

**Randolph Township Schools
Randolph High School**

**World Language IIIA Curriculum
(French & Spanish)**

“If we spoke a different language, we would perceive a somewhat different world”
-Ludwig Wittgenstein

World Language Department
Paula Paredes-Corbel
Supervisor

Curriculum Committee
Estela Flood
Joy Kelsch
Jen Migueis

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

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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 IIIA

Introduction

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

The Randolph Department of World Languages believes that the acquisition of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar and vocabulary being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis as well. 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.

The World Language IIIA curriculum is designed for those students who continue to demonstrate an aptitude and performance in the development of the major language skills. Emphasis will be placed on the development of communicative proficiency through interpretive, interpersonal and presentational activities. Vocabulary and grammar concepts will be taught in context through listening, speaking, reading and writing activities in the target language.

The World Language IIIA curriculum presents students with the opportunity to explore the topics of Travel, Nature & Environment, City Life, Workplace and Careers as well as the Arts. Through this exploration, students will build upon their knowledge of the target language and become more culturally and linguistically proficient. Students in World Language IIIA are at the Intermediate-Low proficiency levels in French and/or Spanish.

The prerequisite for World Language IIIA is the successful completion of World Language IIA.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
World Language IIIA

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Summer Vacation Activities
8 weeks	II	City Life
8 weeks	III	Nature & Environment
8 weeks	IV	Workplace & Careers
8 weeks	V	The Arts

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT I: Summer Vacation

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.</p> <p>Interpretive 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>Interpersonal 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate</p>	<p>Cultures around the world place different amounts of value on vacations. Vacationing relieves stress, makes people happy and contributes to a healthier life.</p>	<ul style="list-style-type: none"> Why might it be important for people to take time off from work and school to take a vacation?
	<p>Not all people are able to travel on vacation. When and where people travel for vacation varies and is contingent on many factors including geography, culture, values and economics.</p>	<ul style="list-style-type: none"> How does where I live and how I live impact my vacation travel?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Vocabulary pertaining to travel and vacation, names of countries and vacation destinations.</p> <p>Appropriate structures to express past events.</p> <p>Basic information about lodging, hotels, accommodations and leisure activities.</p> <p>Vocabulary related to transition words.</p> <p>Vocabulary related to expressions of time, e.g. last week, this</p>	<p>Students will be able to:</p> <p>Listen to a story about a summer vacation and be able to answer circling questions about the story they hear.</p> <p>Read a short story about a trip and answer comprehension questions about what they read.</p> <p>Ask classmates about what they did over the summer.</p> <p>Describe their summer vacation experiences to a few classmates in small groups.</p> <p>Hold a conversation with someone about a past vacation and discuss where they stayed and what they did.</p> <p>Sequence a series of images relating to a vacation in chronological order and create a story to match those events.</p> <p>Write a postcard or a social media post about their</p>

<p>classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>Presentational</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>past summer, two years ago.</p> <p>Appropriate structures needed to ask and answer open-ended questions.</p> <p>Vocabulary related to common vacation items, i.e. suitcase, ticket, passport.</p> <p>Using previous knowledge about a familiar topic will help them to better understand a reading selection or a listening passage.</p> <p>Vocabulary: Travel arrangements, past vacations with family, vacation activities, past tense indicators</p>	<p>vacation.</p> <p>Poll their classmates to find out how long each vacation lasted, how many students left home, left the state and left the country.</p> <p>Create a chart showing the places visited and duration of vacations.</p> <p>Observe an infographic about items needed for vacationing and determine which items they would bring on a vacation.</p> <p>Read authentic descriptions of vacation destinations in target language and complete online or teacher made activities based on readings.</p> <p>Compare and contrast class data with the typical vacation taken by Americans as well as people from the target culture.</p> <p>Surmise what the differences in the data on vacations say about the different cultures being looked at.</p> <p>Read, listen to or view an authentic text/video and show understanding of the main idea.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p>		

- Listening to an authentic audio and/or visual media and summarizing the content. (*interpretive listening*)
- Creating and recording a dialogue aligned to a vacation experience. (*interpersonal*)
- Performing a skit of a student-prepared dialogue involving a travel experience. (*presentational speaking & writing*)

KEY LEARNING EVENTS AND INSTRUCTION:

- Teaching Proficiency through Reading and Storytelling (TPRS)
- Total Physical Response (TPR)
- Circling question technique
- Authentic readings
- Listening activities
- Research popular vacation destinations in a target language country
- Group-work
- Class discussions
- Presentations
- Self-assessment/peer assessment

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT I: Summer Vacation

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Unit I: Summer Vacations <ul style="list-style-type: none"> • Travel arrangements • Destinations • Travel Activities • Accommodations 	French Resources https://m3a.vhlcentral.com/instructor/contents/72?display_lesson=249&start_unit=6&toc_location=75590 https://m3a.vhlcentral.com/instructor/contents/72?display_lesson=250&start_unit=6&toc_location=75775 https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=258&start_unit=2&toc_location=75876 (reading & activities) https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=260&start_unit=3&toc_location=75913 (reading & activities) http://www.1jour1actu.com/insolite/elea-te-souhaite-un-bel-ete-92425/ http://www.1jour1actu.com/france/le_prix_des_grandes_vacances/ (Lecture) http://www.1jour1actu.com/france/tu_pars_ou_tu_reviens_/ (Lecture) http://www.1jour1actu.com/planete/la-voiture-de-l2019avenir-sera-ecolo/ (Lecture) https://www.youtube.com/watch?v=8LNK2o9GFvg (Excursion en montagne) https://www.youtube.com/watch?v=8fRu7GTVpng (Les vacances au soleil http://www.1jour1actu.com/insolite/train-futur/ (Lecture: Train mégarapide) http://www.1jour1actu.com/insolite/bientot-un-avion-transparent-visite-guidee-du-%C2%AB-concept-plane-%C2%BB/ (Lecture: L'avion du future)

		<p>Spanish Resources:</p> <p>https://m3a.vhlcentral.com/sections/0/activities/7116?popup=1 (Vocabulary Tutorial: Travel)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/7117?popup=1 (Vocabulary Tutorial: Hotels)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1 (Descubre2-Vocabulary Tutorial: Cars)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1 (Descubre2-Listening practice: En la gasolinera)</p> <p>http://www.dmv.org/international-driver-permits.php (International Driver's permit)</p> <p>http://www.autoeurope.com/roadsigns/ (European Road Signs-II)</p> <p>http://www.renfe.com/index.html (RENFE: Train Travel in Spain Website)</p> <p>http://www.elhuevodechocolate.com/parques/parque1.htm (Parks with themes in Spanish Speaking countries)</p> <p>http://www.vistaprint.es/gallery/IBIATAIBAAAAAA=/folletos/agencias-de-viajes.aspx?couponAutoload=1&GP=8%2f2%2f2016+12%3a49%3a39+PM&GPS=4029387285&GNF=0 (Travel Brochure Design/ Spanish)</p> <p>http://eduteach.es/videos/episodios-espanol/11-tiempo-vacaciones.html</p> <p>https://www.pinterest.com/pin/456833955942170736/</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT II: City Life

STANDARDS / GOALS: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently. Interpretive 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language. Interpersonal 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Traditions and habits influence our daily lives.	<ul style="list-style-type: none"> How does where we live impact how we live?
	The structure of a city and the facilities available to its citizens are a reflection of the cultural norms of that society.	<ul style="list-style-type: none"> How do cities reflect the values of the citizens?
	KNOWLEDGE	SKILLS
	Students will know: Vocabulary pertaining to cities, directions, post office, banking, city landmarks, and specific shops. Vocabulary related to means of transportation. Not all cities and towns have the same services and facilities available to their citizens. Vocabulary pertaining to locations, e.g. next to, in front of, to the left of. Structures needed to give commands and directions. Structures to communicate future actions.	Students will be able to: Recognize vocabulary pertaining to cities and daily life. Ask and answer questions about how they go to and from school and other places in town. Compare and contrast typical city centers in other cultures with the U.S. Give directions on how to get around the city to other students. Ask for directions to a specific place. Understand and follow directions in order to get from one place to another on a map (e.g. Google maps) or in a building. Talk about future plans, i.e. where they are planning to go and when. Record a short conversation about where they are going, asking and giving directions to each other.

<p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>Presentational</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>Vocabulary pertaining to shopping locales, i.e. boutiques, kiosks, departments stores, supermarkets, outdoor markets.</p> <p>Vocabulary pertaining to the metro and using the metro.</p> <p>Vocabulary pertaining to different leisure and everyday activities, i.e. swim, eat out, see a doctor.</p> <p>Descriptive adjectives including colors, shapes, and materials.</p> <p>Vocabulary: Around town, business transactions, business establishments, small shops, banking and post office, giving directions, cities, future indicators</p>	<p>Understand where to go shopping for different products in another culture.</p> <p>Compare and contrast shopping habits in the U.S. with those of target cultures.</p> <p>Locate their final destination on a metro map through listening to and understanding directions.</p> <p>Read and understand a metro map and give directions to a final destination.</p> <p>Listen to a description of a city/town and fill in the missing pieces on a drawing and/or a map.</p> <p>Listen to a description and identify in which place in the city a given action takes place.</p> <p>Create a short group conversation occurring in a bank, post office, or office of tourism requiring an exchange of information or directions.</p> <p>Read and interpret authentic material pertaining to a city from a target language country.</p> <p>View video clips of open air markets in other cultures and discuss similarities and differences with classmates between the United States and target country.</p> <p>Describe landscapes around town and have a partner identify the place.</p> <p>Scan an infographic from a target language country and explain it to a partner.</p>
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Deciphering landmarks and identifying specific locations on an authentic map from a target language city. (<i>interpretive reading</i>) • Discussing the plans for shopping, a night out or traveling. (<i>interpersonal</i>) • Creating a presentation of where to go and what to do during a vacation using a map of a city and indicating landmarks or other touristic places to visit. (<i>presentational</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Role-Playing • Teaching Proficiency through Reading and Storytelling (TPRS) • Total Physical Response (TPR) • Authentic readings • Listening activities • Research cities in target language • Group-work • Class discussions • Presentations • Self-assessment/peer assessment 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT II: City Life

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Unit II: City Life <ul style="list-style-type: none"> • Around Town/Landmarks • Typical Shops • Services around town • Transportation • Park and Recreation 	French Resources: https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=261&start_unit=5&toc_location=73523 https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=262&start_unit=5&toc_location=75922 https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=88&start_unit=5&toc_location=48853 http://www.1jour1actu.com/france/treve-hivernale/ http://www.1jour1actu.com/info-animee/qui-sont-les-roms/ http://www.1jour1actu.com/france/pourquoi-les-enfants-roms-ne-vont-ils-pas-tous-a-lecole/ http://www.1jour1actu.com/france/quelles-solutions-pour-les-roms-en-france/ http://www.1jour1actu.com/culture/demain-soir-fete-la-musique-47130/ http://www.1jour1actu.com/france/precarite-deux-millions-denfants-pauvres-en-france/ http://www.1jour1actu.com/france/les_hlm_du_futur/ http://www.1jour1actu.com/info-animee/cest-quoi-etre-sdf/

		<p>Spanish Resources:</p> <p>http://www.barcelonaturisme.com/wv3/es/</p> <p>http://www.barcelonaturisme.com/wv3/es/page/3/informacion-util-sobre-barcelona.html</p> <p>https://m3a.vhlcentral.com/sections/0/activities/7370?popup=1 (Grammar presentation: Familiar commands)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/15371?popup=1 (Tutorial: Familiar commands)</p> <p>http://www.senorjordan.com/03-affirmative-tu-commands/ (Señor Jordan: Video affirmative-tú-commands)</p> <p>http://www.senorjordan.com/03-affirmative-tu-commands-irregulars/ (Señor Jordan: Video Irregular affirmative-tú-commands)</p> <p>http://www.senorjordan.com/03-negative-tu-commands/ (Señor Jordan: Video Negative -tú-commands)</p> <p>https://www.fcbarcelona.com/</p> <p>https://m3a.vhlcentral.com/sections/0/activities/11283?popup=1 (Map of Peru)</p> <p>https://m3a.vhlcentral.com/sections/0/activities/7465?popup=1 (Panorama: Argentina - El tango)</p> <p>http://www.senorjordan.com/03-usted-commands/ (Señor Jordan: Video -usted-commands)</p> <p>http://www.senorjordan.com/03-ustedes-commands/ (Señor Jordan: Video -ustedes-commands)</p> <p>https://www.google.com/search?q=infograf%C3%ADa+efectos+del+cambio+climatico&source=lnms&tbn=isch&sa=X&ved=0ahUKEwis3rvavdnVAhUG1oMKHbmWCKQQ_AUICigB&biw=1920&bih=985#imgsrc=K0o2TLW_RLruoM:&spf=1502808443564</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT III: Nature and the Environment

