

**Randolph Township Schools  
Randolph High School**

**World Language IIA**  
(American Sign Language, Chinese, French & Spanish)

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

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

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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 IIA**

**Introduction**

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

The Randolph Department of World Languages believes that the study of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar 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.

The World Language IIA 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. Grammar concepts and vocabulary will be taught in context through listening, speaking, reading and writing activities in the target language for Spanish and French and through expressive (signing) and receptive (understanding) skills in American Sign Language.

The World Language IIA curriculum presents students with the opportunity to explore the topics of Travel, Food, Home & Daily Routines, Health and Technology. Through this exploration, students will build upon their knowledge of the target language and become more culturally and linguistically proficient. Students in World Language IIA are at the Novice-High to Intermediate-Low proficiency level in American Sign Language, Chinese, French and/or Spanish. American Sign Language, the language of the deaf, unlike Chinese, French or Spanish is not a spoken or written language. Students of ASL show understanding of videos and teacher signing (receptive skills) as opposed to Chinese, French and Spanish where students show understanding of spoken and written text (interpretive skills). American Sign Language is presented with minimal to no voice

The prerequisite for World Language IIA is the successful completion of World Language I at the high school or Advanced Chinese, French or Spanish at the middle school in conjunction with teacher recommendation.

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

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>9 weeks</b>	<b>I</b>	<b>Travel</b>
<b>9 weeks</b>	<b>II</b>	<b>Food</b>
<b>9 weeks</b>	<b>III</b>	<b>Home and Daily Routines</b>
<b>9 weeks</b>	<b>IV</b>	<b>Health and Medical</b>

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

<b>STANDARDS / GOALS:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences.  <b>Interpretive</b> 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.  7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).  7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.  7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.  <b>Interpersonal</b> 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Traveling yields a broader perspective of life and other cultures.	<ul style="list-style-type: none"> <li>Why does traveling expand my horizons?</li> </ul>
	One's life is enriched and enhanced by learning the culture and languages of other countries.	<ul style="list-style-type: none"> <li>How will learning another language enhance my life?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to airports, transportation, hotels, and traveling.          Vocabulary pertaining to cars and driving.          Vocabulary pertaining to various modes of transportation.	<b>Students will be able to:</b>  Identify various means of transportation.  Read and understand a simple travel brochure. (Chinese, French, Spanish)  Have a short conversation with someone about their future travel and vacation plans.  Create a travel brochure and share it with classmates. (Chinese, French, Spanish)  Create a promotional travel video using ASL.  Label or demonstrate signs for basic parts of a car.  Ask and answer questions about which car they like or dislike and which they would like to have someday.  Scan a car review from an online resource and summarize it orally or with sign language.  Choose the most practical means of transportation for

<p>and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentational</b></p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.F.1 Use geographic mapping tools to plan</p>	<p>Vocabulary pertaining to sequence words. (Chinese)</p> <p>The process and cost of obtaining a driver's license varies from state to state as well as in different countries. (French and Spanish)</p> <p>In order to talk about driving, taking or picking someone up, it is necessary to establish locations for people and places. (ASL)</p> <p>A good strategy to use when listening to or reading a passage in another language is to listen/look for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word in order to understand the meaning of what is heard or read. (French, Spanish)</p> <p>Appropriate grammatical structures to express a completed action in the past.</p> <p>Vocabulary pertaining to time expressions (i.e. <i>last year, five years from now</i>).</p> <p>Time signs occur at the beginning of a sentence to establish tense. If a time sign is not given, the present tense is assumed. To express past or future actions in ASL, you must first use a sign to express when the action occurs and then state what you mean.</p>	<p>their needs.</p> <p>Explain how to transfer from one subway or bus line to another. (Chinese)</p> <p>Compare and contrast the requirements for a driver's license in a target language country with the US. (French and Spanish)</p> <p>Have a short conversation about picking someone up and taking him or her somewhere. (ASL)</p> <p>Analyze an online hotel site in small groups and deduce how to make a reservation. (Chinese, French, Spanish)</p> <p>Read authentic articles and understand the options of making reservations in hotels and buying tickets. (Chinese)</p> <p>Read and show understanding of a travel confirmation email. (Chinese, French, Spanish)</p> <p>State how they arrived at a destination.</p> <p>Read an infographic and summarize and explain information to others about how and where target language speakers vacation and for how long. (Chinese, French, Spanish)</p> <p>Poll classmates to find out where they vacation and for how long and compare to target language countries.</p> <p>Talk about some geography and cultural highlights of the target language countries.</p> <p>Understand and respond to a conversation and/or a presentation about a past trip.</p>
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and solve problems.	<p>Vocabulary pertaining to travel items, i.e. luggage, ticket, passport.</p> <p>Classifiers are hand shapes that look like signs for objects and actions. (ASL)</p> <p><b>Vocabulary:</b> airports, transportation, driver's license, hotels, vacations and related activities</p> <p><b>KEY TERMS:</b> Classifiers (ASL)</p>	<p>Read or watch a short story about a vacation and retell it orally or in sign.</p> <p>List a series of events in the order in which they happened.</p> <p>Recount and write or sign about a past vacation or other experience.</p> <p>Describe when and where something took place.</p> <p>Discuss activities that they did or are going to do with one or more other people.</p> <p>Create a story about a problem or issue during a trip, (i.e. lost luggage), and how it was resolved.</p> <p>Relay a message from one person to another. (ASL)</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading an authentic article or infographic on an intended vacation, and answering related questions. (<i>interpretative reading – French &amp; Spanish</i>)</li> <li>• Reading an authentic article or infographic on choices of modes of transportation and answering related questions. (<i>interpretative reading –Chinese</i>)</li> <li>• Role-playing a dialogue between a client and a hotel employee. (<i>interpersonal</i>)</li> <li>• Creating a travel itinerary in the target language. (<i>presentational writing</i>)</li> <li>• Watching a short video and showing understanding by answering multiple-choice questions. (<i>interpretative</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Total Physical Response (TPR)</li> <li>• Peer conversations</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Graphic organizers</li> </ul>		

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

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit I: Travel</b> <ul style="list-style-type: none"> <li>• <b>Transportation</b></li> <li>• <b>Driver's License</b></li> <li>• <b>Hotels</b></li> <li>• <b>Vacations</b></li> </ul>	<p><b>American Sign Language Suggested Resources:</b>  <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook)  <i>Deaf Heritage</i>, Jack Gannon.</p> <p><b>French Suggested Resources:</b>  <i>D'accord 1: Langue et Culture du Monde Francophone</i>, VHL  <i>D'accord 2: Langue et Culture du Monde Francophone</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Spanish Suggested Resources:</b>  <i>Descubre 1: Lengua y cultura del mundo hispánico</i>, VHL  <i>Descubre 2: Lengua y cultura del mundo hispánico</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Chinese Suggested Resources:</b>  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.</p> <p>Further resources for ASL, Chinese, French, and Spanish can be found in Appendix D.</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIA**  
**UNIT II: Food**

<b>STANDARDS / GOALS:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences.  <b>Interpretive</b> 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.  7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).  7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.  7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.  <b>Interpersonal</b> 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Food is an essential part of life with each culture having its own distinct cuisine.	<ul style="list-style-type: none"> <li>How do the foods of another country reflect its culture?</li> </ul>
	Differences are what make us who we are. It is important for us to recognize these differences and be accepting of other countries' food choices and etiquette.	<ul style="list-style-type: none"> <li>How do my food choices and food etiquette compare to those of a teenager in another culture?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to food and food shopping.        Culturally appropriate table settings for various target-language countries.   Eating habits and customs around the world differ. What we do in the United States is not the norm.  The formats used to express comparisons and superlatives.	<b>Students will be able to:</b>  Recognize the names of a variety of foods in the target language and classify them.  Create a food shopping list.  Use culturally appropriate expressions to order food in a restaurant.  Demonstrate how to set a table in the target culture. (French & Spanish)  Describe several typical dishes from native speaking countries or from the U.S.  Compare and contrast typical American foods with foods of the target language countries. (French & Spanish)  Compare and contrast typical meals and times from the US with target language countries. (French & Spanish)

<p>and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentational</b></p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>An object pronoun takes the place of a noun in a sentence. (ASL, French and Spanish)</p> <p>When to use a direct versus an indirect object pronoun. (ASL, French and Spanish)</p> <p>Strategies to help understand spoken and written forms in the target language.</p> <p><b>Vocabulary:</b> restaurant terminology (Chinese), the meals, fruits and vegetables, meats and fish, beverages, specialty shops and dining locations, metric measurements, place settings and eating etiquette;</p>	<p>Create a chart showing which foods are eaten the most and the least by surveying students in the class.</p> <p>Write/sign a restaurant review in the target language.</p> <p>State what they like or dislike about a restaurant.</p> <p>Read and interpret an authentic menu in the target language. (French &amp; Spanish)</p> <p>Comprehend the recommendations of a waiter in a recorded/signed conversation.</p> <p>Understand the foods ordered by different people.</p> <p>Identify the main idea of a reading, such as a restaurant review. (Chinese, French &amp; Spanish)</p> <p>Read and prepare an authentic recipe. (French &amp; Spanish)</p> <p>Sign the steps of a recipe to a partner. (ASL)</p> <p>Follow the steps to a recipe that has been signed to me. (ASL)</p> <p>Calculate the metric measurements from a recipe into the standard system. (French &amp; Spanish)</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Comparing authentic critiques of restaurants in the target language. (*interpretive reading*)
- Recording a role-play between a customer and a food vendor/waiter. (*interpersonal*)
- Writing a critique of a restaurant by discussing its food, service, ambiance, prices, dress code and directions. (*presentational writing*)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Role-Playing
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Total Physical Response (TPR)
- Authentic readings
- Listening activities
- Research metric measurements
- Research Food Pyramid

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIA**  
**Unit II: Food**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>8 Weeks</b>	<b>Unit II: Food</b> <ul style="list-style-type: none"> <li>• <b>Foods &amp; meals around the world</b></li> <li>• <b>Food shopping</b></li> <li>• <b>Restaurant dining</b></li> <li>• <b>Metric system</b></li> </ul>	<p><b>American Sign Language Suggested Resources:</b>  <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook)  <i>Deaf Heritage</i>, Jack Gannon.</p> <p><b>French Suggested Resources:</b>  <i>D'accord 1: Langue et Culture du Monde Francophone</i>, VHL  <i>D'accord 2: Langue et Culture du Monde Francophone</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Spanish Suggested Resources:</b>  <i>Descubre 1: Lengua y cultura del mundo hispánico</i>, VHL  <i>Descubre 2: Lengua y cultura del mundo hispánico</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Chinese Suggested Resources:</b>  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.</p> <p>Further resources for ASL, Chinese, French, and Spanish can be found in Appendix D.</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIA**  
**UNIT III: Home & Daily Routines**

<b>STANDARDS / GOALS:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences.  <b>Interpretive</b> 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.  7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).  7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.  7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.  <b>Interpersonal</b> 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The designs of dwellings depend on many factors, including climate, socioeconomic level, geography and personal preferences.	<ul style="list-style-type: none"> <li>How does where one lives determine what kinds of dwellings one inhabits?</li> </ul>
	Daily routines vary from country to country depending on their location and culture.	<ul style="list-style-type: none"> <li>How do geographical features and culture influence our daily routines?</li> </ul>
	The ever-changing technology of the modern world is continuously affecting our personal and professional lifestyles. Future technological advances will impact all global communities.	<ul style="list-style-type: none"> <li>What are the positive and negative aspects of technology on modern society?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to daily routines, toiletries and body parts.  To talk about a sequence of events, it is necessary to designate locations for each activity beginning from the non-dominant side. (ASL)  Vocabulary pertaining to rooms in a house.	<b>Students will be able to:</b>  Recognize vocabulary pertaining to daily routines such as brushing teeth, taking a shower, etc.  Choose pictures to match the daily routines heard in a conversation.  Chronologically organize a given set of daily routines.  List their typical daily routines including times and share with a partner.  Listen to/view a recorded conversation of the daily routine of a native language speaker and list the activities.  Label or provide signs for rooms in a house.

