastar. Eso te llevará al autocontrol.



Pregunta si alguien necesita ayuda

Nunca está de más ganar dinero extra. Si eres bueno en algo, sácale provecho. No te olvides de dar un precio accesible.

Siempre hay una segunda opción

Casi siempre apuntamos a lo más caro, pero ten en cuenta que hay algo igual o similar a lo que buscas por un menor precio.



No compres cosas que no necesites

Si vas camino a casa, tienes hambre y miras una promoción de una hamburguesa... ¡Aguántate! Seguro hay comida en casa.



Limpia tu cuarto

El que no busca no encuentra. Quizás tengas dinero en algún bolso viejo o donde menos lo imagines. Recuerda guardarlo bien para la próxima.



FUENTE: <http://bit.ly/1ptOyqP>

DESCUBRE TU RED EN **LAUREATE.NET**



5 ideas para ahorrar dinero en casa



Vende lo que ya no usas.



Usa la lavadora en modo de agua fría.



Dale nueva vida a prendas y objetos viejos, píntalos o utilízalos para otro fin.



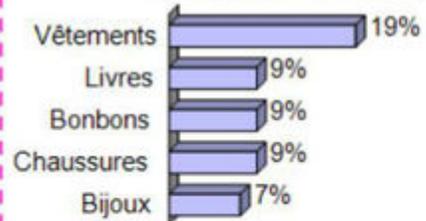
Compra artículos de segunda mano.



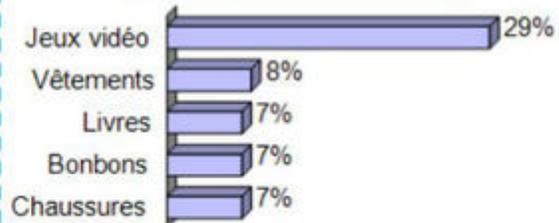
Prepara comida en casa en lugar de comer fuera.

Depuis Noël, quels sont les achats/les sorties que tu as payés avec ton argent à toi ?

Top 5 Filles



Top 5 Garçons



¿Cómo se dice dinero en...?