STANDARDS / GOALS: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently. Interpretive 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language. Interpersonal 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Environmental issues impact us all worldwide. We may not be able to control what others do but we can control our own actions and have an environmentally friendly attitude. Individual and local efforts can collectively produce a positive impact on the environment.	<ul style="list-style-type: none"> Why should I be disturbed by growing environmental concerns?
	The effects of human behavior on ecosystems have complex and long term consequences for the planet.	<ul style="list-style-type: none"> How do human activities impact wildlife and different environments?
	Lifestyle, cultural values and government issues influence perception of environmental issues and conservation.	<ul style="list-style-type: none"> How do different cultures approach environmental issues and conservation?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Vocabulary pertaining to nature, pollution, the environment, and conservation.</p> <p>Appropriate structures to express necessity, wants and personal opinion.</p> <p>Circumlocution is a strategy for defining or describing a concept when the specific words for that concept cannot be remembered. An example would be saying it is very warm when they do not know the word for hot.</p>	<p>Students will be able to:</p> <p>Recognize vocabulary pertaining to the environment and environmental issues.</p> <p>Poll classmates to ascertain which environmental issues they believe are the most pressing and share that information with the class.</p> <p>Express opinions about environmental issues.</p> <p>Work collaboratively to choose, read and discuss an article about an environmental issue.</p> <p>Prepare and present information about an article on an environmental issue to the class.</p> <p>Ask questions about a presentation on a specific environmental concern.</p>

<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>Presentation</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.</p>	<p>Vocabulary pertaining to activities and hobbies involving nature.</p> <p>A good strategy to understand a reading in the target language is to look for previously learned vocabulary and cognates, use context clues and use visuals or graphics to help infer meaning.</p> <p>Vocabulary: Ecology and the environment, pollution, ecological movements, recycling and conservation, environmental concerns, natural resources, impersonal expressions</p>	<p>Answer questions posed by classmates about their presentation.</p> <p>Write an article, letter or blog post about an ecological concern.</p> <p>Explain what ecotourism is in simple terms.</p> <p>Locate places on a map of the world that cater to ecotourism.</p> <p>Discuss activities they could do during an ecotourism vacation.</p> <p>Describe ecological movements in a target culture.</p> <p>Scan an infographic about the environment and have a conversation in small groups about the content.</p> <p>Read and interpret authentic material, i.e. an article for school children on the environment.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Reading about geographical features or national parks in the target language and responding to open-ended questions on the article. (<i>interpretive reading</i>) • Conducting a class debate about environmental issues. (<i>interpersonal</i>) • Writing a letter or an article about an ecological concern. (<i>presentational writing</i>) 		

KEY LEARNING EVENTS AND INSTRUCTION:

- Role-Playing
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Authentic readings
- Group discussion to express opinions on current ecological issues
- Listening activities
- Research current environmental issues
- Group-work
- Class discussions
- Presentations
- Self-assessment/peer assessment

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT III: Nature and the Environment

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Unit III: Nature & Environment <ul style="list-style-type: none"> • Environmental Issues • Ecology • Nature • Conservation • Expressing opinions & concerns 	French Resources: https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=219&start_unit=4&toc_location=75900 http://www.1jour1actu.com/planete/quiz-deviens-incollable-sur-la-reduction-des-dechets/ http://www.1jour1actu.com/info-animee/lannee-2016-en-video-la-fin-des-sacs-plastique/ (animation harm of plastic bags) http://www.1jour1actu.com/planete/des-sacs-plastique-bons-pour-la-planete/ (Article plastic pollution) http://www.1jour1actu.com/info-animee/cest-quoi-une-espece-menacee/ http://www.1jour1actu.com/info-animee/pourquoi-faut-il-proteger-les-oceans/ http://www.1jour1actu.com/info-animee/12-solutions-pour-le-climat/ http://www.1jour1actu.com/france/stop-aux-dechets/ (pollution) http://www.1jour1actu.com/info-animee/reduction-des-dechets/ http://www.1jour1actu.com/monde/les_oceans_en_danger/ (article oceans) http://www.1jour1actu.com/planete/un-apiculteur-se-mobilise-pour-sauver-les-abeilles-56412/

		<p>http://www.1jour1actu.com/planete/pic-de-pollution-il-faut-changer-dair-72304/ (article pollution)</p> <p>http://www.1jour1actu.com/planete/cop-22-31843/ (Cop21 & Cop22)</p> <p>https://www.scribd.com/document/87474664/Dix-Gestes-pour-sauver-la-Planete (infographique)</p> <p>Spanish Resources:</p> <p>http://chile.travel/que-hacer/naturaleza/ecoturismo/</p> <p>https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=87&st_art_unit=4&toc_location=508</p> <p>https://www.youtube.com/watch?v=pH1CKLcqotU (recycling by colors)</p> <p>https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=87&st_art_unit=4&toc_location=50813</p> <p>http://www.conozcacosstarica.com/parques/parquesnacionales.htm (Natural Parks in Costa Rica)</p> <p>https://www.youtube.com/watch?v=zghzU619B38 (Latinoamérica salvaje)</p> <p>https://www.youtube.com/watch?v=myTVoqCCk4k</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT IV: Workplace and Careers

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.</p>	<p>The society in which we are raised influences how we balance work and life.</p>	<ul style="list-style-type: none"> • How does where I live affect the way I see my work or career?
<p>Interpretive 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>The world economy influences many aspects of our social, cultural and professional lives.</p>	<ul style="list-style-type: none"> • How does the economy of the target country impact professional opportunities and our everyday lives?
<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p style="text-align: center;">KNOWLEDGE</p>	<p style="text-align: center;">SKILLS</p>
<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>Interpersonal 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>		<p>Students will be able to:</p> <p>Identify, describe and discuss various careers and professions.</p> <p>Listen to someone describing what he or she does for a living and identify his or her job or profession.</p> <p>Read a series of descriptions and match them with their corresponding profession.</p> <p>Poll their classmates to gather information on their future career goals.</p> <p>Discuss future career information from the class poll and determine which careers are the most popular in the class and why.</p> <p>Hold a conversation with someone about an after-school job opportunity.</p> <p>Listen to job interviews in target language and identify the professions based on aural descriptions.</p>

<p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>Presentational</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Not all countries offer the same benefits to their workers. What is considered normal practice and a basic right in one country might seem like a luxury in another.</p> <p>Basic information about the economic system in the United States and target language countries.</p> <p>Labor movement, workers' rights and benefits as they pertain to target cultures.</p> <p>Basic structures needed to express necessity, personal opinion, will and emotion.</p> <p>Vocabulary: Workplace, professions, job interviews, phone calls, text messages, discussing one's work, labor unions and worker rights, terms for discussing one's future</p>	<p>Simulate a job interview.</p> <p>Have a class discussion on benefits associated with working in the United States.</p> <p>Read a short article or examine an infographic about benefits associated with working in a target language country.</p> <p>Create a chart showing the similarities and differences in the benefit systems in the United States and a target language country based on written documents and infographics.</p> <p>Read and discuss an article on workers' right, equality and representation in the target language.</p> <p>Express their opinion about different careers and the pros and cons of these professions.</p> <p>Watch an authentic video on jobs in a target language country and show understanding of the main idea.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p>		

- Listening to an authentic audio and/or visual media and summarizing the content. (*interpretive listening*)
- Creating and recording a student-prepared interview skit. (*presentational speaking & writing*)
- Identify and discussing a possible future career in a small group. (*interpersonal*)

KEY LEARNING EVENTS AND INSTRUCTION:

- Role-Playing
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Total Physical Response (TPR)
- Authentic readings
- Listening activities
- Group-work
- Class discussions
- Presentations
- Self-assessment/peer assessment

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT IV: Workplace and Careers

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Unit II: Workplace and Careers <ul style="list-style-type: none"> • Careers and Professions • Future goals and plans • Opinions on career paths • Workers' Rights 	French Resources: https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=263&start_unit=6&toc_location=75913 https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=264&start_unit=6&toc_location=75961 http://www.1jour1actu.com/info-animee/peut-on-travailler-quand-on-est-handicape/ (article) http://www.1jour1actu.com/planete/mon-metier-soigneur-de-reptiles-93720/ (article) http://www.1jour1actu.com/planete/mon-metier-soigneur-de-reptiles-93720/ (article) http://www.1jour1actu.com/info-animee/travail-des-enfants/ (video) http://www.1jour1actu.com/info-animee/pourquoi-y-a-t-il-une-fete-du-travail/ (video) http://www.1jour1actu.com/info-animee/pourquoi-existe-t-il-un-salaire-minimum/ (video) http://www.1jour1actu.com/info-animee/est-ce-que-youtubeur-cest-un-metier/ (video debate) http://www.1jour1actu.com/info-animee/peut-on-travailler-quand-on-est-

		<p><u>handicape/</u></p> <p><u>https://www.youtube.com/channel/UCIV-NTLRUBzAY404qiQ1OYw</u> (pole emploi videos)</p> <p><u>http://www.pole-emploi.fr/accueil/</u> (pole emploi)</p> <p><u>http://www.1jour1actu.com/info-animee/conges-payes/</u> (article)</p> <p>Spanish Resources:</p> <p><u>https://m3a.vhlcentral.com/instructor/contents/56?display_lesson=78&st_art_unit=4&toc_location=48848</u></p> <p><u>https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=90&st_art_unit=7&toc_location=50388</u></p> <p><u>https://www.google.com/search?site=&source=hp&q=infografia+in+spanish&oq=infografia+in+spanish</u></p> <p><u>https://www.oficinaempleo.com/</u> (employment office)</p> <p><u>https://www.youtube.com/watch?v=26MhFFPlS9c</u></p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT V: The Arts

STANDARDS / GOALS: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently. Interpretive 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language. Interpersonal 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Art can reflect many aspects of a society including cultural norms, values, and belief systems.	<ul style="list-style-type: none"> How does art reflect and affect culture?
	The definition or meaning of art depends on the point of view of the audience.	<ul style="list-style-type: none"> What is art?
	KNOWLEDGE	SKILLS
	Students will know: Vocabulary pertaining to art, films, literature, and music. Vocabulary pertaining to colors, textures, size, and other adjectives. Appropriate structures to express personal opinion and preferences. Appropriate structures to make comparisons. Appropriate structures to express likes and dislikes and to ask questions. Structure for commands and vocabulary pertaining to ordinal numbers.	Students will be able to: Recognize vocabulary pertaining to the arts. Listen to descriptions of different works of art and identify the work based on the description. Identify different works of art by reading a description. Describe works of art and discuss preferences with fellow classmates. Compare and contrast various art forms and styles with appropriate vocabulary. Interview a fellow classmate and discuss art and media preferences. Give and follow a series of directions related to an art project. Interpret a museum guide, a concert advertisement, a film review and explain to a small group.