<p>and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentational</b></p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or 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 furniture, appliances and structures in a house, i.e. windows, doors.</p> <p>Vocabulary and structures pertaining to tasks, activities, household chores, errands.</p> <p>Signs for asking and describing what one did, is doing or will do. (ASL)</p> <p>Structures needed for asking and responding to questions.</p> <p>Vocabulary that pertains to technology and electronics.</p>	<p>Name common household objects (ie. furniture and appliances).</p> <p>Create a drawing of a floor plan of their ideal home and answer questions about it from their classmates.</p> <p>Identify some household chores.</p> <p>Make a list of their weekly chores.</p> <p>Listen to/view a description and identify in which room a given action takes place.</p> <p>Survey their classmates to gather information on their household tasks.</p> <p>Ask and respond to questions about what someone is doing, is going to do or did.</p> <p>Compare the data on household chores from their class with data from other countries.</p> <p>Ask about and talk about events or activities related to different days on a calendar.</p> <p>Discuss who is responsible for daily household chores in their home.</p> <p>Read and discuss information about an authentic advertisement related to the home environment. (Chinese, French, Spanish)</p> <p>Label or give the signs for items related to technology and electronics.</p> <p>Identify different technological devices.</p> <p>Name different parts of a computer.</p>
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	<p>Various expressions used to show like and dislike such as to be interested in, to be bothered by, etc.</p> <p>The format and usage of formal and familiar commands.</p> <p>Vocabulary pertaining to descriptive words, i.e. adjectives &amp; adverbs.</p> <p>A good strategy to use when reading a passage is to look for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word in order to understand the general meaning of the passage. (French, Spanish)</p> <p>As with reading, a good strategy to help when listening to a conversation or watching a signed conversation, is to listen for familiar words and cognates or look for familiar signs and common hand shapes in order to understand the general meaning of what is being communicated. (French, Spanish)</p> <p><b>Vocabulary:</b> parts of the house, appliances, chores, errands, body parts, toiletries, technology, occurrence (how often)</p>	<p>Talk about which technology they like and dislike.</p> <p>Tell someone their own age or younger to do a task.</p> <p>Politely request someone older, an authority figure or a stranger to do something.</p> <p>Write/sign a short description of a room in their home describing the items in that room.</p> <p>Listen to/view a description of a room in someone's house and predict which room it is.</p> <p>Read/view a short story and summarize the main ideas in a few simple sentences.</p> <p>Explain the content of an email exchange between target language speakers. (French, Spanish)</p> <p>Listen to a short story and summarize the main ideas in a few simple sentences. (Chinese, French, Spanish)</p> <p>Watch a short video of a story being told and determine the point of view. (ASL)</p> <p>Retell a story from a different point of view.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Drawing a house based on oral/signed descriptions. (<i>interpretive listening</i>)</li> <li>• Sequencing a list of daily routines. (<i>interpretive reading</i>)</li> <li>• Discussing their ideal home with an partner. (<i>interpersonal</i>)</li> <li>• Presenting the plans of a house to a potential buyer. (<i>presentational</i>)</li> <li>• Describing their daily routines and activities with others in peer conversations. (<i>interpersonal</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-Playing</li> </ul>		

- Teaching Proficiency through Reading and Storytelling (TPRS)
- Total Physical Response (TPR)
- Authentic readings
- Listening/viewing activities
- Research housing options in target countries

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIA**  
**Unit III: Home & Family Routines**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
11 Weeks	<b>Unit III: Home &amp; Family Routines</b> <ul style="list-style-type: none"> <li>• House</li> <li>• Furniture &amp; appliances</li> <li>• Chores</li> <li>• Daily routines</li> <li>• Body parts</li> </ul>	<p><b>American Sign Language Suggested Resources:</b>  <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook)  <i>Deaf Heritage</i>, Jack Gannon.</p> <p><b>French Suggested Resources:</b>  <i>D'accord 1: Langue et Culture du Monde Francophone</i>, VHL  <i>D'accord 2: Langue et Culture du Monde Francophone</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Spanish Suggested Resources:</b>  <i>Descubre 1: Lengua y cultura del mundo hispánico</i>, VHL  <i>Descubre 2: Lengua y cultura del mundo hispánico</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Chinese Suggested Resources:</b>  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.</p> <p>Further resources for ASL, Chinese, French, and Spanish can be found in Appendix D.</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIA**  
**UNIT IV: Health & Medical**

<b>STANDARDS / GOALS:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences.  <b>Interpretive</b> 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.  7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).  7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.  7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.  <b>Interpersonal</b> 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Maintaining one's health is important in order to lead a productive, healthy lifestyle.	<ul style="list-style-type: none"> <li>Why is maintaining one's health important?</li> </ul>
	Every individual makes choices which affect their health, such as food choices, activity, medical visits, etc. Each culture has its own approach to healthcare.	<ul style="list-style-type: none"> <li>How does my culture influence my decisions and values?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to body, health and medical terminology.  Vocabulary pertaining to descriptive words about illnesses, i.e. feverish, tired, hurt. Vocabulary pertaining to a complement word (placed after adjective) about illness to express an extreme degree, i.e. extremely painful, starving. (Chinese)  Basic information about the health systems of the United States and target language countries.	<b>Students will be able to:</b>  Label/sign parts of the body.  Listen to or view signs and correctly identify body parts.  Identify various illnesses and symptoms.  Hold a conversation with someone about an illness and/or an accident.  Choose the remedy to match an illness.  Discuss a medical condition with a partner.  Simulate a visit to a healthcare provider.  Create a chart showing the similarities and differences in the healthcare systems in the United States and a target language country based on written documents. (Chinese, French & Spanish)

<p>and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>Presentation</b></p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.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 food.</p> <p>Appropriate structures necessary to express past events.</p> <p>A tag question is attached to the end of a negative sentence by raising the eyebrows and tilting the head forward. Facial grammar is integrated throughout. (ASL)</p> <p>Using context plays an important role in getting the right sign. (ASL)</p> <p>Using previous knowledge about a familiar topic will help them to better understand a reading selection or a listening/signed passage.</p> <p>Appropriate signs and facial expressions pertaining to making requests. (ASL)</p> <p><b>Vocabulary:</b> health and medical terms, body parts, accidents or emergencies.</p>	<p>Compare and contrast healthy and unhealthy food choices and activities.</p> <p>Produce a brochure promoting a healthy lifestyle. (Chinese, French, Spanish)</p> <p>Scan public service announcements and answer questions about their content. (ASL, French, and Spanish)</p> <p>Create a public service announcement about a healthy lifestyle or a current health issue. (ASL, French, and Spanish)</p> <p>Talk about something that unexpectedly happened, i.e. and emergency or accident.</p> <p>Describe a visit to a medical office.</p> <p>Talk about an old illness.</p> <p>Use a tag question to ask someone if they are in the same situation (i.e. I have a cold. Do you?)</p> <p>Write a narrative about a childhood or other past illness. (Chinese, French, Spanish)</p> <p>Recall and report information about an incident or event that occurred.</p> <p>Read or listen to/view an authentic text pertaining to health or illness and understand the main idea.</p> <p>Identify and report a patient's symptoms in a recorded conversation with his doctor.</p>
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<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to an authentic audio and/or visual media and summarizing the content. (<i>interpretive listening</i>)</li> <li>• Creating and recording a dialogue/video aligned to a health scenario. (<i>interpersonal</i>)</li> <li>• Performing a student-prepared doctor-patient skit. (<i>presentational speaking &amp; writing</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-Playing</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Total Physical Response (TPR)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Simon Says with body parts</li> <li>• Research the healthcare system in a target language country</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIA**  
**Unit IV: Health & Medical**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit IV: Health &amp; Medical</b> <ul style="list-style-type: none"> <li>• Health</li> <li>• Healthcare systems</li> <li>• Healthy food choices</li> <li>• Body parts</li> </ul>	<p><b>American Sign Language Suggested Resources:</b>  <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook)  <i>Deaf Heritage</i>, Jack Gannon.</p> <p><b>French Suggested Resources:</b>  <i>D'accord 1: Langue et Culture du Monde Francophone</i>, VHL  <i>D'accord 2: Langue et Culture du Monde Francophone</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Spanish Suggested Resources:</b>  <i>Descubre 1: Lengua y cultura del mundo hispánico</i>, VHL  <i>Descubre 2: Lengua y cultura del mundo hispánico</i>, VHL  VHL Supersite: <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p><b>Chinese Suggested Resources:</b>  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 1 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Textbook.  <i>Integrated Chinese 2 (4<sup>th</sup> edition)</i>, Cheng &amp; Tsui, Workbook.</p> <p>Further resources for ASL, Chinese, French, and Spanish can be found in Appendix D.</p>

## 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.

#### **NOVICE SPEAKING:**

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

Speakers at the **Novice Mid sublevel** communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated

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

#### **NOVICE WRITING:**

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



Writers at the **Novice Mid sublevel** can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

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

#### **NOVICE LISTENING:**

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

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

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

At the **Novice Mid sublevel**, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

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

#### **NOVICE READING:**

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

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

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

At the **Novice Mid sublevel**, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

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

## **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>.

### Unit 1 Can Do Statements:

<b>Can Do Statements</b>	<b>I'm not there yet.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can identify various means of transportation.			
I can read and understand a simple travel brochure. (Chinese, French, Spanish)			
I can have a short conversation with someone about their future travel and vacation plans.			
I can create a simple travel brochure and share it with classmates. (Chinese, French, Spanish)			
I can create a promotional travel video using ASL.			
I can label or demonstrate signs for basic parts of a car.			
I can ask and answer questions about which car I like or dislike and which I would like to have someday.			
I can scan a car review from an online resource and summarize it orally or with sign language.			
I can choose the most practical means of transportation for my needs.			
I can express how to arrive at destinations using proper sequence words (Chinese).			
I can compare and contrast the requirements for a driver's license in another country with the US. (ASL, French and Spanish)			
I can have a short conversation about picking someone up and taking them somewhere. (ASL)			
I can analyze an online hotel site in small groups and deduce how to make a reservation. (Chinese, French, Spanish)			
I can read and show understanding of a travel confirmation email. (Chinese, French, Spanish)			
I can state how I arrive at a destination.			
I can read an infographic and summarize and explain information to others about how and where target language speakers vacation and for how long. (French, Spanish)			
I can poll classmates to find out where they vacation and for how long and compare to other countries.			
I can talk about some geography and cultural highlights of other countries.			
I can list a series of events in the order in which they happened.			
I can recount and write or sign about a past vacation or other experience.			
I can describe when and where something took place.			
I can understand and respond to a conversation and/or a presentation about a past trip.			
I can read or watch a short story about a vacation and retell it orally or in sign.			
I can discuss activities that I did or am going to do with one or more other people.			
I can relay a message from one person to another. (ASL)			

