

**Randolph Township Schools  
Randolph High School**

**World Language II Honors  
(Spanish & French)**

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

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**Curriculum Developed:**  
June 2016

**Date of Board Approval:**  
September 13, 2016

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

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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**  
**World Language II Honors**

**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 study 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 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.

World Language II Honors is designed for those students who have demonstrated a superior aptitude and performance in the development of the major language skills. World Language II Honors will progress at a brisk pace and will serve as a foundation for the Honors program for the coming year. Emphasis will be placed on the development of communicative proficiency through interpretive, interpersonal and presentational activities. Grammar concepts will be taught in context through listening, speaking, reading and writing activities in the target language. Frequent writing samples and use of authentic materials will be emphasized throughout the academic year.

World Language II Honors curriculum presents students with the opportunity to explore the topics of Travel, Food, Home & Daily Routines, Health and Technology. Through this exploration, students will build upon their knowledge of the target language and become more culturally and linguistically proficient. The prerequisite for World Language IIH is the successful completion of World Language I at the high school or Grade 8 Spanish/French at the middle school in conjunction with teacher recommendation.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**World Language III**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>7 weeks</b>	<b>I</b>	<b>Travel</b>
<b>7 weeks</b>	<b>II</b>	<b>Food</b>
<b>8 weeks</b>	<b>III</b>	<b>Home and Daily Routines</b>
<b>7 weeks</b>	<b>IV</b>	<b>Health and Medical</b>
<b>7 weeks</b>	<b>V</b>	<b>Technology</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT I: Travel**

<b>STANDARDS / GOALS:</b> 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: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life and infer the meaning of some unfamiliar words when used in familiar contexts.  <b>Interpretive</b> 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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Traveling yields a broader perspective of life and other cultures.	<ul style="list-style-type: none"> <li>Why does traveling expand my horizons?</li> </ul>
	One's life is enriched and enhanced by learning the culture and languages of other countries.	<ul style="list-style-type: none"> <li>How will learning another language enhance my life?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary associated with identification cards such as vocabulary pertaining to age, address, nationality, gender, family, school.  Proper email etiquette for the target language culture.  Vocabulary pertaining to airports, transportation and hotels.	<b>Students will be able to:</b>  Create a student identity card with their personal information.  Write a short email about themselves.  Read and interpret information about cities and universities online using target language websites.  Identify various means of transportation.  Research information about lodging and travel options online using target language websites.  Comprehend and respond to some travel phrases verbally and in written forms.  Have a conversation with someone about their travel and vacation plans.  Reserve hotel accommodations in the target language.

<p><b>Interpersonal</b>  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.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.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentational</b>  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.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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><b>Technology Standards:</b>  8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>A good strategy to use when listening to or reading a passage in another language is to listen/look for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word in order to understand the meaning of what is heard or read.</p> <p>Basic information about the geography and culture of several target-language countries.</p> <p>Appropriate grammatical structures to express past events using the preterite.</p> <p>When they see time expressions such as yesterday, last week, etc. they will use the preterite tense.</p> <p>The preterite is used to express a completed action in the past.</p> <p><b>Vocabulary:</b>  airports, transportation, hotels, vacations and related activities</p>	<p>Interpret a travel brochure.</p> <p>Summarize and explain information to others about how and where the target language speakers vacation.</p> <p>Create a travel brochure and share it with classmates.</p> <p>Read and show understanding of a travel confirmation email.</p> <p>Choose the most practical means of transportation for my needs.</p> <p>Verbally state how they arrived at a destination.</p> <p>Talk about some geography and cultural highlights of the target language countries.</p> <p>List a series of events in the order in which they happened.</p> <p>Recount and write about a past vacation.</p> <p>Describe when, and where something took place.</p> <p>Create a written account about past experiences.</p> <p>Understand a conversation and/or a presentation about past events.</p> <p>Read, analyze and discuss a text.</p>
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<p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.F.1 Use geographic mapping tools to plan and solve problems.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading an authentic article on an intended vacation, and answering related questions. (<i>interpretative reading</i>)</li> <li>• Role-playing a dialogue between a client and a hotel employee. (<i>interpersonal</i>)</li> <li>• Creating a travel itinerary in the target language. (<i>presentational writing</i>)</li> <li>• Writing a student letter/email of introduction to host family. (<i>presentational writing</i>)</li> <li>• Writing a journal entry/email home recounting student's first week in target language country. (<i>presentational writing</i>)</li> <li>• Creating a travel itinerary in the target language. (<i>Presentational</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Peer conversations</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Graphic organizers</li> <li>• Using target language websites to research a topic</li> <li>• Journal entries</li> <li>• Email etiquette and terminology</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**Unit I: Travel**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	<b>Unit I: Travel</b> <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Geography</li> <li>• Hotels</li> <li>• Vacations</li> <li>• Email etiquette</li> </ul>	<b>French Resources:</b>  <a href="http://www.dailymotion.com/video/x1nnxer_peppa-pig-a-la-plage_school">http://www.dailymotion.com/video/x1nnxer_peppa-pig-a-la-plage_school</a>  <a href="http://www.dailymotion.com/video/x2f3a6r_peppa-pig-le-voyage-en-train_shortfilms">http://www.dailymotion.com/video/x2f3a6r_peppa-pig-le-voyage-en-train_shortfilms</a>  <a href="https://www.youtube.com/watch?v=wTy_y8XAHFg">https://www.youtube.com/watch?v=wTy_y8XAHFg</a> (Peppa pig – le bateau)  <a href="http://www.dailymotion.com/video/x2ec8au_peppa-pig-le-musee_kids">http://www.dailymotion.com/video/x2ec8au_peppa-pig-le-musee_kids</a> (Peppa pig - le musée)  <a href="http://www.1jour1actu.com/monde/espace-schengen-33714/">http://www.1jour1actu.com/monde/espace-schengen-33714/</a> (Lecture – l'espace Schengen)  <a href="http://www.1jour1actu.com/insolite/train-futur/">http://www.1jour1actu.com/insolite/train-futur/</a> (Lecture: Train mégarapide)  <a href="http://www.1jour1actu.com/insolite/bientot-un-avion-transparent-visite-guidee-du-%C2%AB-concept-plane-%C2%BB/">http://www.1jour1actu.com/insolite/bientot-un-avion-transparent-visite-guidee-du-%C2%AB-concept-plane-%C2%BB/</a> (Lecture: L'avion du future)