<p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>Presentational</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>In order to hold a conversation in the target language, it is necessary to use both speaking and listening skills.</p> <p>A good strategy to use when listening to a passage in another language is to listen 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 general meaning of what is being said.</p> <p>Vocabulary: Theatre and performing arts, cinema, fine arts, artists and museums, expressions of doubt, disbelief, and uncertainty, feelings and opinions</p>	<p>Create weekend plans with classmate to view different forms of art (music, museum, theatre, film etc.)</p> <p>Read and interpret an authentic text dealing with a particular work of art and identify the main idea.</p> <p>Recognize important artists from the target cultures.</p> <p>Match some major works of art with the artists.</p> <p>Survey classmates about the ways in which art influences their everyday life.</p> <p>Read a series of film reviews and match them up with the movie posters.</p> <p>Listen to a song from the target culture and be able to discuss what the artist is trying to say.</p> <p>Listen to a song from the target culture and complete a cloze reading activity.</p> <p>Scan an infographic about an art form and answer questions about the content.</p>
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8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Listening to and identifying descriptions of works of art. (<i>interpretive listening</i>) • Reading about fine arts in the target culture. (<i>interpretive reading</i>) • Conversing with a partner about weekend plans to visit various art venues. (<i>interpersonal</i>) • Preparing and presenting a demonstration about an artist from the target culture. (<i>presentational</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Role-Playing • Teaching Proficiency through Reading and Storytelling (TPRS) • Total Physical Response (TPR) • Authentic readings • Listening activities • Research fine arts in target language • Research individual artists • Group-work • Class discussions • Presentations 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IIIA
UNIT V: The Arts

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Unit V: The Arts <ul style="list-style-type: none"> • Theatre and performing arts • Fine Arts • Expressions of opinion and comparisons • Arts in the target culture 	French Resources: https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=267&start_unit=8&toc_location=75976 https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=268&start_unit=8&toc_location=76035 http://www.1jour1actu.com/info-animee/cest-qui-picasso/ (video) http://www.1jour1actu.com/culture/fij-comedienne-86589/ (article) http://www.1jour1actu.com/culture/vive-les-comedies-musicales-99698/ (article) http://www.1jour1actu.com/culture/jai-ete-juree-pour-le-festival-de-la-bd-89914/ (article) http://www.1jour1actu.com/info-animee/depuis-combien-de-temps-les-hommes-font-de-la-musique/ (video) http://www.1jour1actu.com/info-animee/cest-quoi-une-comedie-musicale/ (video) http://www.1jour1actu.com/info-animee/a-quoi-ca-sert-la-poesie/ (video) http://www.1jour1actu.com/info-animee/cest-quoi-la-difference-entre-les-cesars-et-les-oscars/ (video)

		<p>http://www.1jour1actu.com/info-animee/comment-fait-on-un-dessin-anime-2/ (video)</p> <p>http://www.1jour1actu.com/info-animee/ca-sert-a-quoi-la-palme-dor/ (video)</p> <p>http://www.1jour1actu.com/info-animee/qui-a-invente-le-cinema/ (video)</p> <p>Spanish Resources:</p> <p>https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&st_art_unit=8&toc_location=50925 (Panorama chapter 8 Descubre)</p> <p>https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&st_art_unit=8&toc_location=50912 (chapter 8 vhl central)</p> <p>https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&st_art_unit=8&toc_location=50914 (fotonovela)</p> <p>https://www.youtube.com/watch?v=CZPTf41gbew (video Picasso)</p> <p>https://www.youtube.com/watch?v=MJ7eiE8ulOA (video Diego Rivera)</p>
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APPENDIX A

ACTFL Proficiency Guidelines 2012 – 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.

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.

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.

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.

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 ACTFL Proficiency Guidelines document can be found at: <https://www.languagetesting.com/wp/wp-content/uploads/2013/07/ACTFL-Proficiency-Guidelines-2012.pdf>

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:

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.

Intermediate-Mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

Presentational Speaking:

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

Intermediate-Mid: I can make presentations on a wide variety of familiar topics using connected sentences.

Presentational Writing:

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

Intermediate-Mid: I can write on a wide variety of familiar topics using connected sentences.

Interpretive Listening:

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.

Intermediate-Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

Interpretive Reading:

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

Intermediate-Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.

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:

Can Do Statements	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can listen to a story about a summer vacation and answer questions about the story.			
I can read a short story about a trip and answer comprehension questions.			
I can ask classmates about what they did over the summer.			
I can describe my summer vacation experiences to a few classmates.			
I can have a conversation with someone about a vacation and tell them where I stayed and what I did.			
I can sequence a series of images relating to a vacation in chronological order and create a story to match those events.			
I can write a postcard or a social media post about my vacation.			
I can ask my classmates about their vacations to find out how long each vacation lasted, how many of them left home, left the state and left the country.			
I can create a chart showing the places my class visited and the duration of vacations.			
I can look at an infographic and talk about what items I would need to take on a vacation.			
I can read authentic descriptions of vacation destinations in target language and complete online or teacher made activities based on readings.			
I can compare and contrast the class data with the typical vacation taken by Americans as well as people from the target culture.			
I can deduce what the differences in the data on vacations say about the different cultures we are looking at.			
I can read, listen to or view an authentic text/video and show understanding of the main idea.			
I can...			
I can...			
I can...			
I can...			

Unit 2 Can Do Statements:

Can Do Statements	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize vocabulary pertaining to cities and daily life.			
I can ask and answer questions about how I go to and from school and other places in town.			
I can compare and contrast typical city centers in other cultures with the U.S.			
I can give directions on how to get around the city to other students.			
I can ask for directions to a specific place.			
I can understand and follow directions in order to get from one place to another.			
I can talk about where I am planning to go and when.			
I can have a short conversation about where I am going, asking and giving directions to my partners.			
I can understand where to go shopping for different products in another culture.			
I can compare and contrast shopping habits in the U.S. with those of target cultures.			
I can locate my final destination on a metro map by listening to and understanding directions.			
I can read and understand a metro map and give directions to a final destination.			
I can listen to a description of a city/town and fill in the missing pieces on a map.			
I can listen to a description and identify in which place in the city a given action takes place.			
I can create a short group conversation occurring in a bank, post office, or office of tourism requiring an exchange of information or directions.			
I can read and interpret authentic material in the target language.			
I can view video clips of open-air markets in other cultures and discuss similarities and differences with classmates between US and target country.			
I can describe landscapes around town and have my partner identify the place.			
I can scan infographic and answer questions about content.			
I can...			
I can...			
I can...			
I can...			

Unit 3 Can Do Statements:

Can Do Statements	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize vocabulary pertaining to the environment and environmental issues.			
I can ask my classmates which environmental issues they believe are the most pressing and share out that information with the class.			
I can express my opinion about some environmental issues.			
I can work collaboratively to choose, read and discuss an article about an environmental issue.			
I can prepare and present information about an article on an environmental issue to the class.			
I can ask questions about a topic my classmates have presented.			
I can answer questions posed by classmates about my presentation.			
I can write an article, letter or blog post about an ecological concern.			
I can explain what ecotourism is in simple terms.			
I can locate places on a map of the world that cater to ecotourism.			
I can describe activities and hobbies involving nature.			
I can express opinions about environmental issues.			
I can describe ecological movements in a target culture.			
I can scan an infographic about the environment and have a conversation in small groups about the content.			
I can read and interpret authentic material, like an article on the environment.			
I can...			
I can...			
I can...			
I can...			

Unit 4 Can Do Statements:

Can Do Statements	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can identify, describe and discuss various careers and professions.			
I can listen to someone describing what he or she does for a living and identify his or her job or profession.			
I can read a series of descriptions and match them with their corresponding profession.			
I can ask my classmates about their future career goals.			
I can have a conversation about future career information from the class poll.			
I can determine which careers are the most popular in my class and discuss why with classmates.			
I can hold a conversation with someone about an after-school job opportunity.			
I can listen to job interviews and identify the professions based on the aural descriptions.			
I can perform a skit of a job interview.			
I can discuss the benefits associated with working in the United States.			
I can read a short article or examine an infographic about benefits associated with working in a target language country.			
I can discuss an article I read with a partner.			
I can create a chart showing the similarities and differences in the benefit systems in the United States and a target language country based on written documents.			
I can express my opinion about different careers and the pros and cons of these professions.			
I can watch an authentic video on jobs in a target language country and show understanding of the main idea.			
I can...			
I can...			
I can...			
I can...			

Unit 5 Can Do Statements:

Can Do Statements	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize vocabulary pertaining to the arts.			
I can listen to descriptions of different works of art and identify the work based on the description.			
I can identify different works of art by reading a description.			
I can describe works of art and discuss preferences with my classmates.			
I can interview a fellow classmate and discuss art and media preferences.			
I can compare and contrast various art forms and styles with appropriate vocabulary.			
I can give and follow a series of directions related to an art project.			
I can interpret a museum guide, a concert advertisement, a film review and explain it to someone else.			
I can create weekend plans with classmate to view different forms of art (music, museum, theatre, film etc.)			
I can read and interpret an authentic text dealing with a particular work of art and identify the main idea.			
I can recognize important artist from the target culture.			
I can match some major works of art with the artists.			
I can survey classmates about the ways in which art influences their everyday life.			
I can read a series of film reviews and match them up with the movie posters.			
I can listen to a song from the target culture and be able to discuss what the artist is trying to say.			
I can listen to a song from the target culture and complete a cloze reading activity.			
I can scan an infographic about an art form and answer questions about the content.			
I can...			
I can...			
I can...			
I can...			

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

www.twitter.com

www.facebook.com

General Language Resources:

Pixar “short films”

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

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

www.getkahoot.com

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

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

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

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

<http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola> (Edutopia)

<https://worldlangsources.wikispaces.com/WL+Tech+Tools> (All WL Resources)
<http://www.livebinders.com/play/play?id=693296> (Spanish & World Languages Teaching Resources: A digital Library)
<http://www.miscositas.com> (Mis Cositas)
<http://www.bbc.co.uk/languages/>
<http://www.hello-world.com/>
<http://www.uni.edu/becker/>
www.storybird.com
www.k7.net
www.socrative.com
www.polleverywhere.com
www.surveymonkey.com
<https://plickers.com/>
<https://www.zaption.com/>
www.wordreference.com
<http://www.teachertube.com/>

French Resources:

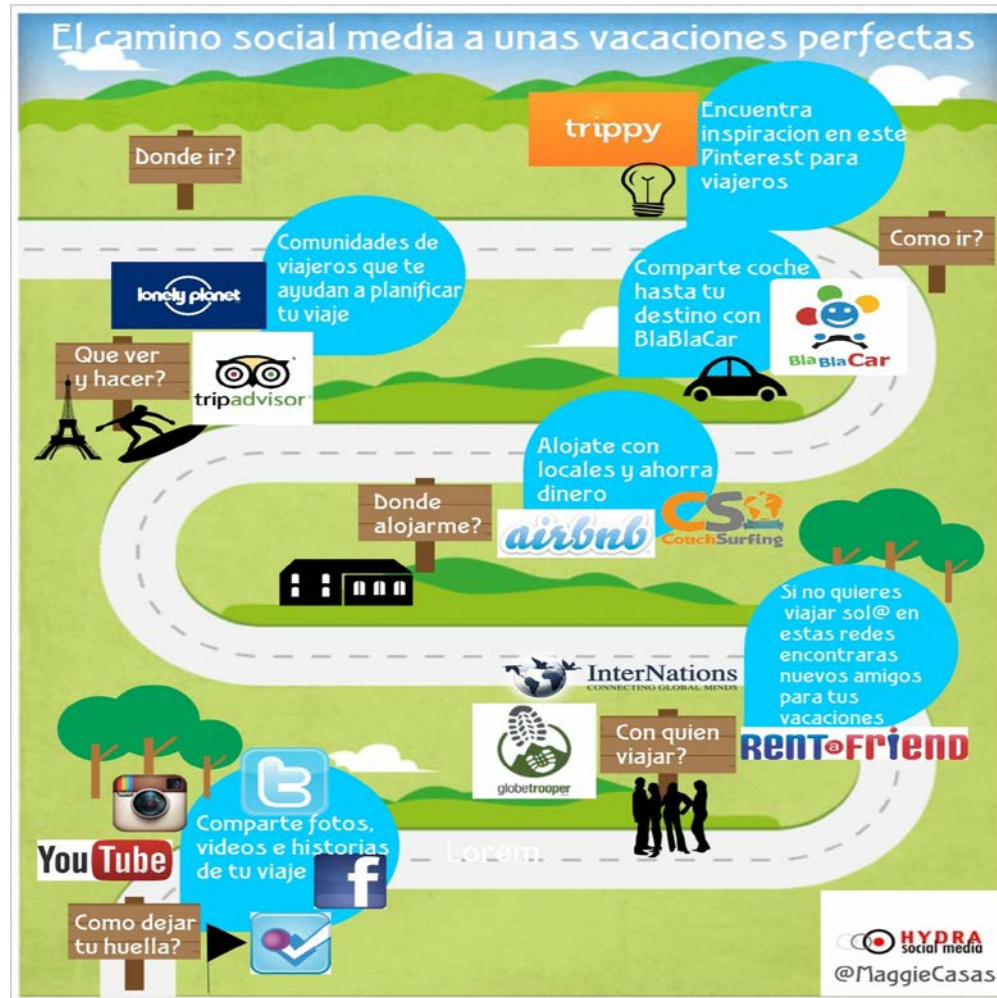
Google.fr search “ Infografie”
<http://www.childrensbooksforever.com/childrenpages/French.html> (children's books in PDF)
<http://www.1jour1actu.com/> (French current events)
<http://www.laits.utexas.edu/tex/>
<http://www.francaisfacile.com/>
<http://bescherelle.com/>
<http://www.vatefaireconjuguer.com/>
<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:

Google.es search “ Infografía”
<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)

UNIT I: Summer Vacation

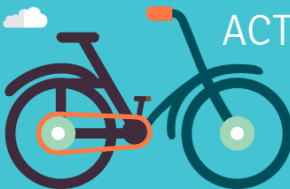


VIAJAR

Y SUS BENEFICIOS PARA LA SALUD



AL ESTAR MÁS RELAJADO,
MEJORA LA CALIDAD
DEL SUEÑO
Y DESCANSO NOCTURNO



AUMENTA LA
ACTIVIDAD FÍSICA,
YA SEA
PASEANDO,
CAMINANDO,
NADANDO...