**Unit 2 Can Do Statements:**

<b>Can Do Statements</b>	<b>I'm not there <i>yet</i>.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can recognize the names of a variety of foods in the target language and classify them.			
I can create a food shopping list.			
I can use culturally appropriate expressions to order food in a restaurant.			
I can demonstrate how to set a table in the target culture. (Chinese, French & Spanish)			
I can describe several typical dishes from various countries or from the U.S.			
I can compare and contrast typical American foods with foods of other countries.			
I can compare and contrast typical meals and times from the US with other countries.			
I can create a chart showing which foods are eaten the most and the least by surveying students in the class.			
I can read and prepare an authentic recipe. (French & Spanish)			
I can sign the steps of a recipe to a partner. (ASL)			
I can follow the steps to a recipe that has been signed to me. (ASL)			
I can calculate the metric measurements from a recipe into the standard system. (French & Spanish)			
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 daily routines such as brushing teeth, taking a shower.			
I can choose pictures to match the daily routines heard or seen in a conversation.			
I can chronologically organize a given set of daily routines.			
I can list my typical daily routines including times and share with my partner.			
I can listen to a recorded conversation or view a video of someone's daily routine and list the activities.			
I can label rooms in a house or give the sign for rooms in a house.			
I can name common household objects (ie. furniture and appliances).			
I can create a drawing of a floor plan of my ideal home and answer questions about it.			
I can identify some household chores.			
I can make a list of my weekly chores.			
I can listen to/view a description and identify in which room a given action takes place.			
I can survey my classmates to gather information on their household tasks.			
I can ask and respond to questions about what someone is doing, is going to do or did.			
I can compare the data on household chores from my class with data from other countries.			
I can discuss who is responsible for daily household chores in my home.			
I can read and discuss information about an authentic advertisement related to the home environment. (Chinese, French, Spanish)			
I can label or give the signs for items related to technology and electronics.			
I can identify different technological devices.			
I can name different parts of a computer.			
I can talk about which technology I like and dislike.			
I can tell someone my own age or younger to do a task.			
I can politely request someone older, an authority figure or a stranger to do something.			
I can listen to/view a description of a room in someone's house and predict which room it is.			
I can read/view a short story and summarize the main ideas in a few simple sentences.			
I can write/sign a short description of a room in my home describing the items in that room.			
I can explain the content of an email exchange between target language speakers. (French, Spanish)			
I can listen to a short story and summarize the main ideas in a few simple sentences. (Chinese, French, Spanish)			
I can watch a short video of a story being told and determine the point of view. (ASL)			
I can retell a story from a different point of view.			
I can...			
I can...			

**Unit 4 Can Do Statements:**

<b>Can Do Statements</b>	<b>I'm not there <i>yet</i>.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can label/sign parts of the body.			
I can listen to or view signs and correctly identify body parts.			
I can identify various illnesses and symptoms.			
I can describe illness using complement words to express an extreme degree. (Chinese)			
I can hold a conversation with someone about an illness and/or an accident.			
I can choose the remedy to match an illness.			
I can discuss a medical condition with a partner.			
I can simulate a visit to a healthcare provider.			
I can create a chart showing the similarities and differences in the healthcare systems in the United States and a target language country based on written documents. (Chinese, French & Spanish)			
I can compare and contrast healthy and unhealthy food choices and activities.			
I can produce a brochure promoting a healthy lifestyle. (Chinese, French, Spanish)			
I can scan public service announcements and answer questions about their content. (ASL, French, and Spanish)			
I can create a public service announcement about a healthy lifestyle or a current health issue. (ASL, French, and Spanish)			
I can talk about something that unexpectedly happened, i.e. and emergency or accident.			
I can describe a visit to a medical office.			
I can talk about an old illness.			
I can use a tag question to ask someone if they are in the same situation (i.e. I have a cold. Do you?)			
I can write a narrative about a childhood or other past illness. (Chinese, French, Spanish)			
I can recall and report information about an incident or event that occurred.			
I can read or listen to/view an authentic text pertaining to health or illness and understand the main idea.			
I can identify and report a patient's symptoms in a recorded conversation with a doctor.			
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/>  
*Signing Naturally: units 1-6*, Smith, Lentz, Mikos. Dawn Sign Press, ISBN 978-1581212105  
*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  
*Integrated Chinese 2 (4<sup>th</sup> edition)*, Cheng & Tsui, Textbook. ISBN: 9781622911417  
*Integrated Chinese 2 (4<sup>th</sup> edition)*, Cheng & Tsui, Workbook. ISBN: 9781622911431

#### 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.poll Everywhere.com](http://www.poll Everywhere.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/>

#### ASL General Resources:

*Deaf Heritage*, Gallaudet University Press, ISBN 978-1563685149

[www.aslpro.com](http://www.aslpro.com)  
[www.lifeprint.com](http://www.lifeprint.com)  
[www.spreadthesign.com](http://www.spreadthesign.com)  
[www.schooltube.com](http://www.schooltube.com)  
[www.dawnsign.com](http://www.dawnsign.com)  
<https://www.signingsavvy.com/>  
<http://www.handspeak.com/>  
<http://theaslapp.com>  
<http://www.deaflibrary.org/asl.html>  
<https://nad.org/issues/american-sign-language>  
<http://commtechlab.msu.edu/sites/aslweb/browser.htm>  
<http://asl.ms/> (*fingerspelling practice*)

Signing Time TV show (available on Netflix and Youtube)  
Sound & Fury Video

ASL Unit 1 Resources:

<https://www.youtube.com/watch?v=kGGhTOWzplc> (travel stories)  
<https://www.youtube.com/watch?v=75yKayLnP2M> (travel for dummies)  
[https://www.youtube.com/watch?v=\\_fvmfLfJpgo](https://www.youtube.com/watch?v=_fvmfLfJpgo) (travel vocabulary)  
<https://www.youtube.com/watch?v=NLXrD1cFxe4> (ASL Travel Story)  
<https://www.youtube.com/watch?v=NCK7AMqSga8> (getting a driver's license)  
<https://www.youtube.com/watch?v=PD3IevrJyAO> (The Deaf Toolbox: Deaf can drive)  
[https://www.youtube.com/watch?v=IXvFdR7F\\_K8](https://www.youtube.com/watch?v=IXvFdR7F_K8) (beach vacation signs)  
<https://www.youtube.com/watch?v=3rb0tVokun4> (summer signs)  
[https://www.youtube.com/watch?v=43\\_xJ0UqlSo](https://www.youtube.com/watch?v=43_xJ0UqlSo) (vacation story)  
<https://www.youtube.com/watch?v=LYHysmm34jc> (vacation story)

ASL Unit 2 Resources:

<https://www.youtube.com/watch?v=EFdIE11qnko> (food song)  
<https://www.youtube.com/watch?v=ax2UGtA8h3E> (food signs)  
<https://www.youtube.com/watch?v=ARsNrYiBYqA> (meals & fast food)  
<https://www.youtube.com/watch?v=dshEdRs6daY> (meat & dairy)  
<https://www.youtube.com/watch?v=TkoAr0IJP4I> (fruits & vegetables)  
<https://www.youtube.com/watch?v=lu2lgtYozg> (buying healthy food on a budget)  
<https://www.youtube.com/watch?v=AgYbaBiqfqU> (ordering at a restaurant)  
<https://www.youtube.com/watch?v=G0rJucHWfTw> (communicating in stores or restaurant)  
<https://www.youtube.com/watch?v=FGh2G4w8ciA> (eating lunch)  
<https://www.youtube.com/watch?v=fbK1AIRccjw> (common phrases: food & beverages)  
[https://www.youtube.com/watch?v=dn4oh-U\\_qvI](https://www.youtube.com/watch?v=dn4oh-U_qvI) (breakfast, lunch, dinner, snacks)

ASL Unit 3 Resources:

<https://www.youtube.com/watch?v=fwh7CRXMn2o> (daily routines)  
<https://www.youtube.com/watch?v=FrXzepGn4RI> (evening routines)  
[https://www.youtube.com/watch?v=Bx-g9QvXv\\_g](https://www.youtube.com/watch?v=Bx-g9QvXv_g) (morning routines)  
[https://www.youtube.com/watch?v=y3Vd7SZ\\_bp4](https://www.youtube.com/watch?v=y3Vd7SZ_bp4) (chores & duties)  
<https://www.youtube.com/watch?v=lb3xy5svQvE> (homes, rooms, furniture)  
[https://www.youtube.com/watch?v=tiA\\_hLag5Kw](https://www.youtube.com/watch?v=tiA_hLag5Kw) (classifiers for furniture & objects)

ASL Unit 4 Resources:

[https://www.youtube.com/watch?v=mZDIOGll\\_II](https://www.youtube.com/watch?v=mZDIOGll_II) (body parts)  
<https://www.youtube.com/watch?v=JaWE6cFl8ac> (emergency medical questions)  
<https://www.youtube.com/watch?v=DtZZBxmwZk4> (medical signs)

<https://www.youtube.com/watch?v=8X63m7mq7rY> (medical & disease)

<https://www.youtube.com/watch?v=eXV18VWI2-k> (illness complaints)

<https://www.youtube.com/watch?v=Cq3E1AGfz6c> (illness story)

#### Chinese General Resources:

<https://www.yoyochinese.com/chinese-learning-tools/Mandarin-Chinese-pronunciation-lesson/pinyin-chart-table> (pinyin table chart with pronunciation)

<http://www.standardmandarin.com/chinese-phrases> (Chinese phrases, tools, pinyin chart)

<https://chinesepod.com/> (dialogues, vocabulary, videos)

<https://www.rocketlanguages.com/chinese/learn/learn-chinese-online> (vocabulary, phrases, pronunciation, audio)

[http://mylanguages.org/chinese\\_adjectives.php](http://mylanguages.org/chinese_adjectives.php) (grammar, audio, phrases, vocabulary, numbers, pinyin)

<http://www.hello-world.com/languages.php/?language=Mandarin&translate=English> (activities, songs, conversations, audio)

<https://schoolsonline.britishcouncil.org/classroom-resources/year-of-the-sheep/teacher-resources> (lesson resources and activities for understanding culture)

<http://www.brighthubeducation.com/chinese-lesson-plans/> (resources for Chinese teachers)

<http://www.creativechinese.com> (resources, culture, activities)

<http://www.digitaldialects.com/iPad/Chinese.htm> (activities for digital devices such as tablets/ipad)

<http://mandarin.sdcoe.net/cd3.html> (resources for Chinese teachers)

<http://kidschinesepodcast.com/lessons/> (resources for Chinese teachers)

<http://www.bbc.co.uk/languages/chinese/> (resources for vocabulary, songs and activities)

<http://www.chinese-ilab.com/games/> (resources/online activities for vocabulary)

<http://www.standardmandarin.com/Chinese-Phrases/Greetings> (resources for vocabulary, pronunciation and useful sentences)

<http://www.trainchinese.com/v2/index.php?rAp=0> (online dictionary)

<https://dictionary.writtenchinese.com> (online dictionary)

#### Chinese Unit 1 Resources:

[http://www.tour-beijing.com/beijing\\_travel/Chinese\\_Phrases\\_for\\_travelers.php#.W0OdThIzo\\_U](http://www.tour-beijing.com/beijing_travel/Chinese_Phrases_for_travelers.php#.W0OdThIzo_U) (phrases for travelling)