*Dinero, pasta,
guita, pelas.*



*Dinero, lana,
marmaja.*



*Dinero, pisto,
mosca, varas.*



*Dinero, pesos,
chavos.*



*Dinero, plata,
guita, tela,
mango.*



*Dinero,
plata, pesos,
money.*



*Dinero,
plata, harina,
lana, monis.*



*Dinero, peso,
guanikiki.*



*Dinero, sol,
plata.*

**mary
glasgow**



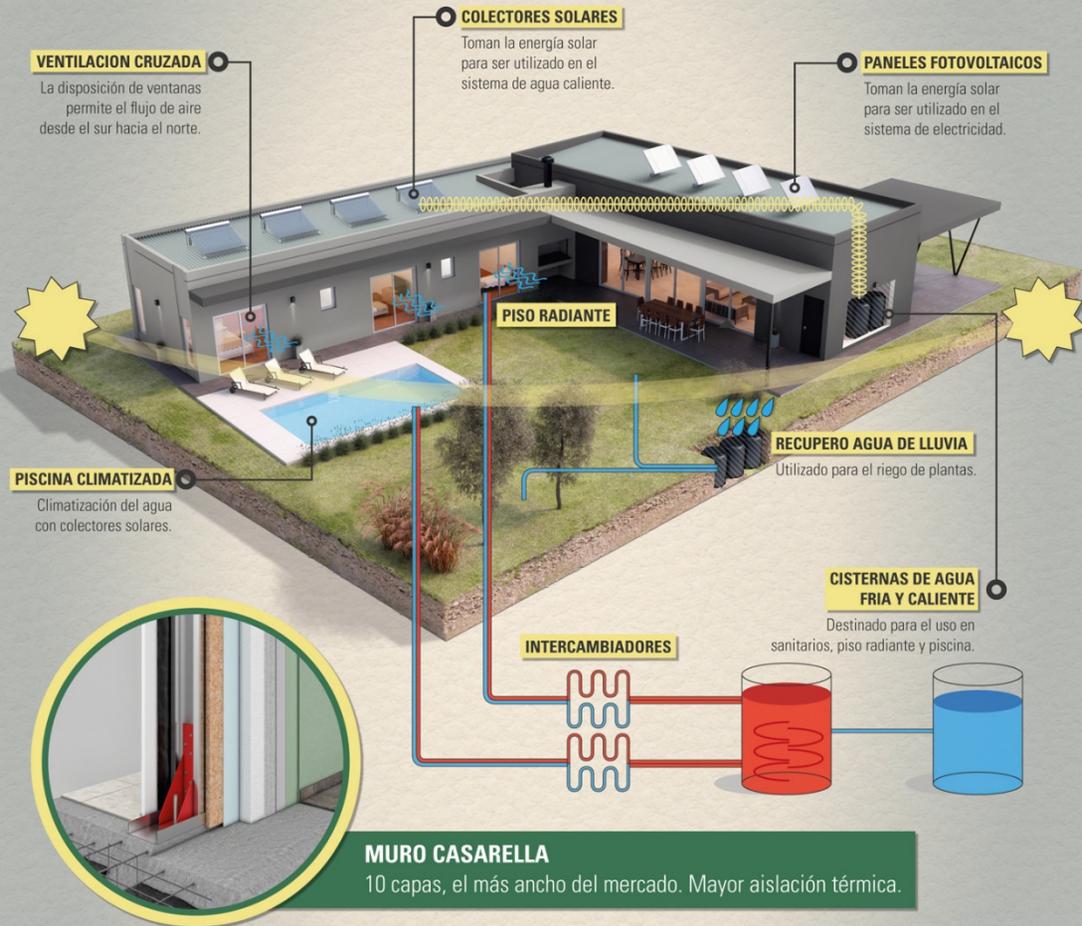
maryglasgowplus.com

TU CASA ECOLOGICA

CASARELLA tiene como misión el uso eficiente de la energía, reducción de costos en electricidad y gas de hasta un 80%. La versión ecológica es el complemento al MURO CASARELLA, que ahorra hasta un 30% de energía.



www.proyectocasarella.com.ar



CALENTADOR SOLAR:



Ahorra hasta el 80% en consumo, de gas.

PANELES SOLARES:



Producen electricidad a partir de luz solar. Deben instalarse en el tejado, paredes o en el jardín.

La energía obtenida de ellas puede funcionar para los aparatos electrónicos.

FOCO AHORRADOR



Ahorra hasta el 50% en consumo, ya que usan sólo una cuarta parte de la energía.

PERLIZADOR PARA LA REGADERA



Ahorra hasta el 60% de agua.

ESTUFA DE MASA TÉRMICA



Se trata de una chimenea que tras una hora de quema de madera recoge el calor y lo reutiliza para calentar todo el hogar durante un día en función de la superficie de la masa.

CAPTACIÓN DE LLUVIA:



Ahorra hasta el 40% en consumo, cuenta con un tinaco y con conexiones para la regadera, WC y lavadora.

INODORO SECO



El principio reside en reciclar los residuos con aserrín.

Este compuesto puede aprovecharse en jardinería y los olores se eliminan de forma más eficaz que con los inodoros tradicionales y sin necesidad de gastar agua, evitando la contaminación del medio ambiente.



Una Casa Ecológica

5 idées sur la pratique du recyclage

LES PETITS GARÇONS ROUGES
Il faut être grand avec nous!

HopToys

1 Éviter le gaspillage !

On récupère l'eau pour arroser le potager ou les plantes.

2 Trier ses déchets !

Mettre en place des bannettes ou petits bacs pour trier le plastique, le papier et le carton.

3 Recycler les matériaux en jeu !

Utiliser des objets recyclés comme objet de jeu et d'expérimentation (bouteilles, pots de yaourts, bouchons, boîtes de lait...)

4 Sensibiliser les enfants à la nature !

Cultiver un potager pour respecter l'environnement.

5 Montrer les gestes simples du respect de l'environnement

Bien fermer le robinet, penser à éteindre les lumières, etc.

"L'enfant se sent investi d'une mission, devient autonome et participe aux projets citoyens !"