		<p><a href="http://www.1jour1actu.com/france/le_prix_des_grandes_vacances/">http://www.1jour1actu.com/france/le_prix_des_grandes_vacances/</a> (Lecture)</p> <p><a href="http://www.1jour1actu.com/france/tu_pars_ou_tu_reviens_/">http://www.1jour1actu.com/france/tu_pars_ou_tu_reviens_/</a> (Lecture)</p> <p><a href="http://www.1jour1actu.com/planete/la-voiture-de-l2019avenir-sera-ecolo/">http://www.1jour1actu.com/planete/la-voiture-de-l2019avenir-sera-ecolo/</a> (Lecture)</p> <p><a href="https://www.youtube.com/watch?v=8LNK2o9GFvg">https://www.youtube.com/watch?v=8LNK2o9GFvg</a> (Peppa pig – Excursion en montagne)</p> <p><a href="https://www.youtube.com/watch?v=8fRu7GTVpng">https://www.youtube.com/watch?v=8fRu7GTVpng</a> (Peppa pig – Les vacances au soleil)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/27554?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27554?popup=1</a> (Vocabulary Presentation: Bon voyage)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/30971?popup=1">https://m3a.vhlcentral.com/sections/0/activities/30971?popup=1</a> (Reading: Tahiti)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/30972?popup=1">https://m3a.vhlcentral.com/sections/0/activities/30972?popup=1</a> (Flash Culture: Vidéo: les vacances)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/27556?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27556?popup=1</a> (Vocabulary Presentation: A l'hôtel)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/30979?popup=1">https://m3a.vhlcentral.com/sections/0/activities/30979?popup=1</a> (Reading: Les vacances des Français)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/30859?popup=1">https://m3a.vhlcentral.com/sections/0/activities/30859?popup=1</a> (Map: Provence – Alpes – Côte d'Azur)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/30860?popup=1">https://m3a.vhlcentral.com/sections/0/activities/30860?popup=1</a> (Reading: Tour de Corse)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/38788?popup=1">https://m3a.vhlcentral.com/sections/0/activities/38788?popup=1</a> (Writing)</p>
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		<p><a href="https://m3a.vhlcentral.com/sections/0/activities/30861?popup=1">https://m3a.vhlcentral.com/sections/0/activities/30861?popup=1</a> (Vocabulary List: En vacaciones)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/41300?popup=1">https://m3a.vhlcentral.com/sections/0/activities/41300?popup=1</a> (Reading: Les vacances scolaires)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/41314?popup=1">https://m3a.vhlcentral.com/sections/0/activities/41314?popup=1</a> (Tutorial: L'impératif)</p> <p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7116?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7116?popup=1</a> (Vocabulary Tutorial: Travel)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7117?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7117?popup=1</a> (Vocabulary Tutorial: Hotels)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1">https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1</a> (Descubre2-Vocabulary Tutorial: Cars)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1</a> (Descubre2-Listening practice: En la gasolinera)</p> <p><a href="http://www.dmv.org/international-driver-permits.php">http://www.dmv.org/international-driver-permits.php</a> (International Driver's permit)</p> <p><a href="http://www.autoeurope.com/roadsigns/">http://www.autoeurope.com/roadsigns/</a> (European Road Signs-II)</p> <p><a href="http://www.renfe.com/index.html">http://www.renfe.com/index.html</a> (RENFE: Train Travel in Spain Website)</p> <p><a href="http://www.elhuevodechocolate.com/parques/parque1.htm">http://www.elhuevodechocolate.com/parques/parque1.htm</a> (Parks with themes in Spanish Speaking countries)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7119?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7119?popup=1</a> (Vocabulary Presentation: Vacations)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7120?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7120?popup=1</a></p>
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		<p>(Listening Practice: Vacations)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7147?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7147?popup=1</a> (Fotonovela: ¡Vamos a la playa!)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7166?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7166?popup=1</a> (Culture/ <b>Reading</b>: Las cataratas del Iguazú)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7171?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7171?popup=1</a> (Culture/ <b>Reading</b>: El geoturismo en Honduras)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7241?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7241?popup=1</a> (Culture/ Reading: Turismo ecológico en Puerto Rico)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7244?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7244?popup=1</a> (Culture/ Reading: ¡Descubre el Viejo San Juan!)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7274?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7274?popup=1</a> (Conexión Internet: Puerto Rico)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7252?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7252?popup=1</a> (Video/ Listening Practice: Travel Taxco, Mexico)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7252?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7252?popup=1</a> (Flash Cultura: Vacaciones en Perú)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7268?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7268?popup=1</a> (Map of Puerto Rico)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7269?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7269?popup=1</a> (Panorama: El Viejo San Juan)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11421?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11421?popup=1</a> (Grammar presentation: Verbs that change meaning in the preterit)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15343?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15343?popup=1</a> (Tutorial: Verbs that change meaning in the preterit)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11436?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11436?popup=1</a> (Grammar presentation: Pronouns after prepositions)</p>
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		<p><a href="https://m3a.vhlcentral.com/sections/0/activities/15345?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15345?popup=1</a> (Tutorial: Pronouns after prepositions)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11408?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11408?popup=1</a> (Fotonovela Video: El Día de Muertos)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11412?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11412?popup=1</a> (Reading: Semana Santa - vacaciones y tradición)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11444?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11444?popup=1</a> (Culture Reading: Vida social)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11446?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11446?popup=1</a> (Culture Reading: Sociedad)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11216?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11216?popup=1</a> (Writing Strategies: Planning and Writing a comparative analysis)</p> <p><a href="https://m3a.vhlcentral.com/resources/programs/56/download/14182">https://m3a.vhlcentral.com/resources/programs/56/download/14182</a> (Listening Strategies: Guessing the meaning of words through content)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11463?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11463?popup=1</a> (Flash Cultura Video: Las fiestas)</p> <p><a href="http://eduteach.es/videos/episodios-espanol/11-tiempo-vacaciones.html">http://eduteach.es/videos/episodios-espanol/11-tiempo-vacaciones.html</a></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11472?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11472?popup=1</a> (Map of Chile)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11473?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11473?popup=1</a> (Panorama: Chile Isla de Pascua [Easter Island])</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/9790?popup=1">https://m3a.vhlcentral.com/sections/0/activities/9790?popup=1</a> (Conexión Internet: Chile)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT II: Food**

<b>STANDARDS / GOALS:</b> 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: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life and infer the meaning of some unfamiliar words when used in familiar contexts.  <b>Interpretive</b> 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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Food is an essential part of life with each culture having its own distinct cuisine.	<ul style="list-style-type: none"> <li>How do the foods of another country reflect its culture?</li> </ul>
	Differences are what make us who we are. It is important for us to recognize these differences and be accepting of other countries' food choices and etiquette.	<ul style="list-style-type: none"> <li>How do my food choices and food etiquette compare to those of a teenager in another culture?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to food and food shopping.  Vocabulary pertaining to dining out.  Culturally appropriate table settings for various target-language countries.  Eating habits and customs around the world differ. What we do in the United States is not the norm.	<b>Students will be able to:</b>  Recognize the names of a variety of foods in the target language and classify them.  Create a food shopping list.  Use culturally appropriate expressions to order food in a restaurant.  Demonstrate how to set a table in the target culture.  Describe several typical dishes from native speaking countries.  Compare and contrast typical American foods with foods of the target language countries.  Compare and contrast typical meals and times from the US with target language countries.

<p><b>Interpersonal</b>  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.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.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentational</b>  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.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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><b>Technology Standards:</b>  8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>The formats used to express comparisons and superlatives.</p> <p>Object pronouns take the place of nouns in a sentence.</p> <p>Rules pertaining to when to use a direct versus an indirect object pronoun.</p> <p>Strategies to help understand spoken and written forms in the target language.</p> <p><b>Vocabulary:</b>  the meals, fruits and vegetables, meats and fish, beverages, specialty shops and dining locations, metric measurements, place settings and eating etiquette, names of target language/culture holidays</p>	<p>Create a chart showing which foods are eaten the most and the least by surveying students in the class.</p> <p>Write a restaurant review in the target language providing opinions and using specific details, and other forms of evidence.</p> <p>State what they like or dislike in a restaurant.</p> <p>Incorporate more complex and less repetitive sentences by using pronouns to talk about people, places and things.</p> <p>Read and interpret an authentic menu in the target language.</p> <p>Comprehend the recommendations of a waiter in a recorded conversation.</p> <p>Understand the foods ordered by different people.</p> <p>Read and follow an authentic recipe to prepare a typical dish of a target language country.</p> <p>Calculate the metric measurements from a recipe into the standard system.</p> <p>Present and answer questions about a typical holiday/celebration related dish of a target language country that has been prepared following an authentic recipe.</p> <p>Scan online resources in order to gather information on how different cultures celebrate holidays/special events.</p> <p>Identify the main idea of a reading.</p> <p>Compare and contrast family traditions in the target language culture to student's own using a graphic</p>
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8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.		<p>organizer.</p> <p>Write a comparative report on family traditions based on student's graphic organizer.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Comparing authentic critiques of restaurants in the target language. (<i>interpretative reading</i>)</li> <li>• Recording a role-play between a customer and a food vendor/waiter. (<i>interpersonal</i>)</li> <li>• Writing a critique of a restaurant by discussing its food, service, ambiance, prices, dress code and directions. (<i>presentational writing</i>)</li> <li>• Writing a journal entry/email home detailing a family Sunday dinner. (<i>presentational writing</i>)</li> <li>• Writing a journal entry/email home describing the university dining options. (<i>presentational writing</i>)</li> <li>• Preparing and presenting an authentic dish associated with a holiday/celebration in a target language country. (<i>presentational speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-Playing</li> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Research metric measurements</li> <li>• Research Food Pyramid</li> <li>• Paired communicative activities</li> <li>• Use of graphic organizers as a reading comprehension tool</li> <li>• Target language presentational skills</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**World Language III**