<https://www.youtube.com/watch?v=rIFc9-h5JaM> (take a taxi at airport)

<https://www.youtube.com/watch?v=Y-TseEKSArA> (transportation)

<https://www.youtube.com/watch?v=n8kh63ehyIM> (make a hotel reservation)

<https://www.youtube.com/watch?v=7Pnp2LAR03E> (hotel check-in)

<https://www.youtube.com/watch?v=Y-TseEKSArA> (song about transportation)

<https://www.youtube.com/watch?v=0P2Ur6l8xQY> (activities during vacation)

<https://www.rocketlanguages.com/chinese/phrases/chinese-travel-phrases> (vocabulary about vacation)

<http://www.chinese-ilab.com/games/> (online activities about traveling and transportation)

<http://www.standardmandarin.com/Chinese-Phrases/hotel/vocabulary> (vocabulary and sentences about hotel reservations)

<http://www.standardmandarin.com/Chinese-Phrases/Travel/in-the-airport> (vocabulary and sentences about check in at airport)

<https://community.travelchinaguide.com/learn-chinese/lesson.asp?id=17> (useful sentences about reserving a room)

<https://www.yoyochinese.com/blog/Reading-Chinese-Street-Signs-5-Essential-Words-Know> (street signs)

<https://www.rocketlanguages.com/chinese/vocabulary/signs-in-chinese> (signs in Chinese)

<https://www.youtube.com/watch?v=87E7wCZlImo> (Spring Festival)

[https://www.youtube.com/watch?v=b3-v\\_QekswE](https://www.youtube.com/watch?v=b3-v_QekswE) (travel to Beijing)

<https://www.youtube.com/watch?v=C0KGqhZAsYw> (travel to Hangzhou)

<https://www.youtube.com/watch?v=KwNs8KSC328> (transportation)

<https://www.youtube.com/watch?v=4Rh8jfm5Xvk> (transportation)

### Chinese Unit 2 Resources:

<https://www.youtube.com/watch?v=kypaX1ch7g0> (shopping)

<https://www.youtube.com/watch?v=JEepEPX0Dks> (verbs about ordering food)

<https://www.youtube.com/watch?v=LyatFkNtnYI> (ordering food at restaurant)

[https://www.youtube.com/watch?v=hZz33TK\\_Y90](https://www.youtube.com/watch?v=hZz33TK_Y90) (ordering food at restaurant)

<https://www.youtube.com/watch?v=IZVcyYw8ugs> (clothes)

<http://www.chinese-ilab.com/games/> (online activities about shopping and weather)

<http://www.standardmandarin.com/Chinese-Phrases/shopping> (vocabulary and sentences about shopping)

<https://www.youtube.com/watch?v=vUdQlbGgPjc> (phrases about ordering food at restaurant)

<https://www.youtube.com/watch?v=9RKhp7IXF-s> (ordering food at restaurant)

<https://www.youtube.com/watch?v=aHstoEgsJjg> (a trip to the supermarket)

<https://www.youtube.com/watch?v=W53Cn19m3T0> (food)

<https://www.youtube.com/watch?v=6bZydvuMoq0> (food)

<https://www.youtube.com/watch?v=XxD3qKyDsTk> (food)

<https://www.youtube.com/watch?v=ZBY--XjTPY4> (food)

<https://www.youtube.com/watch?v=IUtDj26iQtA> (fruit)

<https://www.youtube.com/watch?v=wgXqCOWQl2w> (food)

<https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/chinese-food-vocabulary> (phrases and pictures about food)

<https://www.thoughtco.com/phrases-for-ordering-food-2279598> (phrases and pronunciation about ordering food)

<https://www.youtube.com/watch?v=OB5bL3Ow4-c> (food shopping)

### Chinese Unit 3 Resources:

<https://www.youtube.com/watch?v=q1-WSOR6lh4> (rooms in house)

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

<https://www.youtube.com/watch?v=iYWoMNX52Zw> (body parts)

<http://www.learnchineseeveryday.com/2010/01/23/body-parts-the-head/> (body parts)

<https://www.echineselearning.com/blog/how-to-say-body-parts-in-chinese-beginner> (body parts)

<https://www.thoughtco.com/rooms-of-a-house-2279705> (names of rooms in a house)

<https://www.youtube.com/watch?v=ezOgBzaSogQ> (Furniture & appliances)

<https://www.youtube.com/watch?v=Wg79TPNdjLg> (rooms)

<https://www.youtube.com/watch?v=pA-46opk-o0> (rooms)

<https://www.youtube.com/watch?v=qn4uxjoIDSI> (rooms, furniture & appliances)

<https://www.youtube.com/watch?v=Q3manwumVdM> (rooms)

<https://www.youtube.com/watch?v=q1-WSOR6lh4> (rooms)

<https://www.youtube.com/watch?v=EReEQ2BxmSI> (daily routine)

<https://www.youtube.com/watch?v=eDks6fm4RrY> (daily routine)



<https://www.writtenchinese.com/make-home-sparkle-chinese-spring-cleaning-list/> (household chores)

Chinese Unit 4 Resources:

<https://www.youtube.com/watch?v=X9HdgROzbY8> (health & medical)

<https://www.youtube.com/watch?v=cpxOu9fUjyw> (Body parts)

<https://www.youtube.com/watch?v=10WhdBt6Q2o> (body parts)

<https://www.youtube.com/watch?v=g3D0Bd0Fwxo> (body parts)

<https://www.allrecipes.com/video/7307/chinese-fried-noodles/?internalSource=videocard&referringId=695&referringContentType=recipe%20hub> (recipes)

<https://www.youtube.com/watch?v=OouShYTvrKQ> (health)

<https://www.youtube.com/watch?v=e-AsZW-nDkA> (Medical)

<https://www.youtube.com/watch?v=0vCnLciboHY> (health & medical)

<https://www.rocketlanguages.com/chinese/lessons/health-in-chinese> (vocabulary and pronunciation of health)

<https://www.writtenchinese.com/words-phrases-visiting-doctor-chinese/> (seeing a doctor)

French General Resources:

<http://www.childrensbooksforever.com/childrenpages/French.html> (children's books in PDF)

<http://www.1jour1actu.com/> (French current events)

<http://www.laits.utexas.edu/tex/>

<http://www.francaisfacile.com/>

<http://bescherelle.com/>

<http://www.vatefaireconjuguer.com/>

<http://avosplumes.org/>

<https://quizlet.com/subject/french/>

<http://www.bbc.co.uk/schools/gcsebitesize/french/> (listening activities)

<http://fr.ver-taal.com/reportages.htm> (listening activities - commercials, newscasts)

<http://www.tf1.fr/tf1/programmes-tv> (French TV)

<http://www.20min.ch/ro/videotv/> (Swiss videos)

<http://www.podcastfrancaisfacile.com/> (podcasts)

<http://www.dailyfrenchpod.com/> (podcasts)

<http://www.podcastfrancaisfacile.com/apprendre-le-francais/french-communication-dialogue-daily-life-listen-to-mp3.html>

French Unit 1 Resources:

<http://www.1jour1actu.com/monde/espace-schengen-33714/> (Lecture – l'espace Schengen)

<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)

[http://www.1jour1actu.com/france/le\\_prix\\_des\\_grandes\\_vacances/](http://www.1jour1actu.com/france/le_prix_des_grandes_vacances/) (Lecture)

[http://www.1jour1actu.com/france/tu\\_pars\\_ou\\_tu\\_reviens/](http://www.1jour1actu.com/france/tu_pars_ou_tu_reviens/) (Lecture)

<http://www.1jour1actu.com/planete/la-voiture-de-l2019avenir-sera-ecolo/> (Lecture)

<https://m3a.vhlcentral.com/sections/0/activities/27554?popup=1> (Vocabulary Presentation: Bon voyage)

<https://m3a.vhlcentral.com/sections/0/activities/30971?popup=1> (Reading: Tahiti)

<https://m3a.vhlcentral.com/sections/0/activities/30972?popup=1> (Flash Culture: Vidéo: les vacances)  
<https://m3a.vhlcentral.com/sections/0/activities/27556?popup=1> (Vocabulary Presentation: A l'hôtel)  
<https://m3a.vhlcentral.com/sections/0/activities/30979?popup=1> (Reading: Les vacances des Français)  
<https://m3a.vhlcentral.com/sections/0/activities/30859?popup=1> (Map: Provence – Alpes – Côte d'Azur)  
<https://m3a.vhlcentral.com/sections/0/activities/30860?popup=1> (Reading: Tour de Corse)  
<https://m3a.vhlcentral.com/sections/0/activities/38788?popup=1> (Writing)  
<https://m3a.vhlcentral.com/sections/0/activities/30861?popup=1> (Vocabulary List: En vacances)  
<https://m3a.vhlcentral.com/sections/0/activities/41300?popup=1> (Reading: Les vacances scolaires)  
<https://m3a.vhlcentral.com/sections/0/activities/41314?popup=1> (Tutorial: L'impératif)  
<http://www.1jour1actu.com/insolite/ces-voitures-roulent-sans-chauffeur/> (Lecture)  
<http://www.1jour1actu.com/monde/les-billets-d2019avion-en-papier-c2019est-fini/> (Lecture: Billet d'avion électronique)  
<http://www.1jour1actu.com/science/concept-cars-67499/> (Lecture: Une voiture qui conduit toute seule)

#### French Unit 2 Resources:

<https://m3a.vhlcentral.com/sections/0/activities/27469?popup=1> (Vocabulary Presentation: Quel appétit [market])  
<https://m3a.vhlcentral.com/sections/0/activities/27571?popup=1> (Vocabulary Presentation: A table [place settings])  
<https://m3a.vhlcentral.com/sections/0/activities/31406?popup=1> (Reading: Le guide Michelin et la gastronomie)  
<https://m3a.vhlcentral.com/sections/0/activities/31407?popup=1> (Flash Culture: Vidéo: La nourriture)  
<https://m3a.vhlcentral.com/sections/0/activities/31414?popup=1> (Flash culture: Vidéo: Le far breton)  
<https://m3a.vhlcentral.com/sections/0/activities/31417?popup=1> (Reading: Les repas en France)  
<https://m3a.vhlcentral.com/sections/0/activities/31419?popup=1> (Tutorial: Comparatives and superlatives)  
<https://m3a.vhlcentral.com/sections/0/activities/31422?popup=1> (Tutorial: Double Object Pronouns)  
<https://m3a.vhlcentral.com/sections/0/activities/31424?popup=1> (Map: La Bourgogne et la Franche-Comté)  
<https://m3a.vhlcentral.com/sections/0/activities/31426?popup=1> (Reading: Chez Michel. A essayer; l'huile d'olive)  
<https://m3a.vhlcentral.com/sections/0/activities/34256?popup=1> (Writing: Write a critique for a restaurant in your town)  
<https://m3a.vhlcentral.com/sections/0/activities/31427?popup=1> (Vocabulary List: La nourriture)  
<https://www.youtube.com/watch?v=8nXHe8G0j2c> (Interview sur le “food truck”)  
<https://www.youtube.com/watch?v=RQcPkkcrn7Q> (Vidéo: Le repas gastronomique des Français)  
<https://www.youtube.com/watch?v=P9sLxTmTWzU> (Vidéo: vocabulaire de spécialités québécoises)  
<https://www.youtube.com/watch?v=QUQ1FbNKTPo> (Vidéo: Gaspillage de nourriture en Suisse et en France)  
<http://blogues.radio-canada.ca/jeunesse/un-plateau-de-fruits-original/> (Reading)  
<http://www.1jour1actu.com/monde/a-lassaut-du-gaspillage-alimentaire-82508/> (Vidéo)  
<http://www.1jour1actu.com/france/stop-au-gaspillage-alimentaire-93397/> (Reading)  
<http://www.1jour1actu.com/france/restos-grand-coeur/> (Reading)  
<https://www.youtube.com/watch?v=49-E9gNad7w> (video informative sur la pyramide alimentaire)  
[http://www.dailymotion.com/video/x2f3a74\\_peppa-pig-les-fruits\\_shortfilms](http://www.dailymotion.com/video/x2f3a74_peppa-pig-les-fruits_shortfilms) (video - fruits)  
<http://www.1jour1actu.com/science/finie-la-glace-qui-coule-sur-ton-t-shirt-60006/> (Lecture)