HOPTOYS.FR

10 GESTES EFFICACES ET FACILES

1 Limitez les emballages
26 Kg de déchets en moins

Je limite mes emballages

2 Produisez du compost
40 Kg de déchets en moins

Je fais du compost

3 Utilisez un Stop Pub
15 Kg de déchets en moins

Je refuse les « STOP PUB »

4 Réparez ou donnez vos appareils
16 à 20 Kg de déchets en moins

Je fais réparer ou donne

5 Achetez en vrac
2 Kg de déchets en moins

Préférez le vrac

6 Préférez les écorecharges
1 Kg de déchets en moins

Préférez les écorecharges

7 Imprimez moins
6 Kg de déchets en moins

Je limite mon impression

8 Donnez vos anciens vêtements
2 Kg de déchets en moins

Je donne mes vêtements

9 Préférez les cabas ou sacs réutilisables :
2kg de déchets en moins

Préférez un cabas

10 Adoptez les gestes alternatifs :
pour éviter de jeter des aliments, acheter à la juste quantité. 20 Kg de déchets en moins

STOP au gaspillage alimentaire

Ménage 100% homemade

Vinaigre blanc

À éviter en salade, il détarre, désinfecte et désodorise... On l'aime pour son multiusage (pas pour son odeur !)



Bicarbonate de soude

Blanchit, désodorise et recrée les moindres recoins de votre maison. Vous allez voir la saleté prendre la poudre d'escampette !



Savon noir

Savon noir comme nuit pour des sols blancs comme neige. Soins lavant, adoucissant et purifiant !



Citron

Le citron ? Un basique du cuisinier.



Gros Sel

On l'aime sur le foie gras mais aussi pour ses propriétés désincrustantes et détachantes.



Dentifrice

Déjà imaginé pour recréer les zones les plus sales, vous allez pouvoir pousser votre dentifrice dans ses derniers retranchements.

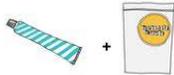


Les associations magiques



Désodorisant

Quelques gouttes de citron dans une coupelle remplie de bicarbonate et votre frigo retrouvera une odeur toute fraîche (et au passage, la vie de votre colodactile ne sera plus en danger).



Blanchiment

Mélanger du dentifrice avec du bicarbonate puis disposer sur vos joints, au bout de quelques minutes frotter et rincer. Vos joints seront comme neufs.



Détartant

Pour l'entretien des cuisiniers, on prépare une mixture 50/50 savon noir et vinaigre blanc, que l'on dispose une fois par mois et sa machine à laver.



Dégraissant

Impossible de retirer la graisse derrière votre frigidaire ou votre gazinière. La solution est là ! Quelques gouttes de citron avec du savon noir et le tour est joué.



Détachant

Ajouter de gros-grains de sel avec votre jus de citron pour un effet désincrustant et détachant.



Ne jamais faire

Parfois, on a envie de mélanger des produits pour repousser leurs limites nettoyantes. Grossière erreur ! En mélangeant ces deux produits, vous risquez l'explosion de mousse !

deco fr

L'habitation écologique au Québec

ÉTUDE DE MARCHÉ

Portrait du parc résidentiel québécois



Quels aspects de la maison éco suscitent le plus d'intérêt ?



Profil de la clientèle potentielle du marché vert



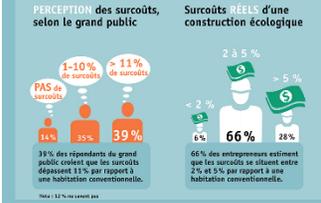
Comptez-vous opter pour l'habitation écologique ?



Facteurs incitatifs et dissuasifs



Combien coûte vraiment une habitation écologique ?



des courtiers immobiliers estiment qu'une maison écologique a une valeur ajoutée de 5% à 15% sur le marché !

Cette étude de marché a été réalisée par Ecohabitation sur le territoire québécois, d'octobre 2013 à avril 2014, auprès de 563 individus. Quatre groupes ont été sondés : le grand public, les courtiers immobiliers, les promoteurs et les entrepreneurs, et les propriétaires de maisons LEED®. Les résultats présentés visent à dresser un portrait de secteur de la construction résidentielle écologique, sans nécessairement prétendre avoir l'image exacte de celui-ci.