DISMINUYE EL NIVEL DE
STRESS



LA EXPOSICIÓN **AL SOL**
(EN HORARIOS PERMITIDOS
Y CON FOTOPROTECCIÓN)
FAVORECE LA SÍNTESIS
DE VITAMINA D



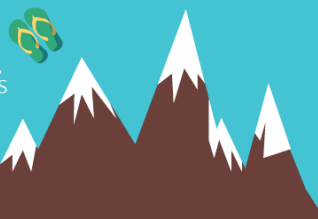
ES MÁS FÁCIL
ENCONTRAR
TIEMPO
PARA HACER
LO QUE TE GUSTA

SI VAS AL MAR, LOS BAÑOS CON
AGUA DE MAR.
MEJORAN LA
TONICIDAD DE LOS
MÚSCULOS Y LAS SALES
Y MINERALES SON
BENEFICIOSAS
PARA LA PIEL



SE EJERCITA EL CEREBRO
CON LA INCORPORACIÓN
DE NUEVOS CONOCIMIENTOS,
CON EL CONTACTO CON OTRAS
REALIDADES Y CON

**DIFERENTES
ENTORNOS**



OSPE



Les Français et les vacances d'été

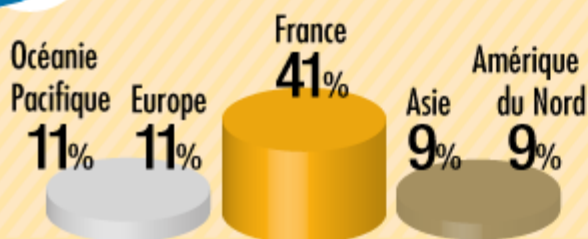


56%

des français vont partir en vacances cet été en dehors de leur domicile



La France : destination préférée des Français



88%

des voyageurs français estiment être influencés dans leur choix d'hébergement par les avis des internautes

Sources : Coach Omnium - Ifop pour hotels.com - Tripadvisor - direction générale de la compétitivité, de l'industrie et des services DGIS 2013 - Francoscopie – Edition 2013 et ministère de l'Artisanat du Commerce et du Tourisme - CLIA

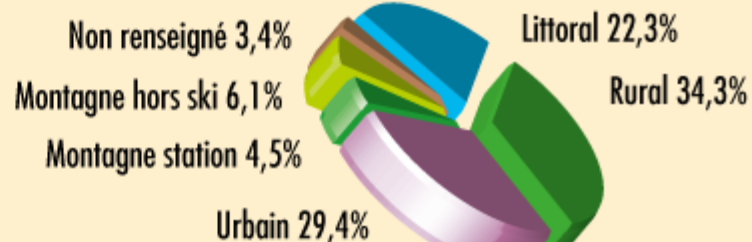


BUDGET MOYEN DÉCLARÉ PAR PERSONNE pour les vacances d'été 2014

27,7% 34,9% 15,9%

250 à 499 €, de 500 à 999 €, de 1.000 à 1.499 €.

LES DESTINATIONS des Français en 2012



500 000

français ont fait une croisière à bord d'un paquebot en 2013



70%

des voyages en France Métropolitaine se font dans un hébergement non marchand

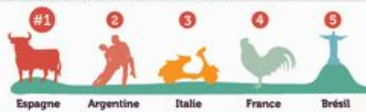
Pour la bonne info, suivez le kern ... contact@kern-lagence.com / 09 64 30 99 58  Facebook Agence Kern Annecy / kern-lagence.com

 **kern**
HISTOIRES ET STRATÉGIES DE MARQUES

LES VILLES LES PLUS ROMANTIQUES



LES NATIONS LES PLUS ROMANTIQUES



LES AVANTAGES SUR LA SANTÉ À VOYAGER



LES PAYS AYANT LA MEILLEURE HYGIÈNE DE VIE



TOP DES EMPLOIS POUR LES PERSONNES AIMANT LES VOYAGES



EN QUOI LES VOYAGES PEUVENT AIDER VOTRE CARRIÈRE ?



PLUS GRAND NOMBRE DE BIBLIOTHÈQUES PUBLIQUES



PLUS GRAND NOMBRE DE MUSÉES



PLUS GRAND NOMBRE D'ÉTUDIANTS INTERNATIONAUX



KAPLAN INTERNATIONAL COLLEGES

Your English learning journey starts here.
Pour plus d'infographies: <http://kaplan.do/infographics>

Sources:
Canadian Bureau for International Education
NatWest International Personal Banking
YouGov
London Business School
Murray, D. (1999). The Challenges of the Future Work Environment: What Corporations Want
Allerton, K. E. (2003). Not Funny Ha Ha Funny Peculiar
Partnership "National Travel Leisure Monitor."

Williams, K. (1991). Avoid Burnout: Take Vacations.
Management Accounting
Borins, M. (2000). Go Away: Just for the Health of It
Bloomberg Rankings
Explicite
IES Abroad
CNN Travel
U.S. Travel Association
TripAdvisor



Fundación ONCE

Una ciudad accesible: una ciudad para todos

Diseñar, rehabilitar y gestionar la ciudad para que todas las personas puedan utilizar y comprender todos sus espacios de forma sencilla, cómoda y segura.





Monuments de Paris



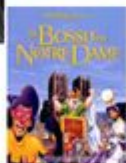
La Tour Eiffel

Imaginée par **Gustave EIFFEL**
La construction de cette tour en métal dura 2 ans.
Elle se termina en 1889.



Notre Dame de Paris

C'est la cathédrale de Paris.
Victor HUGO a écrit un roman sur ce monument.



Walt Disney a créé le dessin animé « le Bossu de Notre Dame »

Une gargouille



L'Arc de Triomphe

L'empereur français **Napoléon Bonaparte** ordonna sa construction pour se souvenir des victoires de l'armée française.



Monuments de Paris



L'Arche de la Défense

C'est un « Arc de Triomphe moderne » construit en 1986.

C'est un ancien palais royal devenu un des musées les plus célèbres dans le monde.

La Pyramide a été ajoutée en 1989. Elle a été fabriquée avec 700 losanges de verre.

Le musée du Louvre



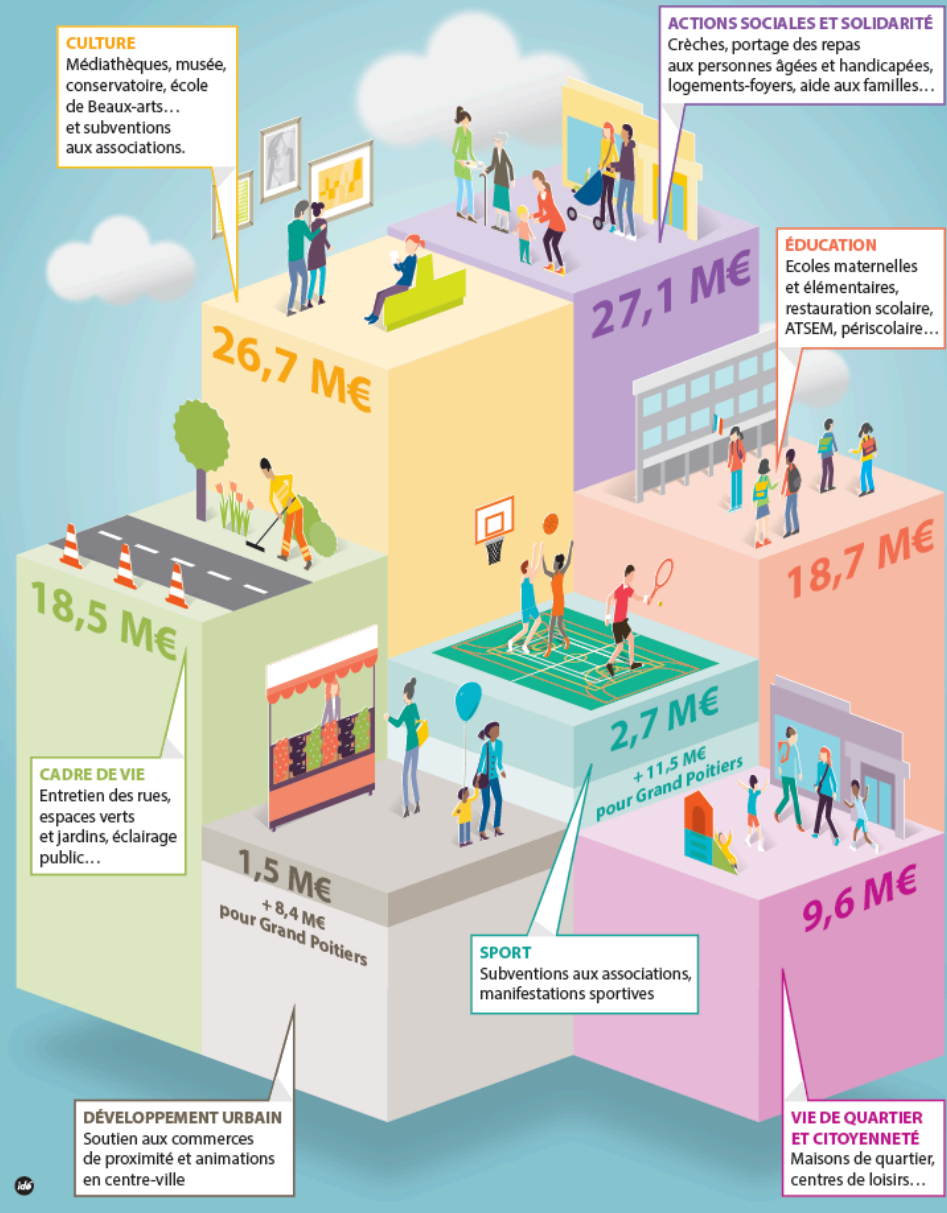
L'obélisque



C'est « un rayon de soleil figé » qu'un roi égyptien donna à la France en 1830.



BUDGET 2014 : LES PRINCIPALES DÉPENSES DE LA VILLE

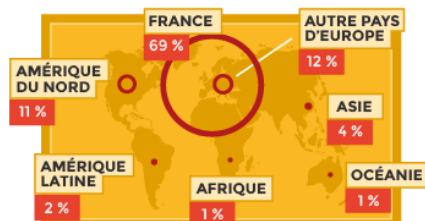


Ville & Numérique

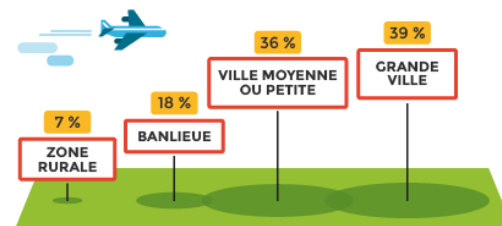
COMMENT LES ÉTUDIANTS FRANÇAIS VOIENT LEUR VIE DANS LA VILLE DE DEMAIN.

OÙ VEULENT-ILS VIVRE ?

La majorité souhaite rester en France.