**Unit II: Food**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	<b>Unit II: Food</b> <ul style="list-style-type: none"> <li>• Foods &amp; meals around the world</li> <li>• Food shopping</li> <li>• Restaurant dining</li> <li>• Metric system</li> </ul>	<b>French Resources:</b>  <a href="https://m3a.vhlcentral.com/sections/0/activities/27469?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27469?popup=1</a> <i>(Vocabulary Presentation: Quel appétit [market])</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/27571?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27571?popup=1</a> <i>(Vocabulary Presentation: A table [place settings])</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31406?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31406?popup=1</a> <i>(Reading: Le guide Michelin et la gastronomie)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31407?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31407?popup=1</a> <i>(Flash Culture: Vidéo: La nourriture)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31414?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31414?popup=1</a> <i>(Flash culture: Vidéo: Le far breton)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31417?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31417?popup=1</a> <i>(Reading: Les repas en France)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31419?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31419?popup=1</a> <i>(Tutorial: Comparatives and superlatives)</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/31422?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31422?popup=1</a> <i>(Tutorial: Double Object Pronouns)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31424?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31424?popup=1</a> <i>(Map: La Bourgogne et la Franche-Comté)</i>

		<p><a href="https://m3a.vhlcentral.com/sections/0/activities/31426?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31426?popup=1</a> (Reading: Chez Michel. A essayer; l'huile d'olive)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/34256?popup=1">https://m3a.vhlcentral.com/sections/0/activities/34256?popup=1</a> (Writing: Write a critique for a restaurant in your town)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/31427?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31427?popup=1</a> (Vocabulary List: La nourriture)</p> <p><a href="https://www.youtube.com/watch?v=8nXHe8G0j2c">https://www.youtube.com/watch?v=8nXHe8G0j2c</a> (Interview sur le "food truck")</p> <p><a href="https://www.youtube.com/watch?v=RQcPkkcrn7Q">https://www.youtube.com/watch?v=RQcPkkcrn7Q</a> (Vidéo: Le repas gastronomique des Français)</p> <p><a href="https://www.youtube.com/watch?v=P9slxTmTWzU">https://www.youtube.com/watch?v=P9slxTmTWzU</a> (Vidéo: vocabulaire de spécialités québécoises)</p> <p><a href="https://www.youtube.com/watch?v=QUQ1FbNKTpo">https://www.youtube.com/watch?v=QUQ1FbNKTpo</a> (Vidéo: Gaspillage de nourriture en Suisse et en France)</p> <p><a href="http://blogues.radio-canada.ca/jeunesse/un-plateau-de-fruits-original/">http://blogues.radio-canada.ca/jeunesse/un-plateau-de-fruits-original/</a> (Reading)</p> <p><a href="http://www.1jour1actu.com/monde/a-lassaut-du-gaspillage-alimentaire-82508/">http://www.1jour1actu.com/monde/a-lassaut-du-gaspillage-alimentaire-82508/</a> (Vidéo)</p> <p><a href="http://www.1jour1actu.com/france/stop-au-gaspillage-alimentaire-93397/">http://www.1jour1actu.com/france/stop-au-gaspillage-alimentaire-93397/</a> (Reading)</p> <p><a href="http://www.1jour1actu.com/france/restos-grand-coeur/">http://www.1jour1actu.com/france/restos-grand-coeur/</a> (Reading)</p> <p><a href="https://www.youtube.com/watch?v=49-E9gNad7w">https://www.youtube.com/watch?v=49-E9gNad7w</a> (video informative sur la pyramide alimentaire)</p> <p><a href="http://www.dailymotion.com/video/x2f3a74_peppa-pig-les-fruits_shortfilms">http://www.dailymotion.com/video/x2f3a74_peppa-pig-les-fruits_shortfilms</a></p> <p><a href="https://www.youtube.com/watch?v=tO7-lykUE4c">https://www.youtube.com/watch?v=tO7-lykUE4c</a> (Peppa Pig fait les</p>
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		<p><i>courses au supermarché)</i></p> <p><a href="http://www.dailymotion.com/video/x28j3hs_peppa-pig-les-crepes_kids">http://www.dailymotion.com/video/x28j3hs_peppa-pig-les-crepes_kids</a> (Peppa pig - les crêpes)</p> <p><a href="http://www.1jour1actu.com/science/finie-la-glace-qui-coule-sur-ton-t-shirt-60006/">http://www.1jour1actu.com/science/finie-la-glace-qui-coule-sur-ton-t-shirt-60006/</a> (Lecture)</p> <p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11288?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11288?popup=1</a> (Vocabulary Tutorial: La comida)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11289?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11289?popup=1</a> (Vocabulary Tutorial: La carne y el pescado)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11290?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11290?popup=1</a> (Vocabulary Tutorial: Las bebidas)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12348?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12348?popup=1</a> (Vocabulary Presentation: La comida)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11291?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11291?popup=1</a> (Listening Practice: La comida)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11292?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11292?popup=1</a> (Listening Practice: El desayuno, el almuerzo y la cena)</p> <p><a href="http://www.senorjordan.com/01-gustar-las-frutas/">http://www.senorjordan.com/01-gustar-las-frutas/</a> (Señor Jordan: Video Food with gustar)</p> <p><a href="http://www.senorjordan.com/01-las-verduras/">http://www.senorjordan.com/01-las-verduras/</a> (Señor Jordan: Video Vegetables)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15339?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15339?popup=1</a> (Tutorial: Double object pronouns Video)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11317?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11317?popup=1</a> (Grammar Presentation: Double object pronouns)</p>
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		<p><a href="http://www.senorjordan.com/02-using-double-object-pronouns/">http://www.senorjordan.com/02-using-double-object-pronouns/</a> (Señor Jordan: Video using-double-object-pronouns)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15340?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15340?popup=1</a> (Tutorial: Comparisons)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11327?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11327?popup=1</a> (Grammar Presentation: Comparisons)</p> <p><a href="http://www.senorjordan.com/01-comparisons-part-1-masmenos_que/">http://www.senorjordan.com/01-comparisons-part-1-masmenos_que/</a> (Señor Jordan: Video Comparisons)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15341?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15341?popup=1</a> (Tutorial: Superlatives)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11337?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11337?popup=1</a> (Grammar Presentation: Superlatives)</p> <p><a href="https://www.youtube.com/watch?v=V7L3caghiZ0">https://www.youtube.com/watch?v=V7L3caghiZ0</a> (Youtube: El Camino de La Alimentación Saludable)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11300?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11300?popup=1</a> (Fotonovela: Una cena romántica)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11300?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11300?popup=1</a> (Culture/ Reading: Frutas y verduras de América)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11307?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11307?popup=1</a> (Culture/ Reading: Frutas exóticas de Latinoamérica)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11345?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11345?popup=1</a> (Culture/ Reading Strategy: Gastronomía)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11347?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11347?popup=1</a> (Culture/ Reading: Cinco estrellas para El Palmito un restaurante)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11214?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11214?popup=1</a> (Writing Strategy: Expressing and supporting opinions)</p> <p><a href="https://m3a.vhlcentral.com/resources/programs/56/download/14161">https://m3a.vhlcentral.com/resources/programs/56/download/14161</a></p>
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		<p>(Listening Strategies: Jotting down notes as you listen)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11353?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11353?popup=1</a> (Video Analysis:En Pantalla-Anuncio de Sopas Roa)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11358?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11358?popup=1</a> (Flash Cultura: La comida Latina)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11365?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11365?popup=1</a> (Map of Guatamala)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11367?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11367?popup=1</a> (Culture Video: The cities of Antigua y Chichicastenango)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/9026?popup=1">https://m3a.vhlcentral.com/sections/0/activities/9026?popup=1</a> (Conexión Internet: Guatemala)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT III: Home & Daily Routines**

