

**Randolph Township Schools  
Randolph High School**

**Spanish Language II Curriculum**

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

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**Randolph Township Schools  
Department of World Languages  
Spanish Language II  
Table of Contents**

<b><u>Section</u></b>	<b><u>Page(s)</u></b>
Mission and Affirmative Action Compliance Statements – District	2
Educational Goals – District	3
Introduction	4
Curriculum Pacing Chart	5
APPENDIX A (ACTFL Proficiency Guidelines)	24
APPENDIX B (NCSSFL-ACTFL Can Do Statements)	25
APPENDIX C (The Five C’s – National Standards in WL)	31
APPENDIX D (Resources)	32

## **Randolph Township Schools**

### **Mission Statement**

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

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

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

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

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

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

We believe:

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

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

**Introduction**

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

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

Spanish Language II is the second year of a two-year course of study in the Spanish Language program at Randolph High School. It is a continuation of Spanish Language I and prepares students for the World Language II Curriculum. In this course, students continue their study of basic pronunciation, vocabulary and culture. Each unit introduces new language and vocabulary in a situational context through listening, speaking, reading and writing activities in the target language. Spanish Language II Curriculum presents students with the opportunity to explore the topics of the House and Household Tasks, Active Lifestyles, the Community and Celebrations. Through this exploration, students will gain knowledge of the target language environment and become more culturally and linguistically proficient. Students in Spanish Language II are at the Novice-Mid to Novice-High proficiency levels.

The pre-requisite for Spanish Language II is the successful completion of Spanish Language I.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Spanish Language II**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>9 weeks</b>	<b>I</b>	<b>Home and Household Tasks</b>
<b>9 weeks</b>	<b>II</b>	<b>Active Lifestyles</b>
<b>9 weeks</b>	<b>III</b>	<b>In the Community</b>
<b>9 weeks</b>	<b>IV</b>	<b>Celebrations</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**UNIT I: Home and Household Tasks**

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

<p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p><b>Presentational</b></p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p><b>Technology Standards:</b></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>In order to hold a conversation in Spanish, it is necessary to use both speaking and listening skills.</p> <p>Structures necessary to give descriptions of a home.</p> <p>Vocabulary pertaining to household tasks and responsibilities.</p> <p>Gender roles in relation to allocation of household chores are influenced by many factors, including country, culture and traditions.</p>	<p>Describe their home to a partner and have them draw it.</p> <p>Interview a classmate about their home by asking and responding to simple questions.</p> <p>Write a simple paragraph describing their room or a friend's room.</p> <p>Compare and contrast various home structures within the United States.</p> <p>Compare and contrast American homes with homes in Spanish-speaking countries.</p> <p>View video or infographic on Smart Homes and debate whether smart devices make lives easier.</p> <p>Illustrate their "dream room" and present it to the class, describe it using memorized words and phrases.</p> <p>Identify vocabulary about household tasks and responsibilities.</p> <p>Match household chore vocabulary with pictures.</p> <p>Identify and match household tasks with the rooms in the house in which they would occur.</p> <p>Listen to and interpret a short story about a girl/boy discussing their household chores by expressing what is being done and by whom.</p> <p>Poll classmates to collect information on who completes household chores in their homes.</p> <p>Analyze an infographic on gender roles in relation to household chores.</p>
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	<p>Gender roles have transformed with time and the assignment of chores by gender has changed to one degree or another in many countries around the world.</p> <p><b>Vocabulary:</b> Chores, rooms in a house, structures in a house, household items, different dwellings, smart devices, ecological terms.</p>	<p>Interview a classmate about their chores and preferences.</p> <p>Compare and contrast chores that have traditionally been assigned to specific genders in the past with today in both the United States and around the world.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Skimming and scanning an infographic on a Smart House or an ecologically friendly house and answering true/false or open-ended questions. (*interpretive reading*)
- Roleplaying a conversation about a “dream room” using appropriate open-ended questions as well as asking and responding to memorized questions using digital tools and face-to-face communication. (*interpersonal speaking*)
- Creating and presenting an illustration of their dream home and presenting it to their partner. (*presentational speaking*).