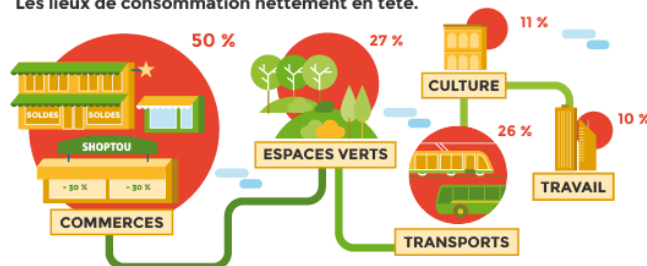


Plus d'un tiers souhaite vivre dans une ville moyenne.



QU'ATTENDENT-ILS DE LEUR VILLE ? *

Les lieux de consommation nettement en tête.



59 % souhaitent la présence d'entreprises spécialisées dans le numérique.

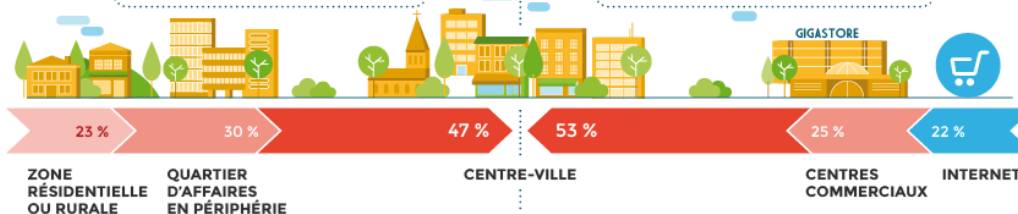


47 % souhaitent que leur ville soit active sur les réseaux sociaux.

UN RETOUR VERS LE CENTRE-VILLE

OÙ VEULENT-ILS TRAVAILLER ?

OÙ VEULENT-ILS CONSOMMER ?



QUELLE IMPORTANCE AURA LE NUMÉRIQUE ?

Pour eux, le numérique impactera avant tout :



Mais ils ont des réserves vis-à-vis du numérique :



10 GESTES POUR SAUVER LA PLANETE

1 Le Réfrigérateur : un énergivore !

Sais-tu qu'un réfrigérateur mal dégivré, **consomme 30 % d'énergie en plus** !
Rappelle-le à tes parents !
Ils économiseront aussi sur leur facture !

Aussi, pense bien à ce que tu veux avant d'ouvrir cet énergivore ! Après chaque ouverture, il lui faut **15 minutes** pour retrouver sa température initiale !



6 Le confort : OUI ! Trop de chauffage : Non !

Essaie d'avoir une température de **19°C** dans ta chambre et **pas un degré de plus**, ainsi toute la famille pourra **économiser 7 % d'énergie** !
Rappelle-le à tes parents, ils économiseront aussi sur leur facture !

En hiver, pense à une bonne grosse couette.



2 Vive les ampoules "basse conso" !

Elles consomment jusqu'à **5 fois moins d'énergie** et durent jusqu'à **8 fois plus longtemps** que les ampoules classiques...
Compte combien il y en a chez toi ! Tes parents ont-ils pensé à remplacer leurs ampoules traditionnelles par des ampoules à économie d'énergie ?



7 Halte au gaspillage du papier !

Pense à utiliser tes feuilles de papier **des deux côtés quand tu écris ou dessines...** et n'utilise l'imprimante de tes parents que si c'est vraiment nécessaire ! Et pour être encore plus écolo, demande à tes parents d'acheter des cahiers en papier recyclé !



3 Eteins la lumière !

N'oublie pas d'éteindre la lumière en sortant de la chambre... et des autres pièces ! **Profites-en aussi pour ouvrir tes rideaux au lieu d'allumer la lumière.** La lumière naturelle est gratuite et plus saine !



8 Ils consomment... même en dormant !

La télévision, l'ordinateur, la box Internet... Tous ces appareils consomment **énormément d'électricité même en veille** ! Demande à tes parents de les éteindre quand vous ne les utilisez pas, et de ne pas laisser leurs chargeurs de téléphone portable dans la prise. Ils consomment de l'électricité même lorsqu'ils ne servent pas à charger le téléphone.



4 Economise l'eau !

Ferme le robinet pendant que tu te savones les mains ou que tu te brosses les dents ! Tu peux économiser jusqu'à **10 000 litres d'eau par an** !
Pense aussi à prendre une douche rapide plutôt qu'un bain !



9 Pense aux transports en commun

Les voitures polluent beaucoup plus que les transports en commun ! En plus, dans les transports on peut lire, se reposer et... gagner du temps !
En effet, les bus, les trams et les métros circulent fréquemment sur des voies qui leur sont réservées.



5 Trie tes déchets !

Demande à tes parents de bien séparer les déchets pour permettre le recyclage: d'une part le verre, d'autre part les plastiques, cartons et emballages en métal puis tout le reste dans une autre poubelle.

Grâce à ce tri, qu'on appelle le tri sélectif, tu faciliteras le recyclage et participeras à la préservation de notre planète !



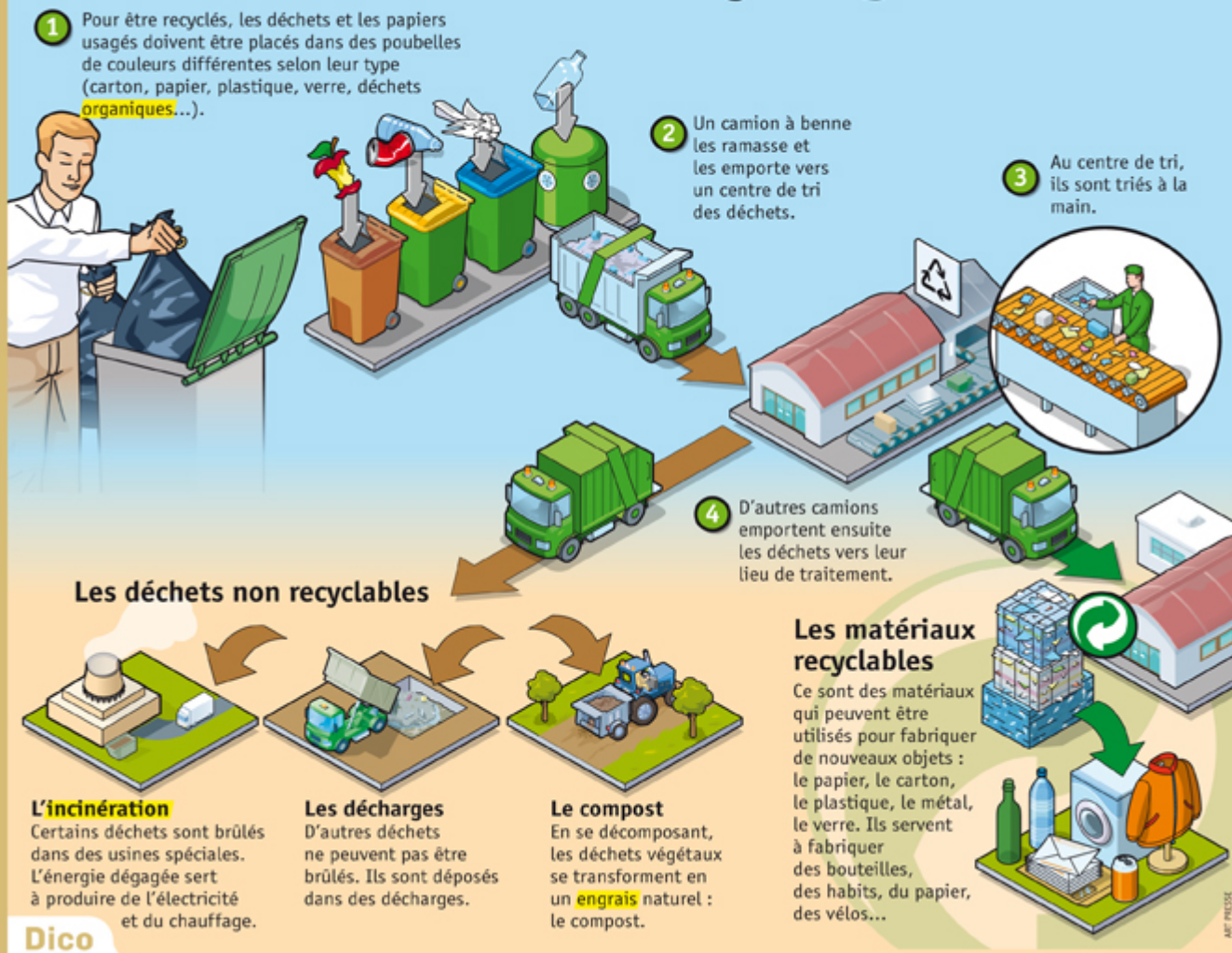
10 Défi à la Maison

Applique tous ces conseils et sensibilise toute ta famille ! Tu pourras demander à tes parents de vérifier si leur facture a baissé, ils te remercieront de les avoir aidés à faire des économies !



L'air est l'un des polluants les plus dangereux pour la santé. Il est responsable de 25% des décès en France. Une idée originale de **DIRECT ENERGIE** Recommandé par **fructard**

Tout savoir sur le **recyclage**



LE PLASTIQUE EN MER

UNE INVASION ALARMANTE



88% DE LA SURFACE DES OCÉANS EST POLLUÉE PAR LES MICRO-DÉBRIS
30% DES DÉCHETS FLOTTENT DANS LE PACIFIQUE NORD

6 500 000
 TONNES DE DÉTRITUS SONT DÉVERSÉES
 CHAQUE ANNÉE DANS LES OCÉANS

SOIT **18 000**
 TONNES PAR JOUR

L'ÉQUIVALENT DE **38** BALEINES



Après une longue érosion,
 les macrodéchets se transforment
 en fragments inférieurs à 5 mm

80 %
 DES DÉCHETS PLASTIQUES
 VIENNENT DES CONTINENTS

LES **20 %** RESTANTS
 SONT JETÉS
 PAR LES PROFESSIONNELS
 DE LA MER



70% Environ 70% des déchets en mer proviennent des sacs plastiques

Ces microplastiques sont confondus avec le plancton,
 ingérés par les poissons
 et intégrés dans la chaîne alimentaire.



UN SAC EST
 PRODUIT EN
1 seconde



IL EST UTILISÉ
 DURANT
20 minutes



IL POLLUERA
 PENDANT
450 années

C'est quoi, le gaspillage alimentaire ?

Le gaspillage des aliments commence dès la récolte...

PROBLÈME DE STOCKAGE
En Asie, par exemple, beaucoup de riz est perdu, car les récoltes ne sont pas assez protégées. Elles sont mangées par les insectes ou détruites par la pluie.

AVANT LE PAYSAGE EN USINE
Une partie des aliments est jetée. Par exemple, les poissons sont éliminés juste après avoir été pêchés. On garde les meilleurs morceaux pour faire des plats cuisinés. Le reste est jeté à la mer.

APRÈS L'ACHAT
Impossible d'échapper à la mode des lots dans les supermarchés. Par exemple, deux packs de beurre pour le prix d'un. Mais comme les produits frais ne se conservent pas, « les bonnes affaires » finissent souvent à la poubelle.

Le gaspillage se poursuit jusqu'au stade de la consommation.

PROBLÈME DE TRANSPORT
Dans les pays pauvres, des tonnes de mangues, de bananes ou d'oranges pourrissent avant d'arriver en Europe car le transport n'est pas bien organisé.

AU MOMENT DE LA VENTE
Dans tous les pays, des tonnes de fruits et de légumes, trop petits ou déformés, sont jetés car les supermarchés veulent des produits sans défauts.

AU MOMENT DE L'ACHAT
Les industriels imaginent de plus en plus d'aliments au format géant. Or, notre estomac, lui, n'est pas géant et on finit souvent ces énormes portions.

Le gaspillage alimentaire touche tous les pays, riches ou pauvres. On peut tous faire en sorte de le réduire et d'agir pour le bien de notre planète.

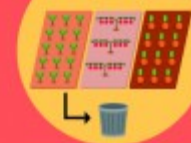


Les conséquences pour la planète

DE L'EAU PERDUE
Chaque année, la production de nourriture gaspillée implique l'équivalent de trois fois l'eau du lac Léman. C'est énorme : car le lac est immense, il faudrait 11 ans pour le remplir ! Imagine toute l'eau qu'il a fallu pour faire pousser les aliments qui ne seront jamais mangés.