<p><b>STANDARDS / GOALS:</b>  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: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life and infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p><b>Interpretive</b>  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.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The designs of dwellings depend on many factors, including climate, socioeconomic level, geography and personal preferences.	<ul style="list-style-type: none"> <li>How does where one lives determine what kinds of dwellings one inhabits?</li> </ul>
	Daily routines vary from country to country depending on their location and culture.	<ul style="list-style-type: none"> <li>How do geographical features and culture impact our daily routines?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Vocabulary pertaining to daily routines, toiletries and body parts.</p> <p>The proper usage of reflexive verb forms in the target language.</p> <p>Vocabulary pertaining to a house, furniture, appliances and chores.</p>	<p><b>Students will be able to:</b></p> <p>Recognize vocabulary pertaining to daily routines such as brushing teeth, taking a shower, etc.</p> <p>Choose pictures to match the daily routines heard in a conversation.</p> <p>Chronologically organize a given set of daily routines.</p> <p>List their typical daily routines including times and share with a partner.</p> <p>Listen to a recorded conversation of the daily routine a native language speaker and list the activities.</p> <p>Label rooms in a house.</p> <p>Listen to a description and identify in which room a given action takes place.</p>

<p><b>Interpersonal</b></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.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.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 33333333</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentational</b></p> <p>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.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or</p>	<p>Various expressions used to show like and dislike such as to be interested in, to be bothered by, etc.</p> <p>The format and usage of formal and familiar commands.</p>	<p>Discuss various housing options based on information found online using target language websites.</p> <p>Identify different opinions on housing options in an informal conversation.</p> <p>Create a drawing of a floor plan of their ideal home and answer questions about it from their classmates.</p> <p>Name common household objects (ie. furniture and appliances).</p> <p>Identify some household chores.</p> <p>Make a list of their weekly chores.</p> <p>Survey their classmates to gather information on their household tasks.</p> <p>Compare the data on household chores from their class with data from other countries.</p> <p>Discuss who is responsible for daily household chores in their home.</p> <p>Talk about chores and other things they like and dislikes using various expressions.</p> <p>Read and discuss information about an authentic advertisement related to the home environment.</p> <p>Tell someone their own age or younger to do a task.</p> <p>Politely request someone older, an authority figure or a stranger to do something.</p> <p>Follow orders given to them.</p>
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<p>activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Conjunctions, transitional words and the formations of adverbs are all used to create detailed sentences.</p> <p>Reading comprehension techniques to better understand written text.</p> <p>Listening comprehension techniques to better understand spoken language.</p> <p><b>Vocabulary:</b> parts of the house, appliances, chores, body parts, toiletries</p>	<p>Generate commands they would give for designated situations.</p> <p>Write an essay with a clear introduction, body paragraphs, and a conclusion in the target language.</p> <p>Predict the content of a text from its title.</p> <p>Analyze the main parts of a sentence to better understand a reading selection.</p> <p>Explain the content of an email exchange between target language speakers.</p> <p>Determine specific details about an audio recording using accompanying visual cues.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Drawing a house based on oral descriptions. (<i>interpretive listening</i>)</li> <li>• Sequencing a list of daily routines. (<i>interpretive reading</i>)</li> <li>• Discussing the plans for their ideal home with an architect and/or a designer. (<i>interpersonal</i>)</li> <li>• Presenting the plans of a house to a potential buyer. (<i>presentational</i>)</li> <li>• Writing a journal entry/email home describing the exterior and interior of the host family home accompanied by a photo. (<i>presentational writing</i>)</li> <li>• Researching and presenting, by video or live, information concerning housing options, popular vacation areas, and vacation rental options using target language websites. (<i>presentational speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-Playing</li> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Use of metric measurements</li> <li>• Research housing options in target countries</li> <li>• Reading comprehension review activities such as “The Fish Bowl”</li> </ul>		

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## World Language III

### Unit III: Home & Family Routines

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit III: Home &amp; Family Routines</b> <ul style="list-style-type: none"> <li>• House</li> <li>• Furniture &amp; appliances</li> <li>• Chores</li> <li>• Daily routines</li> <li>• Body parts</li> </ul>	<b>French Resources:</b>  <a href="https://m3a.vhlcentral.com/sections/0/activities/27467?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27467?popup=1</a> <i>(Vocabulary Presentation: La maison)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/27468?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27468?popup=1</a> <i>(Vocabulary Presentation: Chores)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/27470?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27470?popup=1</a> <i>(Vocabulary Presentation: Body parts)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31384?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31384?popup=1</a> <i>(Video: Century 21 France [annonce pour agent d'immeubles])</i>  <a href="http://www.1jour1actu.com/france/que-contiennent-nos-poubelles/">http://www.1jour1actu.com/france/que-contiennent-nos-poubelles/</a> <i>(Reading)</i>  <a href="http://www.dailymotion.com/video/x2v80jc_peppa-pig-en-francais-la-lessive-2015_shortfilms">http://www.dailymotion.com/video/x2v80jc_peppa-pig-en-francais-la-lessive-2015_shortfilms</a>  <a href="https://www.youtube.com/watch?v=BArWzINJw3I">https://www.youtube.com/watch?v=BArWzINJw3I</a> <i>(Peppa pig – la maison)</i>  <a href="https://www.youtube.com/watch?v=No9MSuU3a-w">https://www.youtube.com/watch?v=No9MSuU3a-w</a> <i>(Peppa pig – le compost)</i>  <a href="http://www.dailymotion.com/video/x231yvd_peppa-pig-l-">http://www.dailymotion.com/video/x231yvd_peppa-pig-l-</a>