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Circling techniques
- Movie talk
- Picture talk
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- “Simon Says” as a check for understanding
- Authentic readings
- Listening activities
- Bingo

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**Unit I: Home and Household Tasks**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit I: Home and Household Tasks</b> <ul style="list-style-type: none"> <li>• Rooms in a house</li> <li>• Structures of a house</li> <li>• Types of dwellings</li> <li>• Appliances &amp; furniture</li> <li>• Chores</li> <li>• Smart home</li> <li>• Ecological home</li> </ul>	<b>Spanish Suggested Resources:</b> <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i> <a href="https://www.youtube.com/watch?v=cFTpjKWoJQk">https://www.youtube.com/watch?v=cFTpjKWoJQk</a> (my house) <a href="https://www.youtube.com/watch?v=mF-9bnxelGI">https://www.youtube.com/watch?v=mF-9bnxelGI</a> (rooms in the house) <a href="https://www.youtube.com/watch?v=MZgYF0cO2iQ">https://www.youtube.com/watch?v=MZgYF0cO2iQ</a> (the house) <a href="https://www.youtube.com/watch?v=8sHE8Eg1q5I">https://www.youtube.com/watch?v=8sHE8Eg1q5I</a> (places--listening activity-where are you?) <a href="https://www.youtube.com/watch?v=1vO2y23c-zg">https://www.youtube.com/watch?v=1vO2y23c-zg</a> (what I like to do) <a href="https://www.youtube.com/watch?v=RVKTzNICH0I">https://www.youtube.com/watch?v=RVKTzNICH0I</a> (places in the city) <a href="https://www.youtube.com/watch?v=NSblebrx6ng">https://www.youtube.com/watch?v=NSblebrx6ng</a> (reflexive verbs) <a href="https://www.youtube.com/watch?v=6IV2xTA5QHU">https://www.youtube.com/watch?v=6IV2xTA5QHU</a> (my routine song) <a href="https://www.youtube.com/watch?v=1vO2y23c-zg">https://www.youtube.com/watch?v=1vO2y23c-zg</a> (what I like to do)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**UNIT II: Active Lifestyles**

<p><b>STANDARDS / GOALS:</b>  The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p><b>Interpretive mode</b>  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>Interpersonal</b>  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar.</p> <p><b>Presentational</b>  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Personal interests, culture and environmental factors affect leisure activities.	<ul style="list-style-type: none"> <li>How does the country in which I live have an effect on how I spend my free time?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Vocabulary pertaining to leisure activities, such as popular pastimes and sports.</p> <p>Vocabulary and structures necessary to express likes and dislikes.</p> <p>Vocabulary for places in which sports and other activities take place.</p> <p>One structure used to designate future events in Spanish is to use the verb <i>ir + a</i>.</p>	<p><b>Students will be able to:</b></p> <p>Identify common words pertaining to sports, pastimes and other leisure activities.</p> <p>Survey classmates about leisure activities.</p> <p>Exchange information in short conversations about leisure activities.</p> <p>State which sports they like and dislike.</p> <p>List favorite and least favorite free-time activities.</p> <p>Recognize vocabulary pertaining to athletic places.</p> <p>Discuss popular pastimes and sports in Spanish-speaking countries.</p> <p>Listen to a sportscast and identify familiar words.</p> <p>Write a brief description about activities.</p> <p>Generate short conversations about what they are doing now or going to do later.</p>

<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Technology Standards:</b> 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.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 necessary to discuss weather and seasons.</p> <p>Countries in the Southern Hemisphere experience summer when it is winter in the United States and vice versa.</p> <p><b>Vocabulary:</b> leisure activities, popular pastimes, sports, weather expressions, seasons, months, sequence words, near future expressions.</p>	<p>Ask someone where they are going or coming from.</p> <p>Show understanding when someone tells them what their plans are by responding appropriately.</p> <p>Recognize weather related terms.</p> <p>Give dates and weather information.</p> <p>Listen to and understand the weather forecast in a recorded report.</p> <p>Read and interpret a weather report.</p> <p>Identify the seasons in different parts of the world based on weather reports, months of the year or pictures.</p> <p>State the season and the weather based on what someone in a picture is wearing.</p> <p>Create a seasonal weather report.</p> <p>Make a list of different activities appropriate for each season.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to an authentic weather report and answering open-ended questions pertaining to the report. (<i>interpretive listening</i>)</li> <li>• Creating a list of favorite and least favorite leisure activities. Students will use a teacher-generated grid where some of the activities are listed. With grid in hand, students will circulate in classroom and ask classmates in target language if the activities pertain to them. Class discussion will take place concerning the results. (<i>interpersonal speaking</i>)</li> <li>• Writing a short paragraph on leisure or athletic activities including season, weather, and places they go to for these activities. (<i>presentational writing</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Peer speaking activities</li> </ul>		