DE LA TERRE GÂCHÉE
La nourriture gâchée et non mangée occupe, au lieu de la surface agricole, sur la planète. Cela veut dire que sur 3 champs cultivés dans le monde, 1 champ ne sert qu'à produire des aliments qui seront jetés.



DE L'ÉNERGIE POUR RIEN
Avoir un aliment signifie que toute l'énergie que l'on a dépensée pour le produire a été gaspillée. En plus, cette consommation d'énergie implique à l'échelle du gaz à effet de serre, responsables du réchauffement du climat de notre planète. 1,2 degré en plus, en 2050 ans, ça paraît peu, mais c'est assez pour faire fondre la banquise.



La dette
Les gaz à effet de serre : le plus célèbre est le dioxyde de carbone, appelé gaz à effet de serre. Ces gaz sont responsables du réchauffement climatique, car ils piègent la chaleur du soleil à l'intérieur de l'atmosphère comme le font les vitres d'une serre. Réduisons le réchauffement de gaz qui entoure la Terre.

3 idées pour éviter le gâchis



Ne brade pas la tomate biscossée ! Tu peux manger des fruits et des légumes rôtis ou en quelques tranches. Ces déchets se conservent bien à leur qualité et à leur goût.



Mais aux portions XXL. Ne cède pas à la tentation du « toujours plus ». Une assiette n'a pas besoin de déborder pour satisfaire ton estomac. Si tu as encore faim, tu te ressourciras.



Stop au « croquis et jette ». À la cantine, ne mange pas dans ton petit pain ou dans ta pomme, si tu n'as que ça. Tu n'en mangeras qu'une bouchée. Tu pourras ainsi éviter qu'ils ne soient jetés.

Degradación en el medio ambiente de los plásticos y bolsas de papel

Botellas de Plástico

Tiempo de degradación **100 a 1000** años

Al estar compuestas por tereftalato de polietileno, un polímero de alta resistencia mecánica a la compresión y las caídas, los microorganismos demoran en atacarlas.

Vasos descartables

Tiempo de degradación **1000** años

Estos objetos de polipropileno, tienen gran resistencia hasta contra solventes químicos. Quedan reducidos a moléculas sintéticas, que perduran a pesar de haber, aparentemente, desaparecido.

Otros plásticos

Tiempo de degradación **100 a 300** años

Los corchos o las muñecas de plástico, los sorbetes, envases de yogurt, entre otros. No fueron creados para tener alta resistencia.

BOLSAS DE PLÁSTICO

Tiempo de degradación **150 a 600** años

Es uno de los objetos más dañinos al medio ambiente y uno de los más abundantes. Son de polímeros no biodegradables.

BOLSAS DE PAPEL

Tiempo de degradación **1** año

Los objetos de papel, que en su mayoría están compuestos por celulosa, que se desintegra con mayor facilidad.

Inclusive su tiempo de descomposición puede acortarse con las condiciones climáticas como fenómenos pluviales.

OTROS AGENTES CONTAMINANTES

Chicle

Tiempo de degradación **5** años

Pilas y baterías

Tiempo de degradación **1000** años

Tecnopor

Tiempo de degradación **100** años

Colilla de cigarro

Tiempo de degradación **1 a 2** años

Latas de gaseosa o cerveza

Tiempo de degradación **10** años

Botellas de vidrio

Tiempo de degradación **4000** años

Fuente: Propia.

LA REPÚBLICA



10 **ecoretos**



Me bañé
en 5 min.



Compartí auto
o usé bici



Separé mis
desechos



Usé pilas
recargables



Usé termo
para agua



Apagué mi
computadora y
la luz del cuarto



Desconecté
los electrónicos
sin usar



Reusé bolsa o
canasta para
el mandado



Cambié los focos
incandescentes por
focos ahorradores



Inspiré a otra
persona a unirse a
este compromiso



En 1 año:

AHORRAS LUZ Y AGUA



1345 kwh



54,750 lt

REDUCES



255 kg
basura

SALVAS



1 árbol

EFFECTOS DEL CAMBIO CLIMÁTICO



AUMENTO DEL NIVEL DEL MAR

Cuando la temperatura de la superficie se calienta, se produce la fusión del hielo de los glaciares y aumenta la cantidad de agua que desemboca en los océanos de todo el mundo y pone en peligro a numerosas ciudades que se sitúan bajo el nivel del mar.



TORMENTAS ASESINAS

Si la temperatura de los océanos se vuelve más cálida, las tormentas son más intensas. En los últimos 30 años, la gravedad y número de ciclones, huracanes y tormentas han aumentado y se han casi duplicado.



SEQUÍA

Existe una gran escasez de agua que disminuye la producción mundial de alimentos.



ESPECIES EN EXTINCIÓN

La desertificación, el aumento de las temperaturas de los océanos, así como la deforestación, ponen en peligro a varias especies, que pronto podrían extinguirse. El oso polar pasa a ser el primer ejemplo.



ENFERMEDADES

Las temperaturas más cálidas, inundaciones y sequías, se combinan y crean las condiciones adecuadas para que las ratas, mosquitos, así como otras plagas que son portadoras de enfermedades prosperen.



DESTRUCCIÓN DE ECOSISTEMAS

Plantas y animales mueren o se trasladan a otros hábitats (no

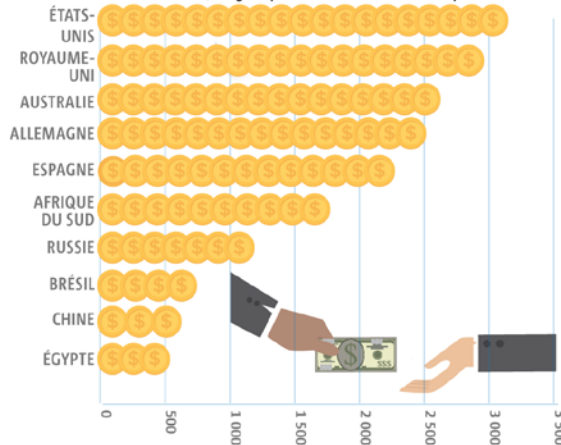
LES HABITUDES DE TRAVAIL DANS LE MONDE

Bonne nouvelle : faire de longues heures supplémentaires n'est pas payant! Et ce n'est qu'une parcelle de sagesse parmi toutes les informations que recèle le tableau ci-après, issu de recherches de différents experts et de groupes de recherche.

SALAIRE MENSUEL MOYEN EN \$US

(Parité de pouvoir par paie (ILO, 2012))

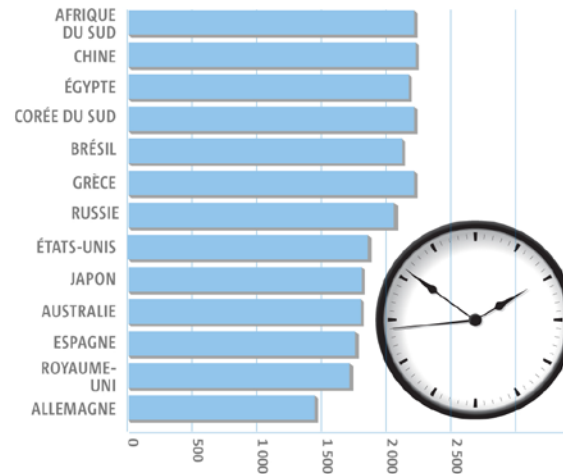
Les gens ne devraient pas vivre pour travailler, mais bien travailler pour obtenir un salaire qui leur permet de vivre. Dans certains pays, l'argent que les individus gagnent sert uniquement à répondre aux besoins de base, comme se nourrir et se vêtir. Ailleurs, l'argent permet aux travailleurs de profiter de la vie.



NOMBRE D'HEURES TRAVAILLÉES PAR PERSONNE PAR AN

(2012)

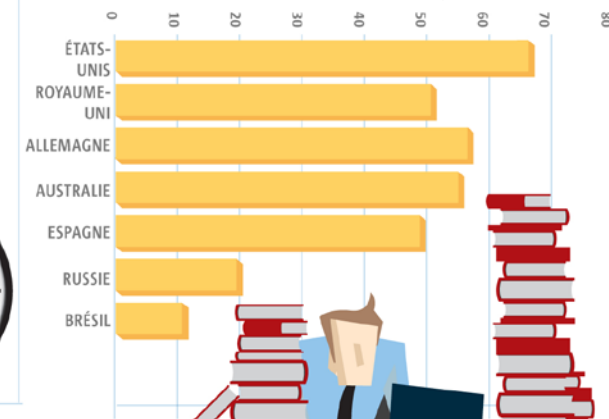
Ceux qui ont un emploi sont prêts à faire bien des heures pour le garder.



PRODUCTIVITÉ AU TRAVAIL

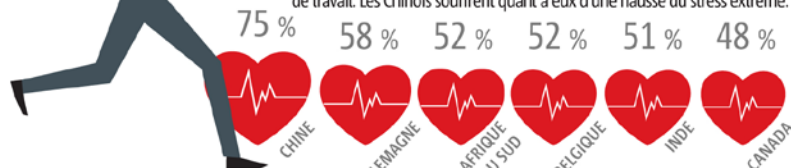
(PIB [Parité de pouvoir] par heure travaillée, 2012)

Faire de longues heures n'est pas nécessairement synonyme d'efficacité. Prenez l'Asie, qui est reconnue pour faire travailler ses habitants durant de longues heures. Le Japon est au 21^e rang de la productivité (43,77 \$US PIB par heure), et la Corée du Sud est au 32^e rang (32,31 \$US).

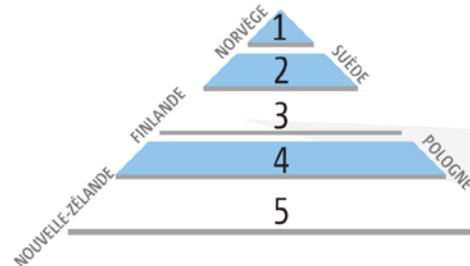


L'AUGMENTATION DU STRESS AU TRAVAIL

Le travail devient de plus en plus stressant, et ce, même dans des pays comme l'Allemagne et la Belgique, qui sont reconnus pour offrir de bonnes conditions de travail. Les Chinois souffrent quant à eux d'une hausse du stress extrême.



LES MEILLEURS PAYS POUR UNE TRAVAILLEUSE



SOURCES : EUROSTAT, OECD, FORBES, THE ECONOMIST, ILO, INDEX MUNDI, WIKIPEDIA, BANQUE MONDIALE, ZENDESK BENCHMARK, THE CONFERENCE BOARD, CHINA DAILY, NBC NEWS

GRAPHIQUE : MIA KORAB. TEXTE : DANIEL DENISIUK

CÓMO FUNCIONA EL MUNDO: HÁBITOS LABORALES GLOBALES

Buenas noticias para todos: trabajar más horas en realidad no da más dinero, como se cree. En esta infografía por el Día del Trabajo podrás ver estadísticas laborales en todo el mundo y cuánto nos afectan.

SUELDO PROMEDIO MENSUAL POR PERSONA

(Paridad del Poder Adquisitivo) por país (ILO, 2012)

Las personas no deberían vivir para trabajar, sino trabajar para ganar dinero y así poder vivir. En algunos países, el dinero solo alcanza para algunas necesidades básicas como comer o vestirse. En otros países, los trabajadores pueden disfrutar sus vidas.



HORAS TRABAJADAS ANUALES POR PERSONA

(2012)

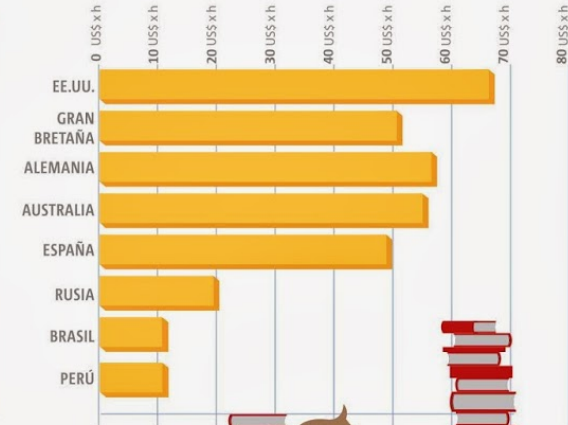
Aquellos que tienen trabajo están dispuestos a trabajar cuántas horas les pidan para poder seguir en su puesto.