		<p><a href="#"><u>anniversaire-de-maman-pig_kids</u></a> (Peppa pig - l'anniversaire de Maman pig)</p> <p><a href="http://www.francemaisons-idf.fr/ftp/VisiteVirtuelle/151217/visite-virtuelle.php"><u>http://www.francemaisons-idf.fr/ftp/VisiteVirtuelle/151217/visite-virtuelle.php</u></a> (Visite virtuelle d'une maison – créer un questionnaire pour accompagner la visite)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/31462?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/31462?popup=1</u></a> (Tutorial: Reflexive verbs)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/31464?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/31464?popup=1</u></a> (Tutorial: Reflexive verbs idiomatic)</p> <p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11230?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/11230?popup=1</u></a> (Vocabulary Tutorial: El baño)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11231?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/11231?popup=1</u></a> (Vocabulary Tutorial: Words of sequence)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11232?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/11232?popup=1</u></a> (Vocabulary Tutorial: La rutina)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12347?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/12347?popup=1</u></a> (Vocabulary presentation: La rutina diaria)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11233?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/11233?popup=1</u></a> (Listening practice: La rutina diaria)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11241?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/11241?popup=1</u></a> (Fotonovela: ¡Necesito arreglarme!)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11253?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/11253?popup=1</u></a> (Grammar Presentation: Reflexive)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15314?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/15314?popup=1</u></a> (Tutorial: Reflexive)</p> <p><a href="http://www.senorjordan.com/reflexive-verbs-part-1/"><u>http://www.senorjordan.com/reflexive-verbs-part-1/</u></a></p>
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		<p>(Señor Jordan: Video Reflexive verbs Part 1)</p> <p><a href="http://www.senorjordan.com/02-reflexive-verbs-part-2-stem-changers/">http://www.senorjordan.com/02-reflexive-verbs-part-2-stem-changers/</a> (Señor Jordan: Video Reflexive verbs Stem-Change Part 2)</p> <p><a href="http://www.senorjordan.com/02-reflexive-verbs-part-3-multiple-verbs-ing/">http://www.senorjordan.com/02-reflexive-verbs-part-3-multiple-verbs-ing/</a> (Señor Jordan: Video Reflexive verbs Part 3)</p> <p><a href="http://www.senorjordan.com/02-reflexive-verb-song/">http://www.senorjordan.com/02-reflexive-verb-song/</a> (Señor Jordan: Video Reflexive verbs Song)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11257?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11257?popup=1</a> (Grammar Presentation: Indefinite and negative words)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/16976?popup=1">https://m3a.vhlcentral.com/sections/0/activities/16976?popup=1</a> (Tutorial: Indefinite and negative words)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11266?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11266?popup=1</a> (Grammar Presentation: Verbs like gustar)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15315?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15315?popup=1</a> (Tutorial: Verbs like gustar)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11271?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11271?popup=1</a> (Reading Strategy; Predicting content from the title)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11272?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11272?popup=1</a> (Reading: ¡Una mañana desastrosa!)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11212?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11212?popup=1</a> (Writing Strategy: Sequencing events)</p> <p><a href="https://m3a.vhlcentral.com/resources/programs/56/download/14141">https://m3a.vhlcentral.com/resources/programs/56/download/14141</a> (Listening Strategies: Using background information)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11276?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11276?popup=1</a> (En Pantalla Video: Anuncio de Sancor Seguros)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11279?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11279?popup=1</a></p>
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		<p>(Flash Cultura: Tapas para todos los días)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11283?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11283?popup=1</a> (Map of Peru)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11284?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11284?popup=1</a> (Panorama/Culture: Los deportes de aventura)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/8955?popup=1">https://m3a.vhlcentral.com/sections/0/activities/8955?popup=1</a> (Conexión Internet: Perú)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12038?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12038?popup=1</a> (Grammar presentation: Adverbs)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15370?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15370?popup=1</a> (Tutorial: Adverbs)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7370?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7370?popup=1</a> (Grammar presentation: Familiar commands)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15371?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15371?popup=1</a> (Tutorial: Familiar commands)</p> <p><a href="http://www.senorjordan.com/03-affirmative-tu-commands/">http://www.senorjordan.com/03-affirmative-tu-commands/</a> (Señor Jordan: Video affirmative-tú-commands)</p> <p><a href="http://www.senorjordan.com/03-affirmative-tu-commands-irregulars/">http://www.senorjordan.com/03-affirmative-tu-commands-irregulars/</a> (Señor Jordan: Video Irregular affirmative-tú-commands )</p> <p><a href="http://www.senorjordan.com/03-negative-tu-commands/">http://www.senorjordan.com/03-negative-tu-commands/</a> (Señor Jordan: Video Negative -tú-commands )</p> <p><a href="http://www.senorjordan.com/03-tu-commands-pronouns/">http://www.senorjordan.com/03-tu-commands-pronouns/</a> (Señor Jordan: Video Tú-commands with pronouns )</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7343?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7343?popup=1</a> (Fotonovela Video: En el taller)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7464?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7464?popup=1</a></p>
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		<p>(Map of Argentina)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7465?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7465?popup=1</a> (Panorama: Argentina - El tango)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23088?popup=1">https://m3a.vhlcentral.com/sections/0/activities/23088?popup=1</a> (Vocabulary Tutorial: Quehaceres domésticos)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23089?popup=1">https://m3a.vhlcentral.com/sections/0/activities/23089?popup=1</a> (Vocabulary Tutorial: Los cuartos)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23090?popup=1">https://m3a.vhlcentral.com/sections/0/activities/23090?popup=1</a> (Vocabulary Tutorial: Muebles y electrodomésticos)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12427?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12427?popup=1</a> (Vocabulary presentation: La vivienda)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12130?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12130?popup=1</a> (Listening practice: La vivienda)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12132?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12132?popup=1</a> (Listening practice: El comedor)</p> <p><a href="http://www.senorjordan.com/01-la-casa-parte-1/">http://www.senorjordan.com/01-la-casa-parte-1/</a> (Señor Jordan: Video La casa)</p> <p><a href="http://www.senorjordan.com/01-present-tense-vivir/">http://www.senorjordan.com/01-present-tense-vivir/</a> (Señor Jordan: Video La casa + vivir)</p> <p><a href="http://www.senorjordan.com/01-los-quehaceres-chores/">http://www.senorjordan.com/01-los-quehaceres-chores/</a> (Señor Jordan: Video Los quehaceres)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12329?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12329?popup=1</a> (FotonovelaVideo: Los quehaceres)</p> <p><a href="https://www.youtube.com/watch?v=4eJJF11bIxM">https://www.youtube.com/watch?v=4eJJF11bIxM</a> (Vocabulary: Household chores)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12046?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12046?popup=1</a> (Grammar presentation: Formal (usted/ustedes) commands)</p>
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		<p><a href="https://m3a.vhlcentral.com/sections/0/activities/15376?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15376?popup=1</a> (Tutorial: Formal (usted/ustedes) commands)</p> <p><a href="http://www.senorjordan.com/03-usted-commands/">http://www.senorjordan.com/03-usted-commands/</a> (Señor Jordan: Video -usted-commands)</p> <p><a href="http://www.senorjordan.com/03-ustedes-commands/">http://www.senorjordan.com/03-ustedes-commands/</a> (Señor Jordan: Video -ustedes-commands)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11990?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11990?popup=1</a> (Reading: El patio central)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11993?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11993?popup=1</a> (Reading: Las casas de Pablo Neruda)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12180?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12180?popup=1</a> (Reading: Bienvenidos al Palacio de Las Garzas)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12182?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12182?popup=1</a> (Reading: La Casa Colorada)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/13571?popup=1">https://m3a.vhlcentral.com/sections/0/activities/13571?popup=1</a> (Writing Strategy -Using Linking Words: Escribir un contrato de arrendamiento)</p> <p><a href="https://m3a.vhlcentral.com/resources/programs/57/download/15031">https://m3a.vhlcentral.com/resources/programs/57/download/15031</a> (Listening Strategy: Identifying 'Visual' Clues)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12197?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12197?popup=1</a> (Flash Cultura Video: La casa de Frida)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12205?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12205?popup=1</a> (Map of Panamá)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12207?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12207?popup=1</a> (Panorama: Panamá Los deportes en el mar)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/9992?popup=1">https://m3a.vhlcentral.com/sections/0/activities/9992?popup=1</a> (Conexión Internet: Panamá)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT IV: Health & Medical**

<b>STANDARDS / GOALS:</b> 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: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life and infer the meaning of some unfamiliar words when used in familiar contexts.  <b>Interpretive</b> 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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Maintaining one's health is important to leading a productive, healthy lifestyle.	<ul style="list-style-type: none"> <li>Why is maintaining one's health important?</li> </ul>
	Healthcare systems differ from country to country and it is essential to be aware of them.	<ul style="list-style-type: none"> <li>How can knowing the healthcare procedures of other countries help me in an emergency situation?</li> </ul>
	Every individual and culture has his or her own approach to healthcare.	<ul style="list-style-type: none"> <li>Why is healthcare important to individuals and to the global community.</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to body, health and medical terms.  Vocabulary pertaining to common ailments and diseases.   Basic information about the health systems of the United States and target language countries.	<b>Students will be able to:</b>  Name and label parts of the body.  Identify various illnesses and symptoms.  Hold a conversation with someone about an illness and/or an accident.  Discuss a medical condition with a partner.  Create a chart showing the similarities and differences in the healthcare systems in the United States and a target language country based on written documents.  Present comparison chart on healthcare systems to class.