- Authentic materials (weather reports/sports team's statistics)
- Authentic readings
- Listening activities
- Movietalk
- Picturetalk
- Survey

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**Unit II: Active Lifestyles**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit IV: Active Lifestyles</b> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Leisure activities</li> <li>• Pastimes</li> <li>• Likes and Dislikes</li> <li>• Weather</li> </ul>	<b>Spanish Suggested Resources:</b> <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/11379?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11379?popup=1</a> (Vocabulary Tutorial: Los pasatiempos) <a href="https://m3a.vhlcentral.com/sections/0/activities/11382?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11382?popup=1</a> (Vocabulary Tutorial: En el centro) <a href="https://m3a.vhlcentral.com/sections/0/activities/11383?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11383?popup=1</a> (Vocabulary Tutorial: Los deportes) <a href="https://m3a.vhlcentral.com/sections/0/activities/12345?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12345?popup=1</a> (Vocabulary visual representation: Los pasatiempos) <a href="https://m3a.vhlcentral.com/sections/0/activities/11225?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11225?popup=1</a> (Listening practice: Los pasatiempos) <a href="https://m3a.vhlcentral.com/sections/0/activities/11227?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11227?popup=1</a> (Listening practice: En el centro) <a href="https://m3a.vhlcentral.com/sections/0/activities/15325?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15325?popup=1</a> (Tutorial: The verb Ir) <a href="https://m3a.vhlcentral.com/sections/0/activities/15326?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15326?popup=1</a> (Tutorial: Stem-Changing verbs e:ie o:ue) <a href="https://m3a.vhlcentral.com/sections/0/activities/15327?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15327?popup=1</a> (Tutorial: Stem-Changing verbs e:i) <a href="https://m3a.vhlcentral.com/sections/0/activities/15324?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15324?popup=1</a> (Tutorial: Verb venir) <a href="https://m3a.vhlcentral.com/sections/0/activities/15330?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15330?popup=1</a> (Tutorial: Present progressive) <a href="https://m3a.vhlcentral.com/sections/0/activities/11425?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11425?popup=1</a> (Fotonovela: Video: Fútbol, cenotes y mole) <a href="https://m3a.vhlcentral.com/sections/0/activities/11433?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11433?popup=1</a> (Reading/Culture: Real Madrid y Barca- rivalidad total)

		<a href="https://m3a.vhlcentral.com/sections/0/activities/11488?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11488?popup=1</a> (Geography: Map of Mexico) <a href="https://m3a.vhlcentral.com/sections/0/activities/11489?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11489?popup=1</a> (Culture: Teotihuacán)
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**UNIT III: In the Community**

<b>STANDARDS / GOALS:</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>Interpretive</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  <b>Interpersonal</b> 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	Factors such as climate, culture, and community structure all affect the way we live our lives including where and how we spend our leisure time.	<ul style="list-style-type: none"> <li>How does where I live impact the nature of my community and lifestyle?</li> </ul>
	Every day activities and community events have an impact on the quality of life of that community and the individuals that participate in it.	<ul style="list-style-type: none"> <li>How do societies and individuals define quality of life?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b>  Vocabulary pertaining to places in the community.          Vocabulary pertaining to prepositions of locations.   Vocabulary pertaining to directions.	<b>Students will be able to:</b>  Recognize vocabulary and identify different buildings within a city or town.  Create a list of common places in Randolph.  Locate various buildings on a map.  Discuss what activities are done at different places around town.  Make a list of errands and associated places.  Explain where places in the community are located in relation to other places on a map.  Ask for and give directions around town.  Write a description of Randolph for a new Spanish-speaking family.