#### French Unit 3 Resources:

<https://m3a.vhlcentral.com/sections/0/activities/27467?popup=1> (Vocabulary Presentation: La maison)



<https://m3a.vhlcentral.com/sections/0/activities/27468?popup=1> (Vocabulary Presentation: Chores)  
<https://m3a.vhlcentral.com/sections/0/activities/27470?popup=1> (Vocabulary Presentation: Body parts)  
<http://m.youtube.com/watch?v=M4FAz16x8Us> (body parts video)  
<https://m3a.vhlcentral.com/sections/0/activities/31384?popup=1> (Video: Century 21 France [annonce pour agent d'immeubles])  
<http://www.1jour1actu.com/france/que-contiennent-nos-poubelles/> (Reading)  
[http://www.dailymotion.com/video/x2v80jc\\_peppa-pig-en-francais-la-lessive-2015\\_shortfilms](http://www.dailymotion.com/video/x2v80jc_peppa-pig-en-francais-la-lessive-2015_shortfilms)  
<http://www.francemaisons-idf.fr/ftp/VisiteVirtuelle/151217/visite-virtuelle.php> (Visite virtuelle d'une maison – créer un questionnaire pour accompagner la visite)  
<https://m3a.vhlcentral.com/sections/0/activities/31462?popup=1> (Tutorial: Reflexive verbs)  
<https://m3a.vhlcentral.com/sections/0/activities/31464?popup=1> (Tutorial: Reflexive verbs idiomatic)  
<https://m3a.vhlcentral.com/sections/0/activities/26531?popup=1> (Vocabulary Presentation: La technologie)  
<https://m3a.vhlcentral.com/sections/0/activities/26890?popup=1> (Le Zapping: France 24 video)  
<http://www.1jour1actu.com/histoire/evolution-telephone-36138/> (Lecture)  
<http://www.1jour1actu.com/france/4g/> (Lecture: Nouvelle technologie des téléphones)  
<http://www.1jour1actu.com/culture/internet-vie-privee-29-01-13/> (Lecture)  
<http://www.1jour1actu.com/france/les-francais-sont-connectes/> (Lecture)  
<http://www.1jour1actu.com/science/telephone-portable-55504/> (Lecture)  
<http://www.1jour1actu.com/monde/3ds-nintendo-20885/> (Lecture)  
<https://fr.pinterest.com/pin/136937644897997701/> (Pinterest – French Texting Abbreviations)

#### French Unit 4 Resources:

<https://m3a.vhlcentral.com/sections/0/activities/27574?popup=1> (Vocabulary Presentation: J'ai mal [how to express where it hurts])  
<https://m3a.vhlcentral.com/sections/0/activities/31465?popup=1> (Vocabulary List: La santé)  
<https://m3a.vhlcentral.com/sections/0/activities/31376?popup=1> (Reading: La sécurité sociale)  
<https://m3a.vhlcentral.com/sections/0/activities/31378?popup=1> (Flash Culture: Vidéo: La santé)  
<https://m3a.vhlcentral.com/sections/0/activities/31425?popup=1> (Reading: Non à la fatigue)  
<https://m3a.vhlcentral.com/sections/0/activities/31455?popup=1> (Reading: Les Français et la santé)  
<https://m3a.vhlcentral.com/sections/0/activities/35091?popup=1> (Writing: Écrire une lettre expliquant que vous êtes malade)  
<http://www.1jour1actu.com/info-animee/quy-a-t-il-dans-la-cigarette/>  
<http://www.1jour1actu.com/info-animee/a-quoi-sert-le-cerveau/>  
<http://www.1jour1actu.com/france/bientot-la-fin-des-pubs-a-la-tele-33617/> (Lecture)  
<http://www.1jour1actu.com/info-animee/musique-trop-fort-sante/>  
<https://m3a.vhlcentral.com/sections/0/activities/30882?popup=1> (Tutorial: Passé composé VS imparfait)  
<https://m3a.vhlcentral.com/sections/0/activities/30886?popup=1> (Tutorial passé composé VS imparfait - partie 2)

#### Spanish General 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>

#### Spanish Unit 1 Resources:

<https://m3a.vhlcentral.com/sections/0/activities/7116?popup=1> (Vocabulary Tutorial: Travel)  
<https://m3a.vhlcentral.com/sections/0/activities/7117?popup=1> (Vocabulary Tutorial: Hotels)  
<https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1> (Descubre2-Vocabulary Tutorial: Cars)  
<https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1> (Descubre2-Listening practice: En la gasolinera)  
<http://www.dmv.org/international-driver-permits.php> (International Driver's permit)  
<http://www.autoeurope.com/roadsigns/> (European Road Signs-II)  
<http://www.renfe.com/index.html> (RENFE: Train Travel in Spain Website)  
<http://www.elhuevodechocolate.com/parques/parque1.htm> (Parks with themes in Spanish Speaking countries)  
<https://m3a.vhlcentral.com/sections/0/activities/7119?popup=1> (Vocabulary Presentation: Vacations)  
<https://m3a.vhlcentral.com/sections/0/activities/7120?popup=1> (Listening Practice: Vacations)  
<https://m3a.vhlcentral.com/sections/0/activities/7147?popup=1> (Fotonovela: ¡Vamos a la playa!)  
<https://m3a.vhlcentral.com/sections/0/activities/7166?popup=1> (Culture/ **Reading**: Las cataratas del Iguazú)  
<https://m3a.vhlcentral.com/sections/0/activities/7171?popup=1> (Culture/ **Reading**: El geoturismo en Honduras)  
<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)  
<https://m3a.vhlcentral.com/sections/0/activities/7241?popup=1> (Culture/ Reading: Turismo ecológico en Puerto Rico)  
<https://m3a.vhlcentral.com/sections/0/activities/7244?popup=1> (Culture/ Reading: ¡Descubre el Viejo San Juan!)  
<https://m3a.vhlcentral.com/sections/0/activities/7274?popup=1> (Conexión Internet: Puerto Rico)  
<https://m3a.vhlcentral.com/sections/0/activities/7252?popup=1> (Video/ Listening Practice: Travel Taxco, Mexico)  
<https://m3a.vhlcentral.com/sections/0/activities/7252?popup=1> (Flash Cultura: Vacaciones en Perú)  
<https://m3a.vhlcentral.com/sections/0/activities/7268?popup=1> (Map of Puerto Rico)  
<https://m3a.vhlcentral.com/sections/0/activities/7269?popup=1> (Panorama: El Viejo San Juan)  
<https://m3a.vhlcentral.com/sections/0/activities/11421?popup=1> (Grammar presentation: Verbs that change meaning in the preterit)  
<https://m3a.vhlcentral.com/sections/0/activities/15343?popup=1> (Tutorial: Verbs that change meaning in the preterit)  
<https://m3a.vhlcentral.com/sections/0/activities/11436?popup=1> (Grammar presentation: Pronouns after prepositions)  
<https://m3a.vhlcentral.com/sections/0/activities/15345?popup=1> (Tutorial: Pronouns after prepositions)

<https://m3a.vhlcentral.com/sections/0/activities/11408?popup=1> (Fotonovela Video: El Día de Muertos)  
<https://m3a.vhlcentral.com/sections/0/activities/11412?popup=1> (Reading: Semana Santa - vacaciones y tradición)  
<https://m3a.vhlcentral.com/sections/0/activities/11444?popup=1> (Culture Reading: Vida social)  
<https://m3a.vhlcentral.com/sections/0/activities/11446?popup=1> (Culture Reading: Sociedad)  
<https://m3a.vhlcentral.com/sections/0/activities/11216?popup=1> (Writing Strategies: Planning and Writing a comparative analysis)  
<https://m3a.vhlcentral.com/resources/programs/56/download/14182> (Listening Strategies: Guessing the meaning of words through content)  
<https://m3a.vhlcentral.com/sections/0/activities/11463?popup=1> (Flash Cultura Video: Las fiestas)  
<http://eduteach.es/videos/episodios-espanol/11-tiempo-vacaciones.html>  
<https://m3a.vhlcentral.com/sections/0/activities/11472?popup=1> (Map of Chile)  
<https://m3a.vhlcentral.com/sections/0/activities/11473?popup=1> (Panorama: Chile Isla de Pascua [Easter Island])  
<https://m3a.vhlcentral.com/sections/0/activities/9790?popup=1> (Conexión Internet: Chile)

#### Spanish Unit 2 Resources:

<https://m3a.vhlcentral.com/sections/0/activities/11288?popup=1> (Vocabulary Tutorial: La comida)  
<https://m3a.vhlcentral.com/sections/0/activities/11289?popup=1> (Vocabulary Tutorial: La carne y el pescado)  
<https://m3a.vhlcentral.com/sections/0/activities/11290?popup=1> (Vocabulary Tutorial: Las bebidas)  
<https://m3a.vhlcentral.com/sections/0/activities/12348?popup=1> (Vocabulary Presentation: La comida)  
<https://m3a.vhlcentral.com/sections/0/activities/11291?popup=1> (Listening Practice: La comida)  
<https://m3a.vhlcentral.com/sections/0/activities/11292?popup=1> (Listening Practice: El desayuno, el almuerzo y la cena)  
<http://www.senorjordan.com/01-gustar-las-frutas/> (Señor Jordan: Video Food with gustar)  
<http://www.senorjordan.com/01-las-verduras/> (Señor Jordan: Video Vegetables)  
<https://m3a.vhlcentral.com/sections/0/activities/15339?popup=1> (Tutorial: Double object pronouns Video)  
<https://m3a.vhlcentral.com/sections/0/activities/11317?popup=1> (Grammar Presentation: Double object pronouns)  
<http://www.senorjordan.com/02-using-double-object-pronouns/> (Señor Jordan: Video using-double-object-pronouns)  
<https://m3a.vhlcentral.com/sections/0/activities/15340?popup=1> (Tutorial: Comparisons)  
<https://m3a.vhlcentral.com/sections/0/activities/11327?popup=1> (Grammar Presentation: Comparisons)  
<http://www.senorjordan.com/01-comparisons-part-1-masmenos-que/> (Señor Jordan: Video Comparisons)  
<https://m3a.vhlcentral.com/sections/0/activities/15341?popup=1> (Tutorial: Superlatives)  
<https://m3a.vhlcentral.com/sections/0/activities/11337?popup=1> (Grammar Presentation: Superlatives)  
<https://www.youtube.com/watch?v=V7L3caghiZ0> (Youtube: El Camino de La Alimentación Saludable)  
<https://m3a.vhlcentral.com/sections/0/activities/11300?popup=1> (Fotonovela: Una cena romántica)  
<https://m3a.vhlcentral.com/sections/0/activities/11300?popup=1> (Culture/ Reading: Frutas y verduras de América)  
<https://m3a.vhlcentral.com/sections/0/activities/11307?popup=1> (Culture/ Reading: Frutas exóticas de Latinoamérica)  
<https://m3a.vhlcentral.com/sections/0/activities/11345?popup=1> (Culture/ Reading Strategy: Gastronomía)  
<https://m3a.vhlcentral.com/sections/0/activities/11347?popup=1> (Culture/ Reading: Cinco estrellas para El Palmito un restaurante)  
<https://m3a.vhlcentral.com/sections/0/activities/11214?popup=1> (Writing Strategy: Expressing and supporting opinions)  
<https://m3a.vhlcentral.com/resources/programs/56/download/14161> (Listening Strategies: Jotting down notes as you listen)  
<https://m3a.vhlcentral.com/sections/0/activities/11353?popup=1> (Video Analysis: En Pantalla-Anuncio de Sopas Roa)  
<https://m3a.vhlcentral.com/sections/0/activities/11358?popup=1> (Flash Cultura: La comida Latina)  
<https://m3a.vhlcentral.com/sections/0/activities/11365?popup=1> (Map of Guatemala)