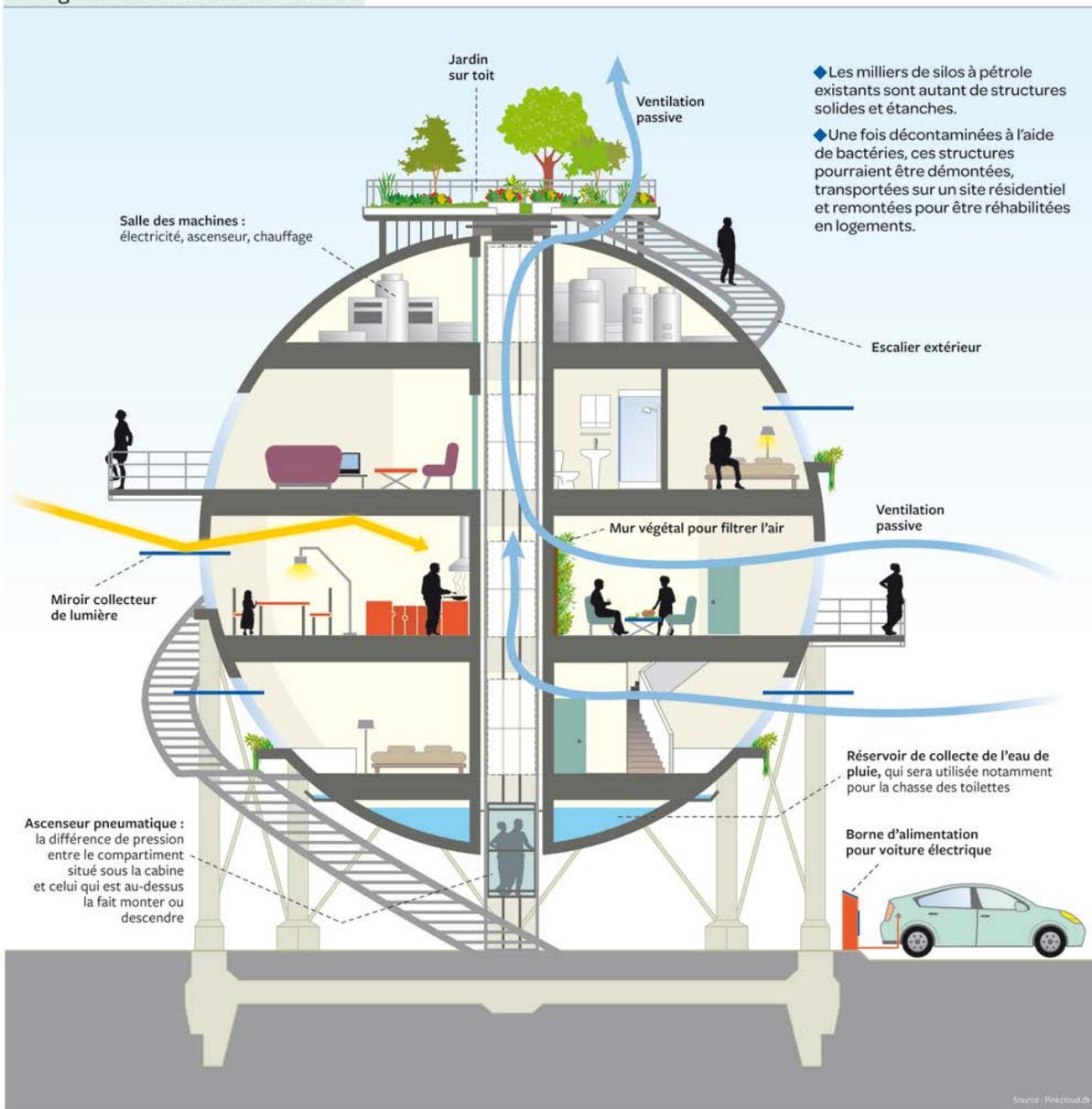
La fraîcheur sans climatiseur

- Fenêtres** Jour : Fermer les volets et les vitres ! Nuit : Ouvrir tout pour faire circuler l'air frais.
- Vasistas** Jour : Avec protection contre l'humidité pour éviter l'effet "saugé". Nuit : Ouvrir pour créer des courants d'air.
- Pelouse** Le gazon favorise le processus de la fraîcheur contrairement aux dalles ou au ciment.
- Plantes** Placer des plantes grimpantes sur les façades : 10 °C en moyenne par rapport à un mur nu.

À l'intérieur

- Ventilateur de plafond à larges pales** Économique et esthétique, il est présent dans tous les pays méditerranéens.
- Appareils ménagers** Éviter tous ceux qui produisent de la chaleur (halogènes, sèche-linge, four...).
- Ventilateur** Déposer de l'eau glacée devant un ventilateur il rafraîchit la pièce !
- Drap humide** Déposer une feuille de drap humide devant un ventilateur il rafraîchit la pièce !