	<b>Vocabulary:</b> Prepositions, pastimes, sports, places, transportation, to go, leisure activities	Describe what others are going to do based on short authentic video clips.
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Interpreting culturally authentic materials about communities and active lifestyles. Students show understanding by selecting the correct response to each multiple-choice question to identify themes associated with communities and active lifestyles. (<i>interpretive reading</i>)</li> <li>• Orally surveying classmates to gather information about favorite sports and pastimes. (<i>interpersonal speaking</i>)</li> <li>• Creating and presenting a map of the community. (<i>presentational writing &amp; speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response. (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling.(TPRS)</li> <li>• Circling Technique.</li> <li>• Authentic readings.</li> <li>• Listening activities</li> <li>• Authentic songs</li> <li>• Role plays</li> <li>• Reading aloud</li> <li>• Creating a map</li> <li>• Movietalk</li> <li>• Picturertalk</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**UNIT III: In the Community**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit II: Communities and Active Lifestyles</b> <ul style="list-style-type: none"> <li>Weekend Activities/ Leisure activities</li> <li>Frequency of activities</li> <li>Making plans</li> <li>Places in the community</li> <li>Destinations</li> <li>Public recreation</li> </ul>	<b>Spanish Suggested Resources:</b> <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/10296?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10296?popup=1</a> (Vocabulary Tutorial: ¿Cómo está?) <a href="https://m3a.vhlcentral.com/sections/0/activities/10297?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10297?popup=1</a> (Vocabulary Tutorial: Presentaciones) <a href="https://m3a.vhlcentral.com/sections/0/activities/10295?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10295?popup=1</a> (Vocabulary Tutorial: Los saludos y las despedidas) <a href="https://m3a.vhlcentral.com/sections/0/activities/10265?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10265?popup=1</a> (Listening: Hola, ¿qué tal?) <a href="https://m3a.vhlcentral.com/sections/0/activities/15310?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15310?popup=1</a> (Tutorial: Nouns and articles: forming plurals and agreement ) <a href="https://m3a.vhlcentral.com/sections/0/activities/15316?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15316?popup=1</a> (Tutorial: Numbers 1-30) <a href="https://m3a.vhlcentral.com/sections/0/activities/15321?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15321?popup=1</a> (Tutorial: Numbers 31 and higher) <a href="https://m3a.vhlcentral.com/sections/0/activities/15318?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15318?popup=1</a> (Tutorial: Telling time) <a href="https://m3a.vhlcentral.com/sections/0/activities/15317?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15317?popup=1</a> (Tutorial: Present tense of SER) <a href="https://m3a.vhlcentral.com/sections/0/activities/42225/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/42225/popup?program_id=56</a> (Create a contact list) <a href="https://m3a.vhlcentral.com/sections/0/activities/40503/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/40503/popup?program_id=56</a> (Identification of words in conversation) <a href="https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56</a> ( Answering questions in context of a conversation) <a href="https://m3a.vhlcentral.com/sections/0/activities/11494?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11494?popup=1</a> (Fotonovela: Bienvenida MARRISA)