<https://m3a.vhlcentral.com/sections/0/activities/11367?popup=1> (Culture Video: The cities of Antigua y Chichicastenango)

<https://m3a.vhlcentral.com/sections/0/activities/9026?popup=1> (Conexión Internet: Guatemala)

### Spanish Unit 3 Resources:

<https://m3a.vhlcentral.com/sections/0/activities/11230?popup=1> (Vocabulary Tutorial: El baño)

<https://m3a.vhlcentral.com/sections/0/activities/11231?popup=1> (Vocabulary Tutorial: Words of sequence)

<https://m3a.vhlcentral.com/sections/0/activities/11232?popup=1> (Vocabulary Tutorial: La rutina)

<https://m3a.vhlcentral.com/sections/0/activities/12347?popup=1> (Vocabulary presentation: La rutina diaria)

<https://m3a.vhlcentral.com/sections/0/activities/11233?popup=1> (Listening practice: La rutina diaria)

<https://m3a.vhlcentral.com/sections/0/activities/11241?popup=1> (Fotonovela: ¡Necesito arreglarme!)

<https://m3a.vhlcentral.com/sections/0/activities/11253?popup=1> (Grammar Presentation: Reflexive)

<https://m3a.vhlcentral.com/sections/0/activities/15314?popup=1> (Tutorial: Reflexive)

<http://www.senorjordan.com/reflexive-verbs-part-1/> (Señor Jordan: Video Reflexive verbs Part 1)

<http://www.senorjordan.com/02-reflexive-verbs-part-2-stem-changers/> (Señor Jordan: Video Reflexive verbs Stem-Change Part 2)

<http://www.senorjordan.com/02-reflexive-verbs-part-3-multiple-verbs-ing/> (Señor Jordan: Video Reflexive verbs Part 3)

<http://www.senorjordan.com/02-reflexive-verb-song/> (Señor Jordan: Video Reflexive verbs Song)

<https://m3a.vhlcentral.com/sections/0/activities/11257?popup=1> (Grammar Presentation: Indefinite and negative words)

<https://m3a.vhlcentral.com/sections/0/activities/16976?popup=1> (Tutorial: Indefinite and negative words)

<https://m3a.vhlcentral.com/sections/0/activities/11266?popup=1> (Grammar Presentation: Verbs like gustar)

<https://m3a.vhlcentral.com/sections/0/activities/15315?popup=1> (Tutorial: Verbs like gustar)

<https://m3a.vhlcentral.com/sections/0/activities/11271?popup=1> (Reading Strategy: Predicting content from the title)

<https://m3a.vhlcentral.com/sections/0/activities/11272?popup=1> (Reading: ¡Una mañana desastrosa!)

<https://m3a.vhlcentral.com/sections/0/activities/11212?popup=1> (Writing Strategy: Sequencing events)

<https://m3a.vhlcentral.com/resources/programs/56/download/14141> (Listening Strategies: Using background information)

<https://m3a.vhlcentral.com/sections/0/activities/11276?popup=1> (En Pantalla Video: Anuncio de Sancor Seguros)

<https://m3a.vhlcentral.com/sections/0/activities/11279?popup=1> (Flash Cultura: Tapas para todos los días)

<https://m3a.vhlcentral.com/sections/0/activities/11283?popup=1> (Map of Peru)

<https://m3a.vhlcentral.com/sections/0/activities/11284?popup=1> (Panorama/Culture: Los deportes de aventura)

<https://m3a.vhlcentral.com/sections/0/activities/8955?popup=1> (Conexión Internet: Perú)

<https://m3a.vhlcentral.com/sections/0/activities/23085?popup=1> (Vocabulary Tutorial: La tecnología)

<https://m3a.vhlcentral.com/sections/0/activities/23087?popup=1> (Vocabulary Tutorial: La computadora)

<https://m3a.vhlcentral.com/sections/0/activities/7319?popup=1> (Vocabulary presentation: La tecnología)

<https://m3a.vhlcentral.com/sections/0/activities/7320?popup=1> (Listening practice: La tecnología)

<https://m3a.vhlcentral.com/sections/0/activities/12038?popup=1> (Grammar presentation: Adverbs)

<https://m3a.vhlcentral.com/sections/0/activities/15370?popup=1> (Tutorial: Adverbs)

<https://m3a.vhlcentral.com/sections/0/activities/7370?popup=1> (Grammar presentation: Familiar commands)

<https://m3a.vhlcentral.com/sections/0/activities/15371?popup=1> (Tutorial: Familiar commands)

<http://www.senorjordan.com/03-affirmative-tu-commands/> (Señor Jordan: Video affirmative-tú-commands)

<http://www.senorjordan.com/03-affirmative-tu-commands-irregulars/> (Señor Jordan: Video Irregular affirmative-tú-commands )

<http://www.senorjordan.com/03-negative-tu-commands/> (Señor Jordan: Video Negative -tú-commands )



<http://www.senorjordan.com/03-tu-commands-pronouns/> (Señor Jordan: Video Tú-commands with pronouns )  
<https://m3a.vhlcentral.com/sections/0/activities/7343?popup=1> (Fotonovela Video: En el taller)  
<https://m3a.vhlcentral.com/sections/0/activities/7363?popup=1> (Reading: El teléfono celular)  
<https://m3a.vhlcentral.com/sections/0/activities/7368?popup=1> (Reading: Una Laptop por Niño en Uruguay)  
<https://m3a.vhlcentral.com/sections/0/activities/7436?popup=1> Reading Strategies-Recognizing Borrowed words: El celular por Tute)  
<https://m3a.vhlcentral.com/sections/0/activities/7439?popup=1> (Reading: Los hispanos de los EE.UU. se toman Internet)  
<https://m3a.vhlcentral.com/resources/programs/57/download/15017> (Escuchar; Recognizing the genre of spoken discourse)  
<https://m3a.vhlcentral.com/sections/0/activities/7451?popup=1> (Flash culturaVideo: Maravillas de la tecnología)  
<https://m3a.vhlcentral.com/sections/0/activities/7464?popup=1> (Map of Argentina)  
<https://m3a.vhlcentral.com/sections/0/activities/7465?popup=1> (Panorama: Argentina - El tango)  
<https://m3a.vhlcentral.com/sections/0/activities/7470?popup=1> (Panorama: Conexión Internet: Argentina)  
<https://m3a.vhlcentral.com/sections/0/activities/23088?popup=1> (Vocabulary Tutorial: Quehaceres domésticos)  
<https://m3a.vhlcentral.com/sections/0/activities/23089?popup=1> (Vocabulary Tutorial: Los cuartos)  
<https://m3a.vhlcentral.com/sections/0/activities/23090?popup=1> (Vocabulary Tutorial: Muebles y electrodomésticos)  
<https://m3a.vhlcentral.com/sections/0/activities/12427?popup=1> (Vocabulary presentation: La vivienda)  
<https://m3a.vhlcentral.com/sections/0/activities/12130?popup=1> (Listening practice: La vivienda)  
<https://m3a.vhlcentral.com/sections/0/activities/12132?popup=1> (Listening practice: El comedor)  
<http://www.senorjordan.com/01-la-casa-parte-1/> (Señor Jordan: Video La casa)  
<http://www.senorjordan.com/01-present-tense-vivir/> (Señor Jordan: Video La casa + vivir)  
<http://www.senorjordan.com/01-los-quehaceres-chores/> (Señor Jordan: Video Los quehaceres)  
<https://m3a.vhlcentral.com/sections/0/activities/12329?popup=1> (FotonovelaVideo: Los quehaceres)  
<https://www.youtube.com/watch?v=4eJF11bIxM> (Vocabulary: Household chores)  
<https://m3a.vhlcentral.com/sections/0/activities/12046?popup=1> (Grammar presentation: Formal (usted/ustedes) commands)  
<https://m3a.vhlcentral.com/sections/0/activities/15376?popup=1> (Tutorial: Formal (usted/ustedes) commands)  
<http://www.senorjordan.com/03-usted-commands/> (Señor Jordan: Video -usted-commands)  
<http://www.senorjordan.com/03-ustedes-commands/> (Señor Jordan: Video -ustedes-commands)  
<https://m3a.vhlcentral.com/sections/0/activities/11990?popup=1> (Reading: El patio central)  
<https://m3a.vhlcentral.com/sections/0/activities/11993?popup=1> (Reading: Las casas de Pablo Neruda)  
<https://m3a.vhlcentral.com/sections/0/activities/12180?popup=1> (Reading: Bienvenidos al Palacio de Las Garzas)  
<https://m3a.vhlcentral.com/sections/0/activities/12182?popup=1> (Reading: La Casa Colorada)  
<https://m3a.vhlcentral.com/sections/0/activities/13571?popup=1> (Writing Strategy -Using Linking Words: Escribir un contrato de arrendamiento)  
<https://m3a.vhlcentral.com/resources/programs/57/download/15031> (Listening Strategy: Identifying 'Visual' Clues)  
<https://m3a.vhlcentral.com/sections/0/activities/12197?popup=1> (Flash Cultura Video: La casa de Frida)  
<https://m3a.vhlcentral.com/sections/0/activities/12205?popup=1> (Map of Panamá)  
<https://m3a.vhlcentral.com/sections/0/activities/12207?popup=1> (Panorama: Panamá Los deportes en el mar)  
<https://m3a.vhlcentral.com/sections/0/activities/9992?popup=1> (Conexión Internet: Panamá)

#### Spanish Unit 4 Resources:

<https://m3a.vhlcentral.com/sections/0/activities/23082?popup=1> (Vocabulary Tutorial: El cuerpo)  
<https://m3a.vhlcentral.com/sections/0/activities/23083?popup=1> (Vocabulary Tutorial: El hospital)