Un logement durable et confortable



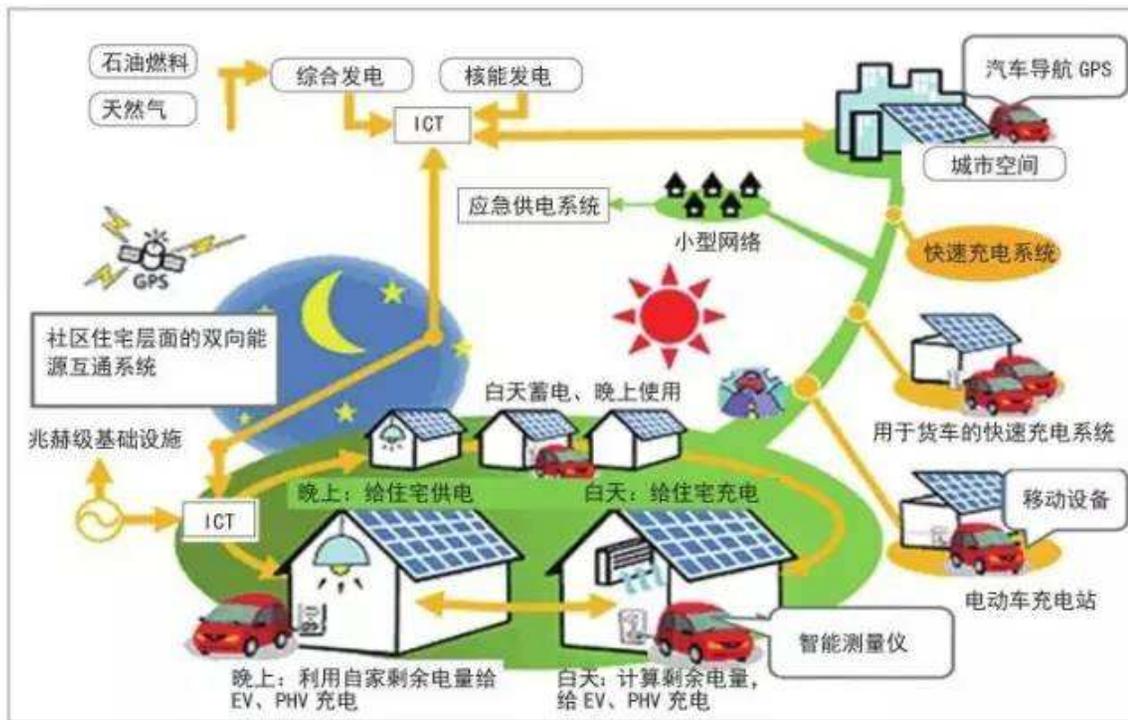


图5 电动车与区域能源系统的联动

环保大数据

哪个省份的人更关注雾霾

● 用户占比=该省份关注雾霾的用户数/该省份用户总数

- 1.北京 9.83%
- 2.河北 4.81%
- 3.天津 4.33%
- 4.陕西 2.66%
- 5.河南 2.13%
- 6.山东 1.99%
- 7.山西 1.15%
- 8.四川 0.97%
- 9.内蒙古 0.96%
- 10.上海 0.95%

数据来源
今日头条大数据中心

周日	周一	周二	周三	周四	周五	周六
						1 不限行
2 不限行	3 单号出行	4 双号出行	5 单号出行	6 双号出行	7 单号出行	8 双号出行
9 单号出行	10 双号出行	11 单号出行	12 双号出行	13 1和6	14 2和7	15 不限行
16 不限行	17 3和8	18 4和9	19 5和0	20 1和6	21 2和7	22 不限行
23 不限行	24 3和8	25 4和9	26 5和0	27 1和6	28 2和7	29 不限行
30 不限行						

单双号限行提示

2016年12月16日20时—2016年12月21日24时

12月16日 周五
7时—19时

限行尾号：4 9

12月16日 周五
20时—24时

出行尾号：2 4 6 8 0 字母

12月17日 周六
0时—24时

出行尾号：1 3 5 7 9

12月18日 周日
0时—24时

出行尾号：2 4 6 8 0 字母

12月19日 周一
0时—24时

出行尾号：1 3 5 7 9

12月20日 周二
0时—24时

出行尾号：2 4 6 8 0 字母

12月21日 周三
0时—24时

出行尾号：1 3 5 7 9

12月22日 周四
7时—19时

限行尾号：3 8 (恢复原限行措施)