PRODUCTIVIDAD LABORAL

(Por persona, por una hora, 2012)

Trabajar largas horas no significa eficiencia. Por ejemplo, Asia es conocido porque sus trabajadores suelen trabajar muchas horas, pero Japón figura en el puesto número 21 de productividad y Corea del Sur en el puesto 32.



ESTRÉS EN EL TRABAJO

El trabajo se vuelve cada vez más estresante, incluso en países como Alemania y Bélgica, conocidos por sus buenas condiciones laborales. China tiene el mayor porcentaje de aumento de estrés en el mundo.



MEJORES LUGARES PARA UNA MUJER TRABAJADORA



En Latinoamérica, el Perú ocupa el segundo puesto, después de Chile, para que una mujer empresaria pueda desarrollarse*.



FUENTES: EUROSTAT, OECD, FORBES, THE ECONOMIST, ILO, INDEX MUNDI, WIKIPEDIA, BANCO MUNDIAL, ZENDESK BENCHMARK, THE CONFERENCE BOARD, CHINA DAILY, NBC, *WEVENTURE SCOPE

GRÁFICO: MIA KORAB. TEXTO: DANIEL DENISIUK.



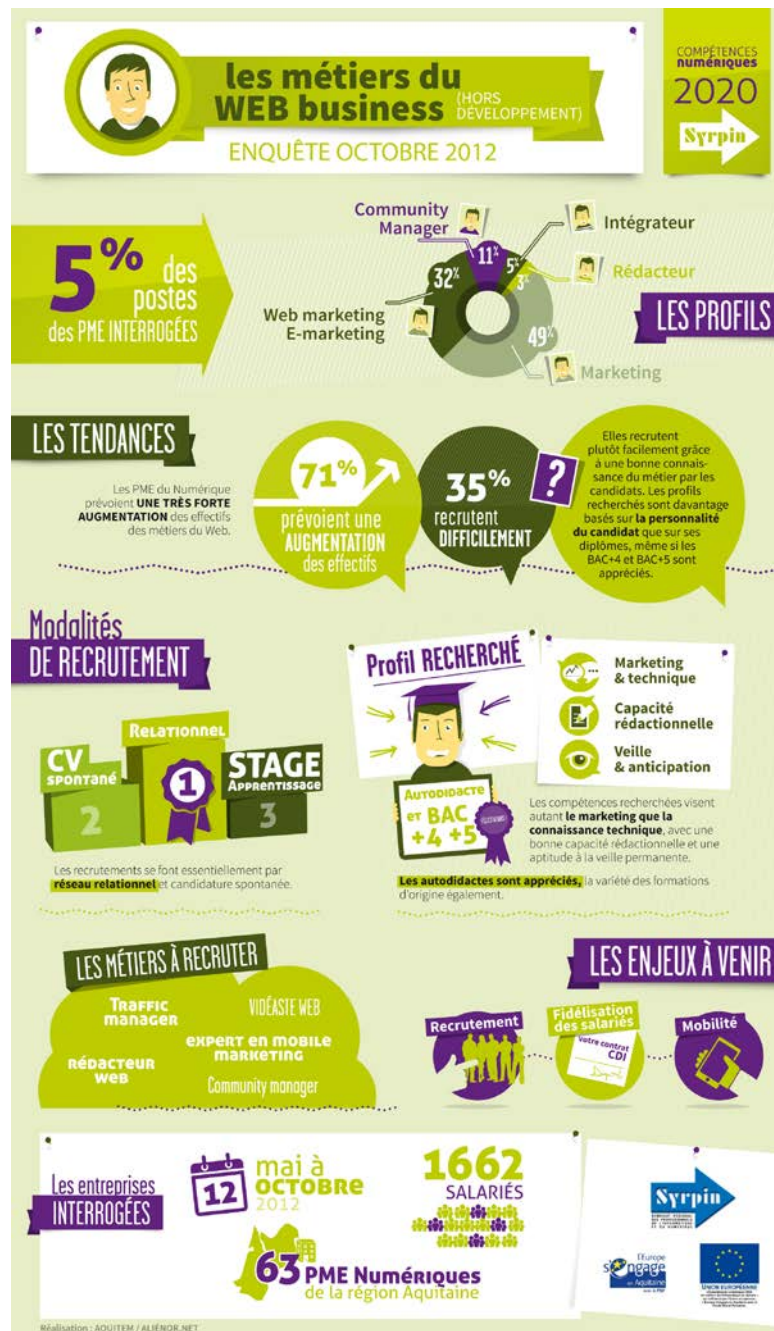
10 PROFESIONES MÁS SOLICITADAS Y MEJORES PAGADAS PARA EL 2018







Las estimaciones de sueldo son proyectadas en dólares americanos

Fuente: <http://www.codejobs.biz/es/blog/2012/11/11/cuales-seran-las-profesiones-mejor-pagadas-y-mas-solicitadas>





	"Anciens" (<1945)	Babyboomers (1945-1960)	Génération X (1961-1980)	Génération Y (1981-1995)	Génération Z (>1995)
Aspirations	Achat de résid. principale	Sécurité de l'emploi	Équilibre vie privée / prof.	Liberté et flexibilité	Sécurité & stabilité
Produit-symbole					Imprimantes 3D, nano-computing...
Attitude vis-à-vis de la technologie	Désengagé	Early-adopters	Migrants vers le numérique	Nés avec le numérique	Dépendants du numérique
Média de communication					
Préférence de communication	Face-à-face	Face-à-face Téléphone E-mail	SMS ou E-mail	Réseaux sociaux et SMS	Appels vidéos sur tablette ou smartphone
% de la population active	1%	34%	36%	29%	0%

El genio malagueño

El genio malagueño **PABLO PICASSO**

**PABLO DIEGO JOSÉ FRANCISCO
DE PAULA JUAN NEPOMUCENO
MARÍA DE LOS REMEDIOS
CIPRIANO DE LA SANTÍSIMA
TRINIDAD RUIZ Y PICASSO**
Pintor, escultor, grabador, artista
decorativo y escritor

El pintor español
es uno de los artistas
más importantes
del siglo XX
y un símbolo
de vanguardia en el arte
contemporáneo al crear
el movimiento cubista.
Conoce más sobre
su vida y obra.



LA VIE (1903)
Obra representativa del "período azul". Se caracteriza por colores fríos que sugieren la noche, el misterio, los sueños y la muerte.



GERTRUDE STEIN (1906)
Retrato de la escritora alemana que pertenece a la última etapa del "período rosa", en el que utilizó colores más cálidos y dio entrada al cubismo.



**LAS SEÑORITAS
DE AVIGNON** (1907)

Obra maestra del pintor y precursora del cubismo, que muestra a 5 prostitutas desnudas distorsionadas geométricamente.



**LA BAÑISTA
SENTADA A LA
ORILLA DEL MAR**
(1930)

Rompió con la representación clásica del desnudo femenino, a través de líneas y planos cortantes.



GUERNICA (1937)

El título alude al bombardeo de Guernica, ocurrido durante la Guerra Civil Española. La obra representa el terror y la barbarie de la guerra.

FECHAS CLAVE EN SU VIDA

1897
A los 16 años se trasladó a Madrid para estudiar en la Academia de San Fernando, en la que se frustró por el enfoque escolar.

1899
En Barcelona conoció a un grupo de artistas e intelectuales de vanguardia. Este encuentro inspiró su ruptura con los métodos clásicos.

1901
Alternó su residencia entre Madrid, Barcelona y París. Su obra estuvo influenciada por un fuerte simbolismo y la llamaron el "periodo azul".

1904
Comenzó su "período rosa", caracterizado por colores más cálidos y líneas suaves y delicadas.

1907
Inicia su periodo
cubista con
"Las señoritas
de Avignon".
Esta corriente
puso acento a la
bidimensionalidad
del lienzo.

1908
junto con el pintor
Georges Braque,
desarrolló
el cubismo como
movimiento artístico.

BELLAS ARTES



En 1747 Charles Batteaux
dió el término de Bellas
Artes formadas con
las disciplinas:



PINTURA

Es el arte de representar formas o imágenes por medio de líneas y colores sobre algunas superficies (telas, papel, cartón, metales, etc.) existe gran variedad de temas pictóricos.

Abstracta: representa formas imaginarias



Figurativas: representa formas reales



Arte de proyectar y construir edificios o espacios interiores como estructuras materiales relativamente estables. Destinadas para el uso de las múltiples formas de vida humana, siendo considerada arte.

ARQUITECTURA



MÚSICA

Es el arte y la ciencia de combinar sonidos, con el fin de crear una obra que exprese sentimientos o circunstancias y suscite una experiencia estética en el oyente. Se combinan la melodía, la armonía y el ritmo.

Académica: Su finalidad es artística, la complejidad de su composición requiere de conocimientos musicales avanzados

Popular: Su objetivo es el entretenimiento, tiene sus raíces en la música tradicional y étnica de los diferentes países.

Los materiales que se han empleado en la historia de la escultura han dependido de su ubicación geográfica.



ESCULTURA

Arte de representar figuras con diferentes tipos de materiales en tres dimensiones reales. Se divide en:

ornamental
que sirva de complemento a su anterior y arquitectura.

estatuaria
tiene el propósito en sí misma

Exenta: forma una entidad independiente con su entorno y puede contemplarse desde cualquier ángulo.

La forma, volumen y espacio del objeto escultórico se encuentra adherido a un plano que lo sustenta y se llama relieve.

Prehistórica: Hueso y piedra

Mesopotamia: Alabastro y metales

Egipto: Piedra

Grecia y Roma: Mármol y piedra



LITERATURA

Es el arte que utiliza como medio la expresión de la palabra verbal o escrita. Se refiere a la creación de escritores para transmitir ideas de interés general o permanente.

CINE

La cinematografía, también conocido por su forma abreviada cine, es el arte que tiende a provocar emociones gracias a una sucesión de imagen proyectadas en la pantalla.



por sus raíces griegas significa:

kine-movimiento
grafos-escritura

El movimiento en el cine es una ilusión óptica que el ser humano percibe por la llamada persistencia de la visión.

TEATRO



Se denomina teatro a la rama del arte escénico relacionado con la actuación, que representa historias frente a una audiencia, mediante la combinación del discurso, gestos, escenografía, música y sonidos. Según la clasificación del teatro griego existen dos géneros:

tragedia
comedia

DANZA



Se define como el arte de expresar mediante el movimiento del cuerpo de manera estética y a través de un ritmo con acompañamiento musical o sin sonidos. El propósito es expresar sentimientos, emociones, estado de ánimo, contar una historia etc.

El movimiento del cuerpo requiere ritmo, forma, espacio, tiempo y grado de energía.