<p><b>Interpersonal</b>  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.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.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentational</b>  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.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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><b>Technology Standards:</b>  8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>Vocabulary pertaining to food.</p> <p>Appropriate grammatical structures to express past events in the imperfect tense.</p> <p>Differences between the uses of the imperfect and the preterite tenses.</p> <p>Using previous knowledge about a familiar topic will help them to better understand a reading selection or a listening passage.</p> <p><b>Vocabulary:</b>  health and medical terms, body parts, public Service announcements</p>	<p>Compare and contrast healthy and unhealthy food choices and activities.</p> <p>Read and summarize current events in the target language related to a health issue.</p> <p>Simulate a visit to a healthcare provider.</p> <p>Produce a brochure and a public service announcement video promoting a healthy lifestyle.</p> <p>Identify and report a patient’s symptoms in a recorded conversation with his doctor.</p> <p>Describe a visit to a medical office.</p> <p>Talk about an old illness.</p> <p>Write a narrative about a childhood illness</p> <p>Describe some physical and emotional states from their past.</p> <p>Write about their childhood.</p> <p>Recall and report information about an incident or event that occurred.</p> <p>Understand the main topics in a written and/or oral interview concerning health related issues.</p> <p>Produce a written summary of a current public health issue.</p>
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8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to an authentic audio and/or visual media and summarizing the content. (<i>interpretive listening</i>)</li> <li>• Creating and recording a dialogue aligned to a health scenario. (<i>interpersonal</i>)</li> <li>• Writing a journal entry/email home concerning a medical condition. (<i>presentational writing</i>)</li> <li>• Role-playing a telephone conversation between the concerned parent and student studying abroad. (<i>interpersonal</i>)</li> <li>• Performing a student-prepared doctor-patient skit. (<i>presentational speaking &amp; writing</i>)</li> <li>• Producing a public service announcement video and an accompanying brochure promoting a healthy lifestyle. (<i>presentational speaking &amp; writing</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-Playing</li> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Research the healthcare system in a target language country</li> <li>• Presentational skills</li> </ul>		

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**World Language IIIH  
Unit IV: Health & Medical**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	<b>Unit IV: Health &amp; Medical</b> <ul style="list-style-type: none"> <li>• Health</li> <li>• Healthcare systems</li> <li>• Healthy food choices</li> <li>• Body parts</li> </ul>	<b>French Resources:</b>  <a href="https://m3a.vhlcentral.com/sections/0/activities/27574?popup=1">https://m3a.vhlcentral.com/sections/0/activities/27574?popup=1</a> <i>(Vocabulary Presentation: J'ai mal [how to express where it hurts])</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31465?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31465?popup=1</a> <i>(Vocabulary List: La santé)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31376?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31376?popup=1</a> <i>(Reading: La sécurité sociale)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31378?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31378?popup=1</a> <i>(Flash Culture: Vidéo: La santé)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31425?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31425?popup=1</a> <i>(Reading: Non à la fatigue)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/31455?popup=1">https://m3a.vhlcentral.com/sections/0/activities/31455?popup=1</a> <i>(Reading: Les Français et la santé)</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/35091?popup=1">https://m3a.vhlcentral.com/sections/0/activities/35091?popup=1</a> <i>(Writing: Écrire une lettre expliquant que vous êtes malade)</i>  <a href="https://www.youtube.com/watch?v=Oekt6ffALuo">https://www.youtube.com/watch?v=Oekt6ffALuo</a> <i>(Peppa Pig chez le dentiste)</i>  <a href="http://www.dailymotion.com/video/x26nn1t_peppa-pig-la-">http://www.dailymotion.com/video/x26nn1t_peppa-pig-la-</a>

		<p><a href="#"><u>varicelle kids</u></a> (Peppa pig - la varicella)</p> <p><a href="http://www.1jour1actu.com/info-animee/quy-a-t-il-dans-la-cigarette/"><u>http://www.1jour1actu.com/info-animee/quy-a-t-il-dans-la-cigarette/</u></a></p> <p><a href="http://www.1jour1actu.com/info-animee/a-quoi-sert-le-cerveau/"><u>http://www.1jour1actu.com/info-animee/a-quoi-sert-le-cerveau/</u></a></p> <p><a href="http://www.1jour1actu.com/france/bientot-la-fin-des-pubs-a-la-tele-33617/"><u>http://www.1jour1actu.com/france/bientot-la-fin-des-pubs-a-la-tele-33617/</u></a> (Lecture)</p> <p><a href="http://www.1jour1actu.com/info-animee/musique-trop-fort-sante/"><u>http://www.1jour1actu.com/info-animee/musique-trop-fort-sante/</u></a></p> <p><a href="https://www.youtube.com/watch?v=K95EyEquYiI"><u>https://www.youtube.com/watch?v=K95EyEquYiI</u></a> (Peppa pig à l'hôpital)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/30882?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/30882?popup=1</u></a> (Tutorial: Passé composé VS imparfait)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/30886?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/30886?popup=1</u></a> (Tutorial passé composé VS imparfait - partie 2)</p> <p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23082?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/23082?popup=1</u></a> (Vocabulary Tutorial: El cuerpo)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23083?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/23083?popup=1</u></a> (Vocabulary Tutorial: El hospital)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23084?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/23084?popup=1</u></a> (Vocabulary Tutorial: Los problemas de salud)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12426?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/12426?popup=1</u></a> (Vocabulary presentation: En el consultorio)</p> <p><a href="http://www.senorjordan.com/01-el-cuerpo/"><u>http://www.senorjordan.com/01-el-cuerpo/</u></a> (Señor Jordan: Video El cuerpo)</p> <p><a href="http://www.senorjordan.com/01-el-cuerpo-parte-2-el-dolor/"><u>http://www.senorjordan.com/01-el-cuerpo-parte-2-el-dolor/</u></a> (Señor Jordan: Video El cuerpo y dolor)</p>
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		<p><a href="https://m3a.vhlcentral.com/sections/0/activities/12025?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12025?popup=1</a> (Grammar presentation: The imperfect tense)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15367?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15367?popup=1</a> (Tutorial: The imperfect tense)</p> <p><a href="http://www.senorjordan.com/02-imperfect-ar-verbs/">http://www.senorjordan.com/02-imperfect-ar-verbs/</a> (Señor Jordan: Video Imperfect -AR verbs)</p> <p><a href="http://www.senorjordan.com/02-imperfect-ar-verbs-song/">http://www.senorjordan.com/02-imperfect-ar-verbs-song/</a> (Señor Jordan: Video Imperfect -AR verbs Song)</p> <p><a href="http://www.senorjordan.com/02-imperfect-regular-erir-verbs/">http://www.senorjordan.com/02-imperfect-regular-erir-verbs/</a> (Señor Jordan: Video Imperfect -ER verbs)</p> <p><a href="http://www.senorjordan.com/er-ir-imperfect-endings-song/">http://www.senorjordan.com/er-ir-imperfect-endings-song/</a> (Señor Jordan: Video Imperfect -AR verbs Song)</p> <p><a href="http://www.senorjordan.com/02-imperfect-irregulars-ir-ser-ver/">http://www.senorjordan.com/02-imperfect-irregulars-ir-ser-ver/</a> (Señor Jordan: Video Imperfect -Irregular verbs)</p> <p><a href="http://www.senorjordan.com/irregulars-imperfect-song/">http://www.senorjordan.com/irregulars-imperfect-song/</a> (Señor Jordan: Video Imperfect -Irregular verbs Song)</p> <p><a href="http://eduteach.es/videos/learn-spanish/2.09-imperfect-tense.html">http://eduteach.es/videos/learn-spanish/2.09-imperfect-tense.html</a> (Video Explanation of imperfect tense)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11986?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11986?popup=1</a> (Reading: Servicios de salud)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11988?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11988?popup=1</a> (Reading: La salud en Cuba)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12029?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12029?popup=1</a> (Grammar presentation: The preterit and the imperfect)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15368?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15368?popup=1</a> (Tutorial: The preterit and the imperfect)</p> <p><a href="http://www.senorjordan.com/02-preterite-vs-imperfect/">http://www.senorjordan.com/02-preterite-vs-imperfect/</a></p>
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		<p>(Señor Jordan: Preterit vs Imperfect Tense Part 1)</p> <p><a href="http://www.senorjordan.com/02-preterite-vs-imperfect-part-2/">http://www.senorjordan.com/02-preterite-vs-imperfect-part-2/</a> (Señor Jordan: Preterit vs Imperfect Tense Part 2)</p> <p><a href="http://www.senorjordan.com/02-preterite-vs-imperfect-song-cielito-lindo/">http://www.senorjordan.com/02-preterite-vs-imperfect-song-cielito-lindo/</a> (Señor Jordan: Preterit vs Imperfect Song)</p> <p><a href="http://eduteach.es/videos/learn-spanish/2.10-preterite-imperfect.html">http://eduteach.es/videos/learn-spanish/2.10-preterite-imperfect.html</a> (Preterit vs Imperfect)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12146?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12146?popup=1</a> (Reading Strategies: Activating background knowledge)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12148?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12148?popup=1</a> (Reading: El consultorio de la Dra. Fernanda Jiménez Ocaña)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/13568?popup=1">https://m3a.vhlcentral.com/sections/0/activities/13568?popup=1</a> (Writing Strategies: Mastering the simple past tenses)</p> <p><a href="https://m3a.vhlcentral.com/resources/programs/57/download/15003">https://m3a.vhlcentral.com/resources/programs/57/download/15003</a> (Listening Strategies: Listening for specific information)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12162?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12162?popup=1</a> (Flash Cultura: La salud)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12170?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12170?popup=1</a> (Map of Costa Rica)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/12172?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12172?popup=1</a> (Panorama Video: Monteverde y Tortuguero)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/9922?popup=1">https://m3a.vhlcentral.com/sections/0/activities/9922?popup=1</a> (Conexión Internet: Costa Rica)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language III**  
**Unit V: Technology**