		<p><a href="https://m3a.vhlcentral.com/sections/0/activities/10273?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10273?popup=1</a> (Culture: Saludos y besos en los países hispanos)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11502?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11502?popup=1</a> (Culture: Encuentros en la plaza)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/13209?popup=1">https://m3a.vhlcentral.com/sections/0/activities/13209?popup=1</a> (Cognates/Culture: Estados Unidos)</p> <p><a href="https://www.youtube.com/watch?v=iaDwigX7sgA">https://www.youtube.com/watch?v=iaDwigX7sgA</a> (Spanish-speaking Countries of the World)</p> <p><a href="https://www.youtube.com/watch?v=q53gAvD60dA">https://www.youtube.com/watch?v=q53gAvD60dA</a> (Números 1-31)</p> <p><a href="https://www.youtube.com/watch?v=jvkcD6WCqxQ">https://www.youtube.com/watch?v=jvkcD6WCqxQ</a> (Places/prepositions)</p> <p><a href="https://www.youtube.com/watch?v=wZGoSkQ2bLI">https://www.youtube.com/watch?v=wZGoSkQ2bLI</a> (Prepositions)</p> <p><a href="https://www.youtube.com/watch?v=8TdGZMSt5Vg">https://www.youtube.com/watch?v=8TdGZMSt5Vg</a> (Prepositions)</p> <p><a href="https://www.youtube.com/watch?v=yBTYt2vSVBI">https://www.youtube.com/watch?v=yBTYt2vSVBI</a> (Prepositions-Twinkle Twinkle Little Star melody)</p> <p><a href="https://www.youtube.com/watch?v=4KzO0Is3VhI">https://www.youtube.com/watch?v=4KzO0Is3VhI</a> (Places and Professions)</p> <p><a href="https://www.youtube.com/watch?v=0Yb1buJt0kQ">https://www.youtube.com/watch?v=0Yb1buJt0kQ</a> (Places)</p> <p><a href="https://www.youtube.com/watch?v=k8vSKZl7Nd8&amp;list=PL6soAeyGgcmfwA_uqrkeQ_uwdsXr7txwIU">https://www.youtube.com/watch?v=k8vSKZl7Nd8&amp;list=PL6soAeyGgcmfwA_uqrkeQ_uwdsXr7txwIU</a> (series videos-immersionkids)</p> <p><a href="https://www.youtube.com/watch?v=5GEtUYnWEec">https://www.youtube.com/watch?v=5GEtUYnWEec</a> (Transportation)</p> <p><a href="https://www.youtube.com/watch?v=yYq45QKnTOs">https://www.youtube.com/watch?v=yYq45QKnTOs</a> (Transportation)</p> <p><a href="https://www.youtube.com/watch?v=44-E7jCmZzs">https://www.youtube.com/watch?v=44-E7jCmZzs</a> (¿De dónde eres?)</p> <p><a href="https://www.youtube.com/watch?v=9bFRTm4J7PM">https://www.youtube.com/watch?v=9bFRTm4J7PM</a> (¿De dónde eres tú?)</p> <p><a href="https://www.youtube.com/watch?v=PvPh6-9BgOU">https://www.youtube.com/watch?v=PvPh6-9BgOU</a> (telling time)</p> <p><a href="https://www.youtube.com/watch?v=2YhtvRPRNCs">https://www.youtube.com/watch?v=2YhtvRPRNCs</a> (telling time)</p> <p><a href="https://www.youtube.com/watch?v=DsRkoZGaoEM">https://www.youtube.com/watch?v=DsRkoZGaoEM</a> (colors)</p> <p><a href="https://www.youtube.com/watch?v=zpLQSDu4V94">https://www.youtube.com/watch?v=zpLQSDu4V94</a> (colors)</p> <p><a href="https://www.youtube.com/watch?v=-jf5WnqcePQ">https://www.youtube.com/watch?v=-jf5WnqcePQ</a> (colors)</p> <p><a href="https://www.youtube.com/watch?v=sz6FCG3ZVJ8">https://www.youtube.com/watch?v=sz6FCG3ZVJ8</a> (numbers 1-100)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**Unit IV: Celebrations**

<b>STANDARDS / GOALS:</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>Interpretive</b> 7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.  7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.	Each country recognizes special occasions, religious and national holidays. These celebrations are often tied to our nationalistic, cultural and religious beliefs.	<ul style="list-style-type: none"> <li>How are people's traditions similar or different?</li> </ul>
	We choose how to dress based on many factors including current trends, setting, preferences, age, culture, and economics.	<ul style="list-style-type: none"> <li>How do I decide what to wear?</li> </ul>
<b>Interpersonal</b> 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b>  Vocabulary pertaining to food and drink.        Different cultures have different meal times as well as different eating habits.        Gift giving traditions vary in different cultures. The custom of giving and receiving gifts is not the same in every country.   Vocabulary related to articles of clothing and accessories.	<b>Students will be able to:</b>  Identify common foods and beverages.  Describe eating at a café or restaurant.  Poll classmates to find out how many meals a day they eat and at what times. Create a chart with this data.  Compare and contrast the meal times and types from class with target language countries.  Classify foods they like and dislike.  Write a daily log of their food consumption.  Watch a short video clip about gift giving in the target language culture and make comparisons to American culture.  Identify items of clothing by matching words and pictures.