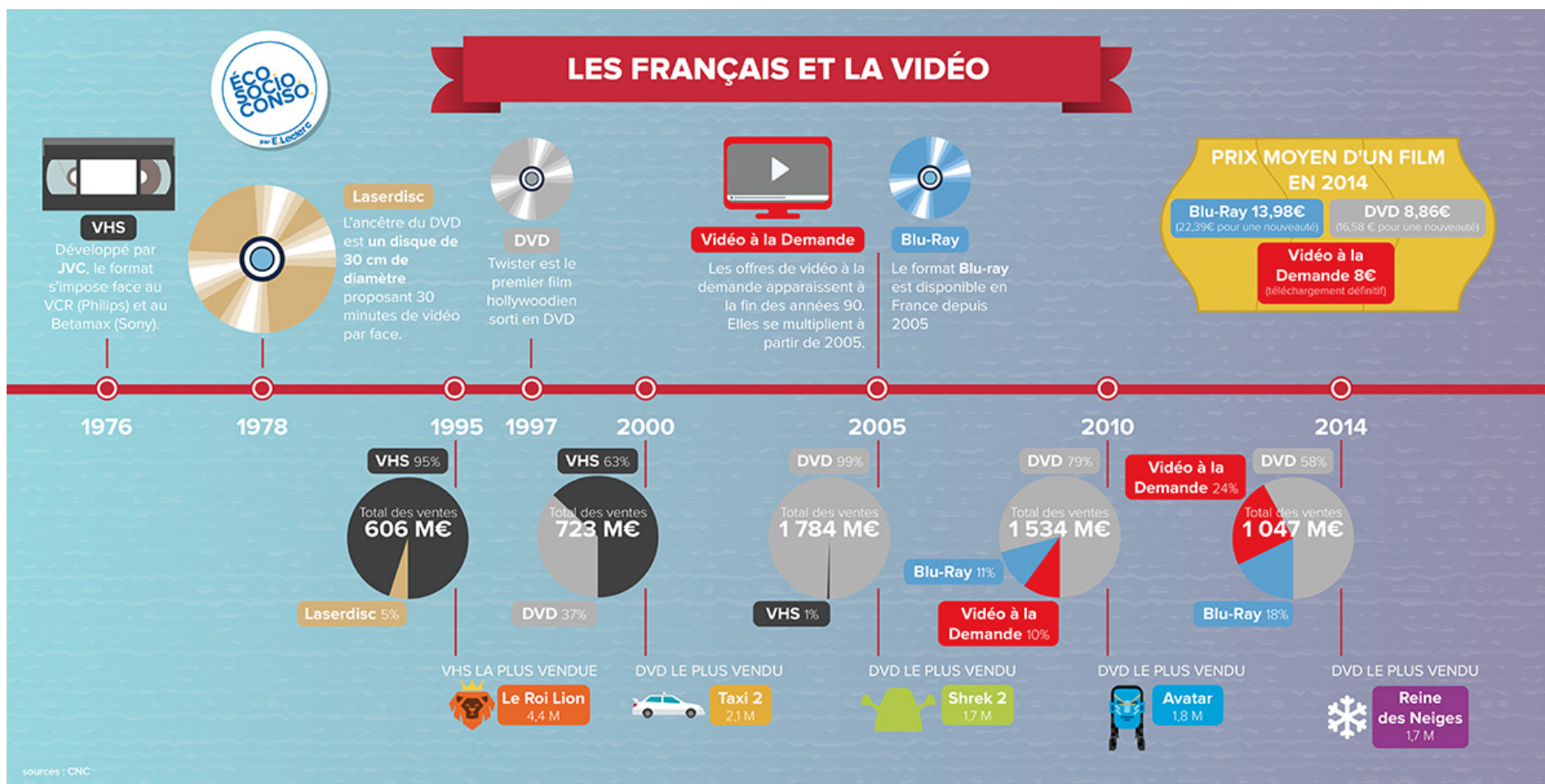


Corresponde al arte de crear objetos útiles, en los cuales pueden expresarse también belleza y por lo general, se refiere a las actividades artesanales

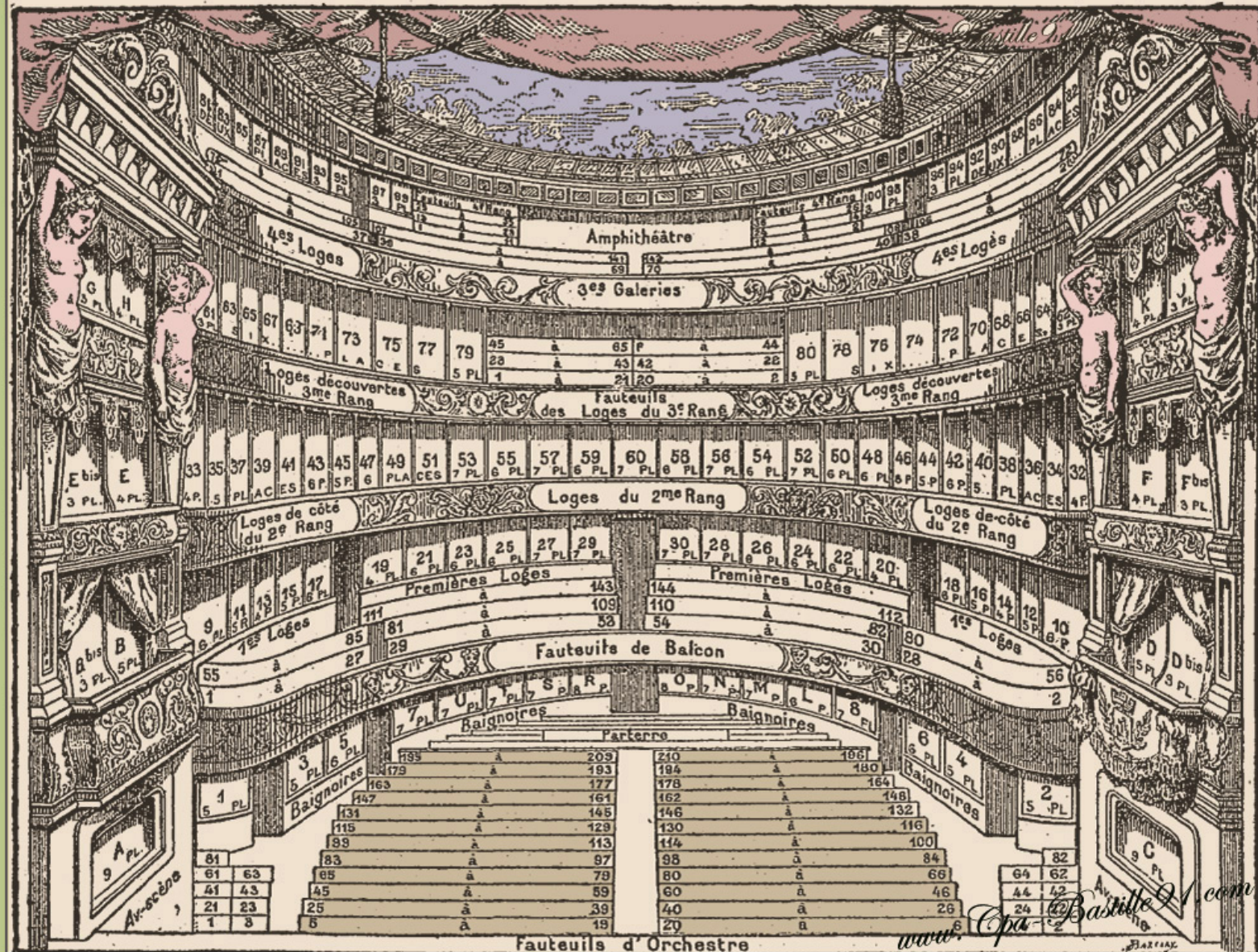
ARTE
ÚTIL

ARTE
NOBLE

Corresponden las artes que crean solamente valores estéticos haciendo caso omiso de la utilidad

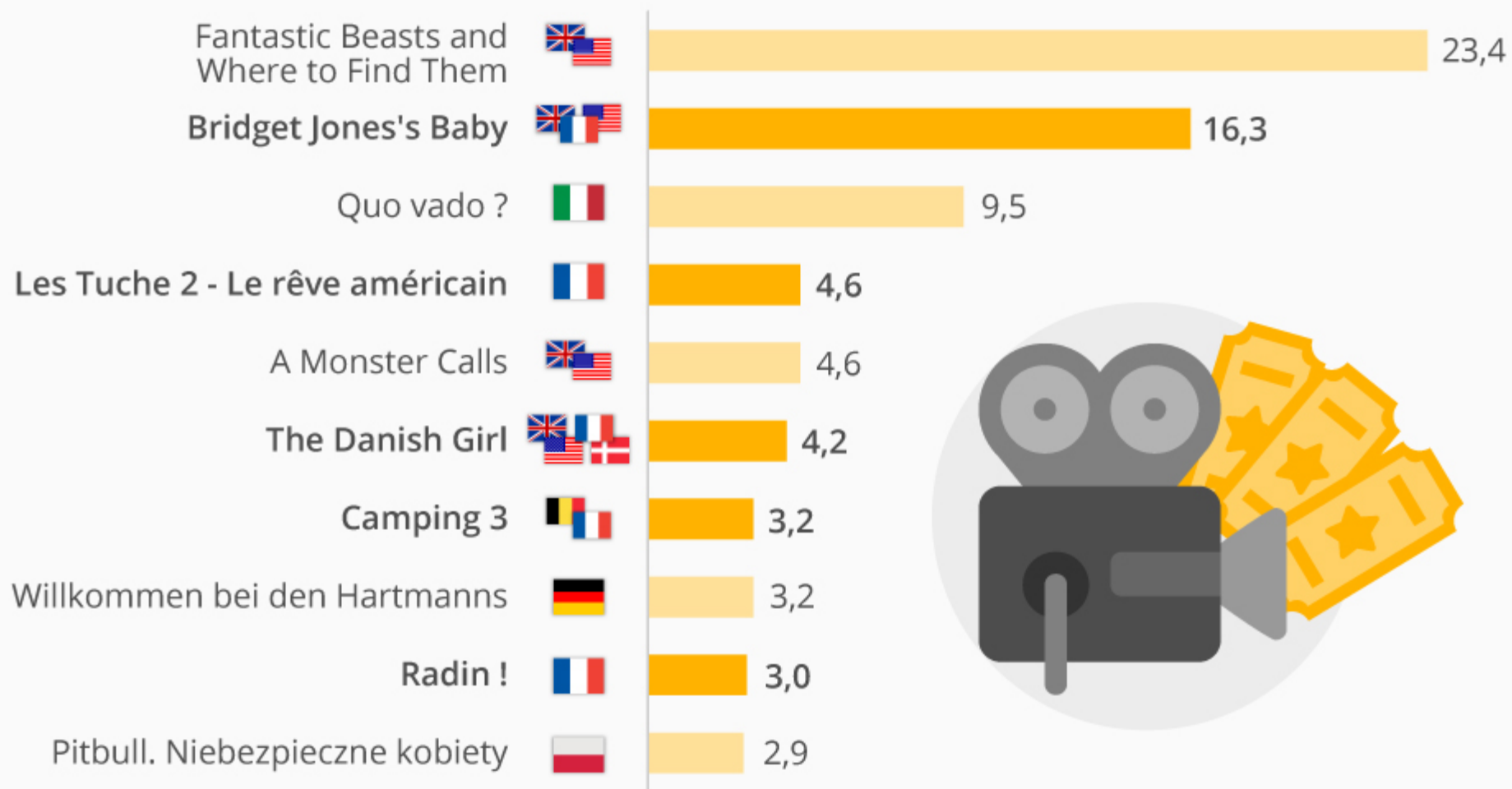


THÉÂTRE-FRANCAIS



Le cinéma français va bien !

Films européens ayant enregistré le plus d'entrées dans l'UE en 2016, en millions





Les grands musées de New York

The Cloisters

Sur une colline dominant le fleuve Hudson, le musée des « **cloîtres** » est dédié à l'art du Moyen Âge. Le bâtiment ressemble à une abbaye ancienne et incorpore les éléments (colonnes, statues...) de 5 cloîtres **médiévaux, importés** de France.



Ellis Island

Dans la 1^{re} moitié du XX^e (20^e) siècle, cette île du port de New York était la principale porte d'entrée pour les personnes qui venaient vivre aux États-Unis. Un musée sur l'**immigration** raconte cette époque.



American Museum of Natural History

Situé face à Central Park, ce musée est spécialisé dans les sciences naturelles : animaux, milieux naturels, minéraux, évolution de l'homme, astronomie... On y trouve aussi des expositions sur les peuples d'Afrique, d'Asie, d'Océanie et sur les Indiens d'Amérique.



Metropolitan Museum of Art

C'est l'un des plus grands musées du monde. Il se trouve dans Central Park, le long de la 5^e Avenue. Le « Met » abrite 2 millions d'œuvres d'art du monde entier et de toutes les époques : peintures de la **Renaissance**, statues égyptiennes, objets du Moyen-Orient...



Museum of Modern Art (MOMA)

Le « MOMA » est le plus grand musée d'art moderne du monde. Il renferme les œuvres de célèbres artistes du XIX^e (19^e) et du XX^e (20^e) siècles : Picasso, Van Gogh, Monet, Warhol...



Musée Guggenheim

Le bâtiment du musée a été conçu par l'architecte Frank Lloyd Wright dans les années 1950. Les œuvres d'art moderne sont exposées le long d'une rampe peu inclinée en forme d'hélice.



À RETENIR