<p><b>STANDARDS / GOALS:</b> 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: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life and infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p><b>Interpretive</b> 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.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages 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><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>The ever-changing technology of the modern world is continuously impacting our personal and professional lifestyles.</p>	<ul style="list-style-type: none"> <li>What are the positive and negative aspects of technology on modern society?</li> </ul>
	<p>Future technological advances will impact all global communities.</p>	<ul style="list-style-type: none"> <li>How will future technological advances continue to alter our personal lives and society?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>Vocabulary that pertains to technology, cars and driving.</p>	<p><b>Students will be able to:</b></p> <p>Identify vocabulary related to technology and electronics.</p> <p>Identify different technological devices.</p> <p>Discuss which forms of technology they have and are able to use.</p> <p>Give reasons and justify their use of technology and the internet.</p> <p>Have a discussion with a partner about which forms of technology they like/prefer or dislike and why.</p> <p>Read and respond to questions for authentic target-language online reviews on current technology.</p> <p>Evaluate the requirements for a driver's license in the target language country and compare them to those of</p>
<p>Requirements for getting a driver's license in the United States and basic information about getting a driver's license in some</p>		

<p><b>Interpersonal</b>  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.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.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentation</b>  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.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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><b>Technology Standards:</b>  8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>target-language countries.</p> <p>Debate techniques.</p> <p>Phone etiquette in the target language.</p> <p>The format and usage of formal and informal commands.</p> <p>The format and usage of the future tense.</p> <p>Using words borrowed from English or another familiar language will help them to better understand a reading in the target language.</p> <p><b>Vocabulary:</b>  technological terms, computer commands, cellphones and</p>	<p>their own.</p> <p>Research car rental information in the target language on the internet or using an app.</p> <p>Summarize a car review from an online resource.</p> <p>Describe cars and their accessories.</p> <p>Have a conversation about a car issue/problem and how it was resolved.</p> <p>Discuss the advantages and disadvantages of print vs. digital reading.</p> <p>Distinguish the features of "new" technological developments as explained in a short video.</p> <p>Use their cellphone to communicate in the target language in an appropriate manner.</p> <p>Explain some details about text messaging in the target language.</p> <p>Understand and respond to orders or advice.</p> <p>Give directions on how to complete a task.</p> <p>Write about and speak about what they are going to do or some future plans.</p> <p>Read and understand a horoscope in the target language.</p> <p>Understand information in a novice driver's manual in the target language.</p>
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8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.	related vocabulary, cars and related terminology	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Understanding the message of a radio announcement and responding to questions. (<i>interpretative listening</i>)</li> <li>• Debating the pros and cons of technology. (<i>interpersonal</i>)</li> <li>• Writing an email from home requesting information about rental car options for an upcoming visit. (<i>presentational writing</i>)</li> <li>• Preparing a commercial for a new gadget and related written promotional materials. (<i>presentational writing &amp; speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-Playing</li> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Online correspondence</li> <li>• Comparing and contrasting using graphic organizers</li> <li>• Written and verbal presentational skills</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**Unit V: Technology**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	<b>Unit V: Technology</b> <ul style="list-style-type: none"> <li>• <b>Current technology:</b> <ul style="list-style-type: none"> <li>○ <b>Computers, tablets</b></li> <li>○ <b>Cell phones</b></li> <li>○ <b>Internet &amp; Social Media</b></li> </ul> </li> <li>• <b>Cars &amp; their parts</b></li> <li>• <b>Technology etiquette</b></li> </ul>	<b>French Resources:</b>  <a href="https://m3a.vhlcentral.com/sections/0/activities/26531?popup=1">https://m3a.vhlcentral.com/sections/0/activities/26531?popup=1</a> (Vocabulary Presentation: La technologie)  <a href="https://m3a.vhlcentral.com/sections/0/activities/26890?popup=1">https://m3a.vhlcentral.com/sections/0/activities/26890?popup=1</a> (Le Zapping: France 24 video)  <a href="https://www.youtube.com/watch?v=trtp4jF7wEA">https://www.youtube.com/watch?v=trtp4jF7wEA</a> (Peppa pig – la voiture)  <a href="http://www.1jour1actu.com/monde/les-billets-d2019avion-en-papier-c2019est-fini/">http://www.1jour1actu.com/monde/les-billets-d2019avion-en-papier-c2019est-fini/</a> (Lecture: Billet d’avion électronique)  <a href="http://www.1jour1actu.com/science/concept-cars-67499/">http://www.1jour1actu.com/science/concept-cars-67499/</a> (Lecture: Une voiture qui conduit toute seule)  <a href="http://www.1jour1actu.com/histoire/evolution-telephone-36138/">http://www.1jour1actu.com/histoire/evolution-telephone-36138/</a> (Lecture)  <a href="http://www.1jour1actu.com/france/4g/">http://www.1jour1actu.com/france/4g/</a> (Lecture: Nouvelle technologie des téléphones)  <a href="http://www.1jour1actu.com/culture/internet-vie-privee-29-01-13/">http://www.1jour1actu.com/culture/internet-vie-privee-29-01-13/</a> (Lecture)  <a href="http://www.1jour1actu.com/insolite/ces-voitures-roulent-sans-">http://www.1jour1actu.com/insolite/ces-voitures-roulent-sans-</a>

		<p><a href="#"><u>chauffeur/</u></a> (<i>Lecture</i>)</p> <p><a href="http://www.1jour1actu.com/france/les-francais-sont-connectes/"><u>http://www.1jour1actu.com/france/les-francais-sont-connectes/</u></a> (<i>Lecture</i>)</p> <p><a href="http://www.1jour1actu.com/science/telephone-portable-55504/"><u>http://www.1jour1actu.com/science/telephone-portable-55504/</u></a> (<i>Lecture</i>)</p> <p><a href="http://www.1jour1actu.com/monde/3ds-nintendo-20885/"><u>http://www.1jour1actu.com/monde/3ds-nintendo-20885/</u></a> (<i>Lecture</i>)</p> <p><a href="https://fr.pinterest.com/pin/136937644897997701/"><u>https://fr.pinterest.com/pin/136937644897997701/</u></a> (<i>Pinterest – French Texting Abbreviations</i>)</p> <p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23085?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/23085?popup=1</u></a> (<i>Vocabulary Tutorial: La tecnología</i>)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23087?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/23087?popup=1</u></a> (<i>Vocabulary Tutorial: La computadora</i>)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7319?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7319?popup=1</u></a> (<i>Vocabulary presentation: La tecnología</i>)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7320?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7320?popup=1</u></a> (<i>Listening practice: La tecnología</i>)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7363?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7363?popup=1</u></a> (<i>Reading: El teléfono celular</i>)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7368?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7368?popup=1</u></a> (<i>Reading: Una Laptop por Niño en Uruguay</i>)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7436?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7436?popup=1</u></a> <i>Reading Strategies-Recognizing Borrowed words: El celular por Tute)</i></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7439?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7439?popup=1</u></a></p>
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		<p>(Reading: Los hispanos de los EE.UU. se toman Internet)</p> <p><a href="https://m3a.vhlcentral.com/resources/programs/57/download/15017">https://m3a.vhlcentral.com/resources/programs/57/download/15017</a> (Escuchar; Recognizing the genre of spoken discourse)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7451?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7451?popup=1</a> (Flash culturaVideo: Maravillas de la tecnología)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7470?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7470?popup=1</a> (Panorama: Conexión Internet: Argentina)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1">https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1</a> (Descubre2-Vocabulary Tutorial: Cars)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1</a> (Descubre2-Listening practice: En la gasolinera)</p> <p><a href="http://www.dmv.org/international-driver-permits.php">http://www.dmv.org/international-driver-permits.php</a> (International Driver's permit)</p> <p><a href="http://www.autoeurope.com/roadsigns/">http://www.autoeurope.com/roadsigns/</a> (European Road Signs-II)</p>
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## APPENDIX A