<p>participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>Presentational</b></p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p><b>Technology Standards:</b></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 colors and shopping.</p> <p>Circumlocution is a strategy for defining or describing a concept when the specific words for that concept cannot be remembered.</p> <p>Vocabulary pertaining to celebrations and special occasions.</p> <p>Celebrations and holidays are linked to culture, traditions and religion.</p> <p>Vocabulary pertaining to activities typical of a celebration, i.e. eat cake, dance, sing.</p> <p>Focusing on familiar vocabulary and listening for background sounds helps with listening comprehension.</p> <p>A good strategy to use when reading in another language is to look for familiar words and cognates and extrapolate meaning. It is not necessary to understand every word in order to understand the meaning of what is communicated.</p>	<p>Listen to descriptions of what people are wearing and point out the items from a group to reflect understanding.</p> <p>Read a description of what people are wearing and draw illustrations to reflect understanding.</p> <p>Orally describe what classmates or people in pictures are wearing.</p> <p>Watch a short video clip about traditional dress of the target language culture and discuss.</p> <p>Give a description of traditional costume/dress of target language countries.</p> <p>Recognize vocabulary pertaining to celebrations in their culture and Spanish-speaking countries.</p> <p>Ask and answer questions pertaining to celebrations.</p> <p>Talk about holiday or other special celebrations based on pictures or photos.</p> <p>Engage in short conversations about which special occasions they like and dislike.</p> <p>Demonstrate understanding of activities people usually do during a celebration by associating a movement or gesture with each verb.</p> <p>Watch a short video about a celebration in the target language culture and demonstrate understanding through class discussion.</p> <p>View an invitation to a special occasion from the target language culture and pick out pertinent information.</p>
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	<p><b>Vocabulary:</b> parties, celebrations, items of clothing, shapes, colors, size, foods, beverages.</p>	<p>Design an invitation related to a special occasion from the target language culture.</p> <p>Read and understand a short story about a party/celebration that a young person attended.</p> <p>Listen to a short story about a party or celebration and show understanding through answering circling questions.</p> <p>Work collaboratively to create a presentation pertaining to clothing, i.e. a fashion show or the design of a sports/school uniform to be shared with the class.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading and interpreting a story about a celebration and answering questions pertaining to the story. (<i>interpretive reading</i>)</li> <li>• Interviewing a student in the target language to discover preferences about fashion and celebrations. They will use appropriate open ended questions from the target culture as well as ask and respond to memorized questions about celebrations and fashion using digital tools and face-to-face communication. (<i>interpersonal speaking</i>)</li> <li>• Creating and presenting a fashion show or a new design for a school uniform using clothing vocabulary and descriptions. (<i>presentational speaking</i>).</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Circling Techniques</li> <li>• Movietalk</li> <li>• Pictoretalk</li> <li>• “Simon Says” as a check for understanding</li> <li>• Fashion show</li> <li>• Authentic readings</li> <li>• Listening activities</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language II**  
**Unit IV: Celebrations**

SUGGESTED  TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit II: Celebrations</b> <ul style="list-style-type: none"> <li>• Food</li> <li>• Clothing and fashion</li> <li>• Celebrations and festivals</li> <li>• Gift giving traditions</li> </ul>	<b>Spanish Suggested Resources:</b> <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i> <a href="https://www.youtube.com/watch?v=GDfR6N4RgFM">https://www.youtube.com/watch?v=GDfR6N4RgFM</a> (quinceañera) <a href="https://www.youtube.com/watch?v=wPcqQRwJwTs">https://www.youtube.com/watch?v=wPcqQRwJwTs</a> (planning a quinceañera) <a href="https://www.youtube.com/watch?v=MFHVWLOVAHQ">https://www.youtube.com/watch?v=MFHVWLOVAHQ</a> (cuban food) <a href="https://www.youtube.com/watch?v=Y7xt3OFqHXc">https://www.youtube.com/watch?v=Y7xt3OFqHXc</a> (spanish wedding performed by students) <a href="https://www.youtube.com/watch?v=LWtSinY33wM">https://www.youtube.com/watch?v=LWtSinY33wM</a> (baptism)