<https://m3a.vhlcentral.com/sections/0/activities/23084?popup=1> (Vocabulary Tutorial: Los problemas de salud)  
<https://m3a.vhlcentral.com/sections/0/activities/12426?popup=1> (Vocabulary presentation: En el consultorio)  
<http://www.senorjordan.com/01-el-cuerpo/> (Señor Jordan: Video El cuerpo)  
<http://www.senorjordan.com/01-el-cuerpo-parte-2-el-dolor/> (Señor Jordan: Video El cuerpo y dolor)  
<https://m3a.vhlcentral.com/sections/0/activities/12025?popup=1> (Grammar presentation: The imperfect tense)  
<https://m3a.vhlcentral.com/sections/0/activities/15367?popup=1> (Tutorial: The imperfect tense)  
<http://www.senorjordan.com/02-imperfect-ar-verbs/> (Señor Jordan: Video Imperfect -AR verbs)  
<http://www.senorjordan.com/02-imperfect-ar-verbs-song/> (Señor Jordan: Video Imperfect -AR verbs Song)  
<http://www.senorjordan.com/02-imperfect-regular-er-ir-verbs/> (Señor Jordan: Video Imperfect -ER verbs)  
<http://www.senorjordan.com/er-ir-imperfect-endings-song/> (Señor Jordan: Video Imperfect -AR verbs Song)  
<http://www.senorjordan.com/02-imperfect-irregulars-ir-ser-ver/> (Señor Jordan: Video Imperfect -Irregular verbs)  
<http://www.senorjordan.com/irregulars-imperfect-song/> (Señor Jordan: Video Imperfect -Irregular verbs Song)  
<http://eduteach.es/videos/learn-spanish/2.09-imperfect-tense.html> (Video Explanation of imperfect tense)  
<https://m3a.vhlcentral.com/sections/0/activities/11986?popup=1> (Reading: Servicios de salud)  
<https://m3a.vhlcentral.com/sections/0/activities/11988?popup=1> (Reading: La salud en Cuba)  
<https://m3a.vhlcentral.com/sections/0/activities/12029?popup=1> (Grammar presentation: The preterit and the imperfect)  
<https://m3a.vhlcentral.com/sections/0/activities/15368?popup=1> (Tutorial: The preterit and the imperfect)  
<http://www.senorjordan.com/02-preterite-vs-imperfect/> (Señor Jordan: Preterit vs Imperfect Tense Part 1)  
<http://www.senorjordan.com/02-preterite-vs-imperfect-part-2/> (Señor Jordan: Preterit vs Imperfect Tense Part 2)  
<http://www.senorjordan.com/02-preterite-vs-imperfect-song-cielito-lindo/> (Señor Jordan: Preterit vs Imperfect Song)  
<http://eduteach.es/videos/learn-spanish/2.10-preterite-imperfect.html> (Preterit vs Imperfect)  
<https://m3a.vhlcentral.com/sections/0/activities/12146?popup=1> (Reading Strategies: Activating background knowledge)  
<https://m3a.vhlcentral.com/sections/0/activities/12148?popup=1> (Reading: El consultorio de la Dra. Fernanda Jiménez Ocaña)  
<https://m3a.vhlcentral.com/sections/0/activities/13568?popup=1> (Writing Strategies: Mastering the simple past tenses)  
<https://m3a.vhlcentral.com/resources/programs/57/download/15003> (Listening Strategies: Listening for specific information)  
<https://m3a.vhlcentral.com/sections/0/activities/12162?popup=1> (Flash Cultura: La salud)  
<https://m3a.vhlcentral.com/sections/0/activities/12170?popup=1> (Map of Costa Rica)  
<https://m3a.vhlcentral.com/sections/0/activities/12172?popup=1> (Panorama Video: Monteverde y Tortuguero)  
<https://m3a.vhlcentral.com/sections/0/activities/9922?popup=1> (Conexión Internet: Costa Rica)

## Tarifs PESSAH 2012

- Chambre standing luxe : 1.190 €/personne
- Chambre standing luxe avec vue sur mer : 1.290 €/pers.
- Junior suite de luxe : 1.390 €/personne
- Suite avec piscine privée : 1.490 €/personne
- Suite Royale : 1.590 €/personne

Possibilité de chambres de 1 à 6 personnes

Tarifs dégressifs pour les enfants de -12 ans - Bébé entre 0 et 2 ans gratuit

Tarifs dégressifs à partir de la 3<sup>e</sup> personne dans la même chambre

Accès handicapés

### Nos tarifs comprennent :

- Le transfert Aéroport-Hôtel-Aéroport
- L'hébergement en hôtel de luxe 5★☆☆☆
- La pension complète Cacher LePessah - 4 repas par jour
- L'accès aux piscines - plage privée et Spa
- L'animation et les conférences

### Consultez nous pour :

- Transfert domicile-Aéroport
- Billets d'avion Paris - La Crète - Paris

### Eretz Club

3 bld, Albert Camus - 95200 Sarcelles

Tél. : 07 60 97 93 51- 06 18 46 89 77

07 61 71 48 31

Site : [www.eretzclub.e-monsite.com](http://www.eretzclub.e-monsite.com)

E-mail : [eretzclub@hotmail.fr](mailto:eretzclub@hotmail.fr)

Retrouvez nous  
sur Facebook



## PESSAH 2012 en CRÈTE

Hôtel 5★☆☆☆☆ LUXE RESORT & SPA

CACHER  
LEMEHADRI  
sous le contrôle  
de  
Rav D. YELLOZ



du 5 au 15 avril 2012 - Pension complète

Vous en aviez envie ? Eretz Club l'a fait !

à partir de 1.190 €



Voyagez avec Eretz Club !

Voyagez avec Eretz Club !





## VOYAGES PRINTEMPS 2014

Voyages pour individuels:  
Au départ de:  
DOUAI - LINSELLES -  
TOURCOING - CROIX -  
VILLENEUVE D'ASCQ - LILLE



65 rue de la République  
59552 LAMBRES- LEZ- DOUAI

Service commercial: 03 27 71 55 50  
Secrétariat général: 03 27 88 70 66

[tourisme@autocars-douaisiens.com](mailto:tourisme@autocars-douaisiens.com)  
[www.autocars-douaisiens.com](http://www.autocars-douaisiens.com)

Pour vous inscrire, 2 possibilités:

- Par courrier: envoyez nous votre demande de réservation sur papier libre en précisant votre lieu de départ et vos coordonnées avec votre règlement, nous vous adresserons ensuite un contrat
- A l'agence: demandez le programme détaillé de votre voyage à l'agence.







¿Quiere ir a Perú?  
**¡Koiveray  
te trae allí!**

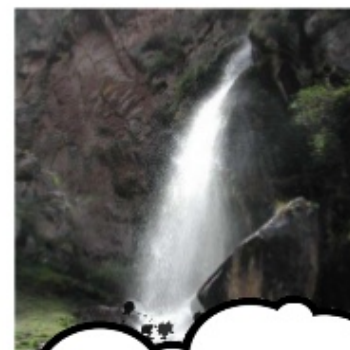
## Laguna Titicaca

Unas de nosotras atracciones principales son los paisajes del Laguna Titicaca, la laguna más alta del mundo. Su altitud se encuentra en 3.812m, la temperatura es un poco frío y el aire es muy escaso. Pero la vista es increíble e inolvidable. Si tu tienes problemas para respirar, es necesario que usted utilice un aparato para le ayudar a respirar. ¡No corras mucho o se va a desmayar!

## Machu Picchu



Machu Picchu es la atracción principal de las viajes para Perú. El se encuentra 2.430m de altitud, entre piedras y montañas gigantes con ruinas de una ciudad Inca. "La Ciudad Perdida de los Incas" fue construida por los Incas, por supuesto, pero ahora no es nada más que una joya nacional que tras cultura y lengua de los tiempos antiguos.



**Reserva Paisajística  
Nor Yauyos-Cochas**

La Reserva Paisajística Nor Yauyos-Cochas es la última parada antes de volver a Madrid. El parque es maravilloso, con lagunas y cascadas que usted van a se enamorar. Ustedes necesitarán traer ropas de baño, ¡porque la agua es increíble! Nosotros sugerimos también que ustedes traigan protector solar porque el sol es muy fuerte al cerca de Lima.

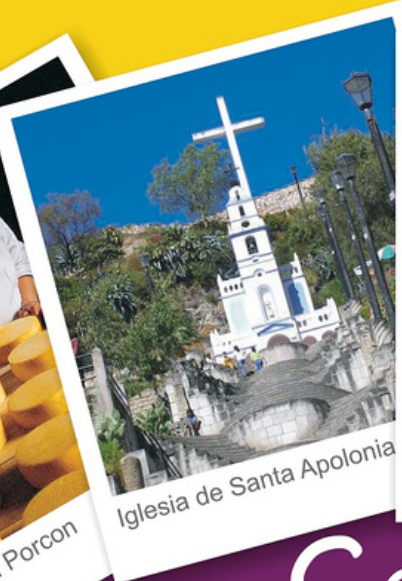
**Precio Total:  
¡Sólo €1859!**

# Semana Santa

A SÓLO  
\$ 219



Granja Porcon



Iglesia de Santa Apolonia



Ventanillas de Otuzco



Baños del Inca



Catedral

## Cajamarca

05 Dias / 04 Noches

**El Programa Incluye:** -Bus Turístico privado en toda la ruta Lima / Cajamarca / Lima -03 Noches de alojamiento en Hotel Cumbe inn (3\*) o Similar, en base habitaciones Dobles y Triples -04 Desayunos continentales -01 Almuerzo de Bienvenida -01 Almuerzo Típico -01 Almuerzo Despedida en la Granja Porcon. - Excursiones : City Tour + Santa Apolonia, Cuarto del Rescate, La Hacienda Collpa / Baños del Inca, Otuzco / Tres Molinos, Granja Porcon. Una Noche de Peña y Noche de Discoteca -Guía oficial de Turismo -Entradas a los lugares a visitar. -Atención permanente por parte del personal de la Agencia.

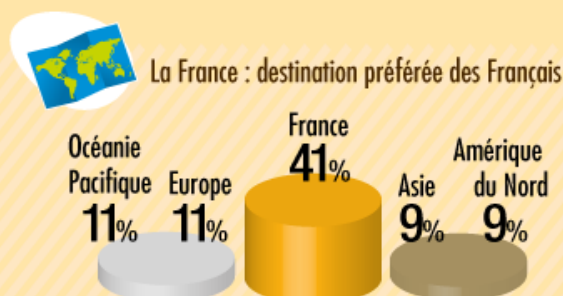


Av. José Pardo 610 Of. 04 - Miraflores  
[www.turismoinkaiko.net](http://www.turismoinkaiko.net) [pballon@turismoinkaiko.net](mailto:pballon@turismoinkaiko.net)