### ACTFL Proficiency Guidelines 2012 – Novice & Intermediate 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.

#### **NOVICE 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.

Speakers at the **Novice High sublevel** are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

#### **INTERMEDIATE SPEAKING:**

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Speakers at the **Intermediate Low sublevel** are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely. Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective

reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

### **NOVICE 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.

Writers at the **Novice High sublevel** are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur

### **INTERMEDIATE WRITING:**

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Writers at the **Intermediate Low sublevel** are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

### **NOVICE 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.

At the **Novice High sublevel**, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

### **INTERMEDIATE LISTENING:**

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues. Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary. Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

At the **Intermediate Low sublevel**, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

### **NOVICE 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.

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

### **INTERMEDIATE READING:**

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

At the **Intermediate Low sublevel**, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

The full document of the ACTFL Proficiency Guidelines can be found at <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>.

## **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-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.

**Intermediate-Low:** I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

### **Presentational Speaking:**

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

**Intermediate-Low:** I can present information on most familiar topics using a series of simple sentences.

### **Presentational Writing:**

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

**Intermediate-Low:** I can write briefly about most familiar topics and present information using a series of simple sentences.

### **Interpretive Listening:**

**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.

**Intermediate-Low:** I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.

### **Interpretive Reading:**

**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.

**Intermediate-Low:** I can understand the main idea of short and simple texts when the topic is familiar.

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

**Unit 1 Can Do Statements:**

I can communicate with someone about my travel and vacation plans.

I can reserve hotel accommodations.

I can comprehend travel phrases verbally and in written forms.

I can interpret a travel brochure.

I can read and understand a travel confirmation email.

I can write an email about myself.

I can choose the most practical means of transportation for my needs.

I can summarize and explain information I have read on vacation destinations of target-language speakers.

I can talk about some geography and cultural highlights of the target language countries.

I can recount and write about some past events.

I can describe how, when, and where something happened.

I can narrate a story from my past.

I can create a written narrative about past experiences.

I can understand a conversation and/or a presentation about past events.

I can read, analyze and discuss a text.

## **Unit 2 Can Do Statements:**

I can recognize the names of a variety of foods and classify them.  
I can create a grocery shopping list.  
I can order food in a restaurant.  
I can talk about typical dishes from native speaking countries.  
I can read and understand a menu in the target language.  
I can understand a waiter's recommendations.  
I can understand the foods ordered by different people.  
I can compare and contrast typical American foods with foods of the target language countries.  
I can compare and contrast typical meals and times from the US with target language countries.  
I can create a chart showing which foods are eaten the most and the least by surveying my classmates.  
I can write a restaurant review.  
I can state what I like or dislike in a restaurant.  
I can identify the main idea of a reading.  
I can read and follow a recipe.

### **Unit 3 Can Do Statements:**

I can recognize vocabulary pertaining to daily routines such as brushing teeth, taking a shower, etc.

I can match pictures to daily routines that I hear.

I can organize daily routines chronologically.

I can list my typical daily routines including times and share with a partner.

I can listen to a native speaker and pick out the daily routines they talk about.

I can label rooms in a house.

I can listen to a description and identify in which room a given action takes place.

I can draw my dream home and answer questions about it from my classmates.

I can name common household objects (ie. furniture and appliances).

I can identify some household chores.

I can make a list of my weekly chores.

I can survey my classmates about their household tasks.

I can compare the data on household chores from my class with other countries.

I can tell who is responsible for daily household chores in my house.

I can identify different technological devices.

I can label different parts of a computer.

I can state which devices like and dislike.

I can read and relate information from an advertisement.

I can talk about which chores I like and dislike.

I can politely request someone to do a task.

I can follow orders given to me.

I can write an essay with a clear introduction, a body, and a conclusion.

I can predict the content of a text from its title.

I can analyze the main parts of a sentence to better understand a reading selection.

I can explain the content of an email exchange between two native speakers.

I can understand details from an audio recording by using visual cues.

#### **Unit 4 Can Do Statements:**

I can label some parts of the body.

I can understand commands given to play Simon Says.

I can identify various illnesses and symptoms.

I can hold a conversation with someone about an illness and/or an accident.

I can choose the remedy to match an illness.

I can talk about a medical condition or a sickness with a partner.

I can act out a visit to a healthcare provider.

I can read a document and pick out some similarities and differences in the healthcare systems in the United States and another country.

I can state some healthy and unhealthy food choices and activities.

I can create a brochure promoting a healthy lifestyle.

I can talk about a visit to a doctor's office.

I can tell a classmate about an old illness.

I can write a simple story about a childhood illness.

I can recall and report information about an incident or event that occurred.

I can read or listen to a text and understand the main idea.

I can identify a patient's symptoms in a recorded conversation with the doctor.

I can scan a public service announcement and answer questions to show I understand it.

I can write a public service announcement about a current health issue.

**Unit 5 Can Do Statements:**

I can have a conversation about which forms of technology I can use.

I can give justify why I use the technology and the internet.

I can tell my partner which forms of technology I like or prefer and which I don't like and why.

I can read and understand an online review on current technology.

I can compare and contrast the requirements for a driver's license between the US and another country.

I can skim and have basic understanding of car rental information I find on the internet or using an app.

I can summarize a car review from an online resource.

I can label a car and its accessories.

I can talk about a time in the past when I have had or my parents have had a car issue/problem and how it was resolved.

I can debate the advantages and disadvantages of print vs. digital reading.

I can pick out the features of "new" technological developments as explained in a short video.

I can use my cellphone to communicate in an appropriate manner.

I can explain some details about text messaging.

I can understand and respond to some orders.

I can understand and respond to advice I have been given.

I can tell my partner how to complete a specific task.

I can write a social media post about what I am going to do or my future plans.

I can talk about what I am going to do or my future plans.

I can read and have a basic understanding of my horoscope.

I can understand some information in a novice driver's manual.

**APPENDIX C**  
*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 D (RESOURCES)

### Textbooks:

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

*D'accord 2: Langue et Culture du Monde Francophone*, Vista Higher Learning, ISBN 978-1605763620

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

*Descubre 2: Lengua y cultura del mundo hispánico*, Vista Higher Learning, ISBN 978-1618571991

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

### 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/>

[www.pinterest.com](http://www.pinterest.com)

[www.twitter.com](http://www.twitter.com)

[www.facebook.com](http://www.facebook.com)

### General Language Resources:

[http://www.westerwelle.net/conversion\\_table.htm](http://www.westerwelle.net/conversion_table.htm) (Measurement conversion)

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

[www.getkahoot.com](http://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](http://www.storybird.com)  
[www.k7.net](http://www.k7.net)  
[www.socrative.com](http://www.socrative.com)  
[www.polleverywhere.com](http://www.polleverywhere.com)  
[www.surveymonkey.com](http://www.surveymonkey.com)  
<https://plickers.com/>  
<https://www.zaption.com/>  
[www.wordreference.com](http://www.wordreference.com)  
<http://www.teachertube.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)

#### 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.lightspeedspanish.co.uk/> (*Culture/ Videos/ Podcasts/ Activities*)  
<https://quizlet.com/subject/spanish/>  
<http://www.bbc.co.uk/schools/gcsebitesize/spanish/> (*listening activities*)