## **APPENDIX A**

### **ACTFL Proficiency Guidelines 2012 – Novice Level Learners**

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

#### **SPEAKING:**

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

#### **WRITING:**

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

#### **LISTENING:**

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

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

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

#### **READING:**

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

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

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

## **APPENDIX B**

### **NCSSFL-ACTFL CAN DO STATEMENTS Progress Indicators for Language Learners**

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

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

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

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

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

## NCSSFL-ACTFL Global Can-Do Benchmarks

### **Interpersonal Communication:**

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

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

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

### **Presentational Speaking:**

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

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

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

### **Presentational Writing:**

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

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

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

### **Interpretive Listening:**

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

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

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

### **Interpretive Reading:**

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

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

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

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

**Can Do statements for unit 1: Home and Household Tasks**

<b>Can Do Statement</b>	<b>I'm not there <i>yet.</i></b>	<b>I can do this with help.</b>	<b>I can do this with some help.</b>	<b>I can do most of the task with little help.</b>	<b>I can do this independently.</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I can identify vocabulary pertaining to rooms in the house.					
2. I can label furniture located in the rooms of the house.					
3. I can demonstrate an understanding of a description of a house.					
4. I can briefly describe where things are located.					
5. I can write a brief paragraph to a pen pal describing a room or your friend's room.					
6. I can recognize vocabulary pertaining to household chores.					
7. I can match household tasks with the rooms in the house.					
8. I can orally express household chores and preferences.					
9. I can describe my dream home.					
10. I can hold a basic conversation discussing a "dream room".					

**Can Do statements for unit 2: Active Lifestyles**

<b>Can Do Statement</b>	<b>I'm not there <i>yet.</i></b>  <b>1</b>	<b>I can do this with help.</b>  <b>2</b>	<b>I can do this with some help.</b>  <b>3</b>	<b>I can do most of the task with little help.</b>  <b>4</b>	<b>I can do this independently.</b>  <b>5</b>
1. I can recognize vocabulary pertaining to sports, pastimes and other leisure activities.					
2. I can list favorite free-time activities.					
3. I can express sports that I like and dislike.					
4. I can recognize vocabulary pertaining to sport places.					
5. I can understand a description of a sportscast and identify familiar words.					
6. I can briefly describe my activities.					
7. I can tell what I am going to do now or later.					
8. I can ask and answer someone where they are going to or coming from.					
9. I can identify vocabulary pertaining to weather related terms.					
10. I can classify the seasons and the weather.					
11. I can have a short dialogue talking about my favorite season, weather and favorite leisure activities.					

**Can Do statements for unit 3: In the Community**

<b>Can Do Statement</b>	<b>I'm not there <i>yet.</i></b>  <b>1</b>	<b>I can do this with help.</b>  <b>2</b>	<b>I can do this with some help.</b>  <b>3</b>	<b>I can do most of the task with little help.</b>  <b>4</b>	<b>I can do this independently.</b>  <b>5</b>
1. I can list the location of common places in the city.					
2. I can read and understand a map.					
3. I can discuss what activities are done in different places around town.					
4. I can write about running errands.					
5. I can match countries to their flags.					
6. I can explain where places in the community are located.					
7. I can describe my town.					
8. I can label types of transportation.					
9. I can associate places with activities.					
10. I can exchange information about how people get around to the various destinations.					

**Can Do statements for unit 4: Celebrations**

<b>Can Do Statement</b>	<b>I'm not there <i>yet.</i></b>	<b>I can do this with help.</b>	<b>I can do this with some help.</b>	<b>I can do most of the task with little help.</b>	<b>I can do this independently.</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I can recognize vocabulary related to foods and beverages.					
2. I can poll classmates to find out how many meals a day they eat and at what times.					
3. I can compare and contrast the meal times and types from class with other countries.					
4. I can talk about food I like and dislike.					
5. I can write a daily log about food consumption.					
6. I can recognize vocabulary related to clothes.					
7. I can describe the clothing that I or someone else is wearing.					
8. I can create a drawing to match a description I hear, read or see about what someone is wearing.					
9. I can recognize words and expressions related to parties and celebrations.					
10. I can talk about celebrations in my family or with friends.					
11. I can ask and answer questions pertaining to celebrations.					
12. I can extend an invitation and respond to an invitation.					

**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

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

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

*Integrated Chinese 1 (4<sup>th</sup> edition)*, Cheng & Tsui, Textbook. ISBN: 9781622911356

*Integrated Chinese 1 (4<sup>th</sup> edition)*, Cheng & Tsui, Workbook. ISBN: 9781622911363

*Signing Naturally: units 1-6*, Smith, Lentz, Mikos. Dawn Sign Press, ISBN 978-1581212105

#### Teacher Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### General Language Resources:

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

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

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

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

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

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

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

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

#### Spanish Resources:

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