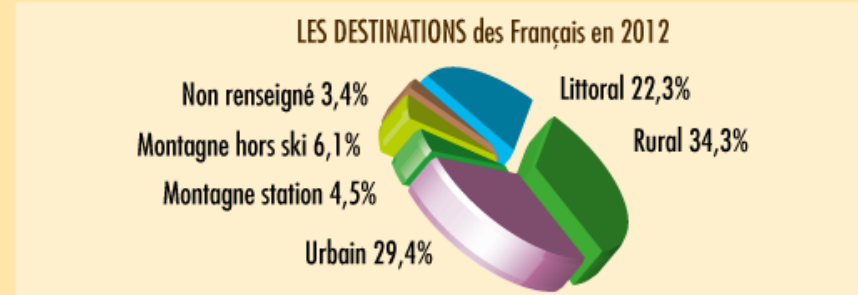
Teléfono.  
446 7500 - 4464247



# Les Français et les vacances d'été

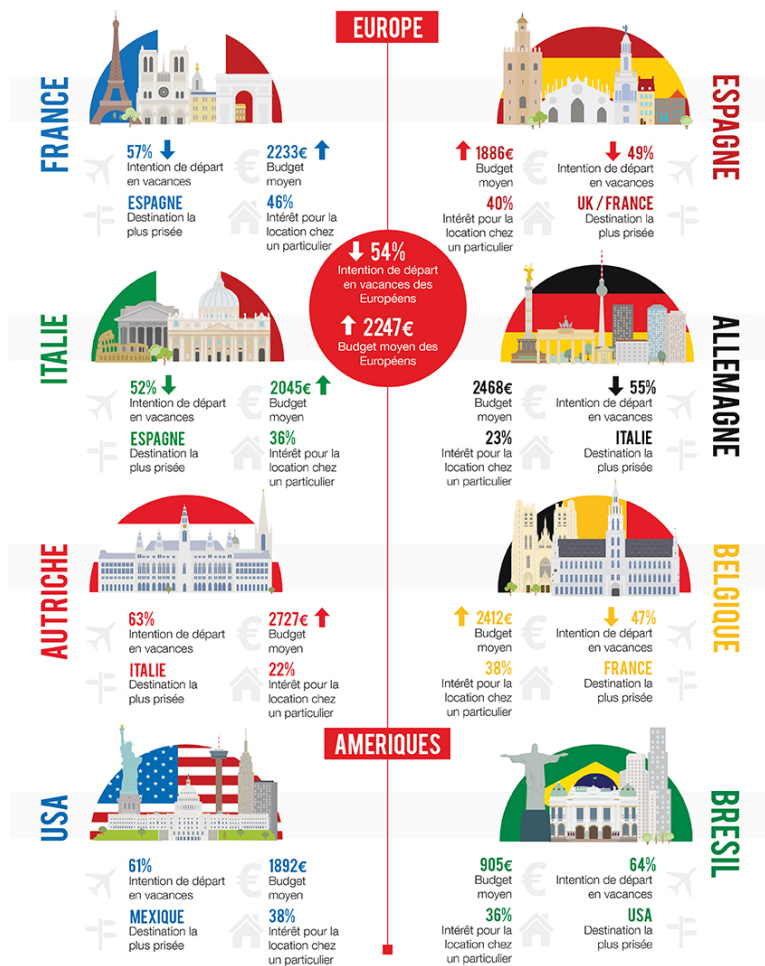


Sources : Coach Omnium - Ifop pour hotels.com - Tripadvisor - direction générale de la compétitivité, de l'industrie et des services DGIS 2013 - Francoscopie - Edition 2013 et ministère de l'Artisanat du Commerce et du Tourisme - CLIA



Pour la bonne info, suivez le kern ... [contact@kern-lagence.com](mailto:contact@kern-lagence.com) / 09 64 30 99 58 Facebook Agence Kern Annecy / [kern-lagence.com](http://kern-lagence.com)

**kern**  
HISTOIRES ET STRATÉGIES DE MARQUES



Etude réalisée par Ipsos par téléphone et Internet entre le 23 mars et le 2 mai 2016, en France, Belgique, Autriche, Espagne, Allemagne, Italie, États-Unis, Brésil. Échantillon de 500 individus dans chaque pays européens. Échantillon de 150 individus aux États-Unis et au Brésil. Échantillons nationaux représentatifs.

\*Source: Ipsos, Ipsos Média



# Diciembre: ¿sol, arena y mar?

## 10.2

Millones de  
mexicanos viajaron  
durante diciembre  
del 2012

Por: María José León / Infografía: Yaritza Zamora

## ¿CUÁNTOS DÍAS GOZAMOS DE VACACIONES?

15 días México  
15 días EUA  
21 días Argentina  
25 a 30 días Europa

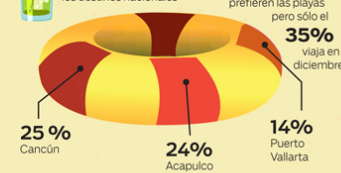


## PREPÁRATE, ÉSTA ES LA REALIDAD:

2.3 kg. aumenta una persona durante diciembre



92.72% Los mexicanos prefieren los destinos nacionales



## LOS DESTINOS FAVORITOS EN EL EXTRANJERO

**Estados Unidos**

- San Antonio
- Las Vegas
- Nueva York

**Centro y Sudamérica**

- Argentina
- Brasil
- Perú

**Europa**

- París
- Madrid
- Londres

## LOS DESTINOS FAVORITOS EN MÉXICO

**68% viajan al interior de la República** para visitar a familiares

Con preferencia a:

Distrito Federal, Guadalajara, Monterrey

## LOS MEDIOS DE TRANSPORTE MÁS UTILIZADOS

**Avión 4%**  
**Automóvil 41%**  
**Autobús 52%**

## SI ESTÁS PLANEANDO SALIR DE VACACIONES...

**A la playa, en avión (ida-vuelta)**

- ACAPULCO: \$2600
- CANCÚN: \$3000
- PUERTO VALLARTA: \$3800

**Al interior en autobús (ida-vuelta)**

- Ciudad de México: \$420
- Guadalajara: \$792
- Monterrey: \$1920

¿Piensas en el mundial?

**Rio de Janeiro**

Avión (ida-vuelta)

**\$7000**

Fuentes: MEXIAPOR MEX / La Verdad / Travel Report / Reporte Indigo / Especial a diciembre

**ENTRA A LA ZONA DE BLOGS**  
[amqueretaro.com/blogs](http://amqueretaro.com/blogs)

**Mentes digitales**  
**Tips para las próximas vacaciones decembrinas**  
(desde el celular hasta el curita)

Por: Carlos Alberto Contró V.





# Los 5 países con más

## VACACIONES EN EL MUNDO

### ¿Necesitas descanso?

Si vivieras en alguno de estos países podrías descansar hasta 35 días. Según un estudio del Centro de Política Económica e Investigación de los EU (CEPR), Austria es el país que más días de vacaciones pagadas tiene y aunque parezca increíble EU es el único país desarrollado del mundo sin un día libre pagado por ley.

DDA: Días de Descanso por Año  
DVA: Días de Vacaciones por Año  
DFA: Días Festivos al Año  
HAT: Horas Anuales Trabajadas

#### Portugal ②

DDA: 35  
DVA: 22  
DFA: 13  
HAT: 1,711 hrs.

#### España ④

DDA: 34  
DVA: 22  
DFA: 12  
HAT: 1,685 hrs.

#### Francia ⑤

DDA: 31  
DVA: 30  
DFA: 1  
HAT: 1,476 hrs.

#### Alemania ③

DDA: 34  
DVA: 24  
DFA: 10  
HAT: 1,406 hrs.

#### Austria ①

DDA: 35  
DVA: 22  
DFA: 13  
HAT: 1,598 hrs.

En México, hay hasta 12 días oficiales de vacaciones, según la Ley de Trabajo.

**México** DDA: 19  
DVA: 12  
DFA: 7  
HAT: 2,250 hrs.

#### Estados Unidos

DDA: 0  
DVA: 0  
DFA: 0  
HAT: 1,785 horas  
Sin embargo, la industria privada brinda en promedio 16 días de vacaciones pagadas.

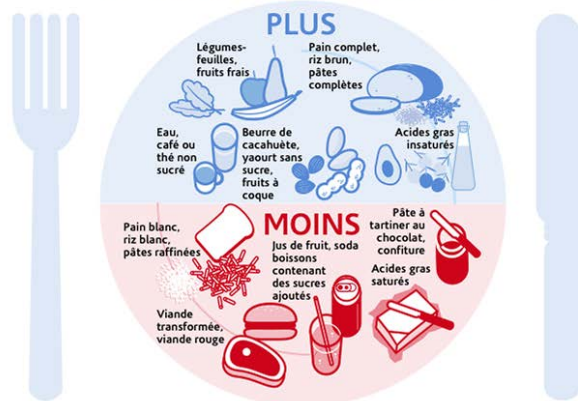


## UNIT II:



# Faites de l'ALIMENTATION Saine un DROIT et non un privilège

UNE ALIMENTATION Saine  
JOUÉ UN RÔLE CRUCIAL DANS LA PRÉVENTION DU DIABÈTE DE TYPE  
2 ET DANS LA GESTION EFFICACE DE TOUS LES TYPES DE DIABÈTE



## SURPOIDS ET DIABÈTE DE TYPE 2



ENRAYEZ l'épidémie de diabète

[www.worlddiabetesday.org](http://www.worlddiabetesday.org)  
#WDD

journée mondiale du diabète  
14 Novembre

# Bien manger



## LES BESOINS QUOTIDIENS EN CALORIE SELON LES ÂGES



**Bébé**  
(0 à 12 mois)

650 à 850 kcal



**Enfant**  
(2 à 9 ans)

1000 à 2000 kcal



**Adolescent**  
(10 à 18 ans)

2200 à 3000 kcal



**Adulte**  
(19 à 65 ans)

2000 à 2500 kcal



**Personne âgée**  
(65 ans et +)

1800 à 2000 kcal

## LES BIENFAITS D'UNE ALIMENTATION SAINE



Apporte de l'énergie



Favorise la croissance



Diminue les risques d'obésité et de diabète



Renforce le système de défense



Diminue les risques de maladies cardio-vasculaires



Diminue les risques de cancers

## LES POSITIONS



Manger assis à table



Manger en marchant



Manger en travaillant

## LES BONNES HABITUDES POUR BIEN MANGER



Manger à heure fixe



Boire de l'eau



Avoir une alimentation variée et équilibrée



Manger dans le calme



Manger avec modération



Mastiquer les aliments



Éviter les graisses saturées



Éviter de manger en moins de 20 minutes



Éviter de manger des plats tout prêts



Éviter de grignoter entre les repas



Éviter de sauter un repas



## ALIMENTATION Mon panier santé !

### Les français et l'alimentation

60%

des français adultes consomment moins de 5 fruits et légumes par jour



2h22

le temps moyen consacré à l'alimentation par jour

1 repas/4

est composé d'un légume

35% à 60%

des cancers résultent d'une mauvaise alimentation

### Mes aliments prévention

L'AVOIGAT

Pour le cœur

Riches en lipides gras



LES POISSONS GRAS

Contre le cholestérol

Riches en oméga 3



NOIX ET GRAINES

Contre le diabète

Riches en vitamine E



LE CHOCOLAT

Contre la pression artérielle

Riches en magnésium



LES LEGUMES

Pour le système

Riches en minéraux et protéines



" Dis moi ce que tu manges je te dirais qui tu es... "

### Manger bien & pas cher !

LES CAROTTES

0,90 €

La botte de carottes

LES TOMATES

0,99 €

La boîte de tomates entières

LES EPINARDS

0,29 €

La boîte d'épinards

LES HARICOTS VERTS

0,99 €

La boîte d'haricots verts

5€

LES BANANES

1 €

Les 10kg de bananes

### TOP 5 des aliments qui prolongent l'espérance de vie

- 1 L'ail : Un antibiotique puissant !
- 2 Le kiwi : Riches en minéraux et vitamines
- 3 Les poissons : Riches en fibres et vitamines
- 4 Les agrumes : Sources d'antioxydants
- 5 L'olive : Riches en huile et peu caloriques

### Les français et le bio

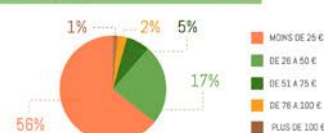
32%

des femmes françaises consomment des produits bio

23%

des hommes français consomment des produits bio

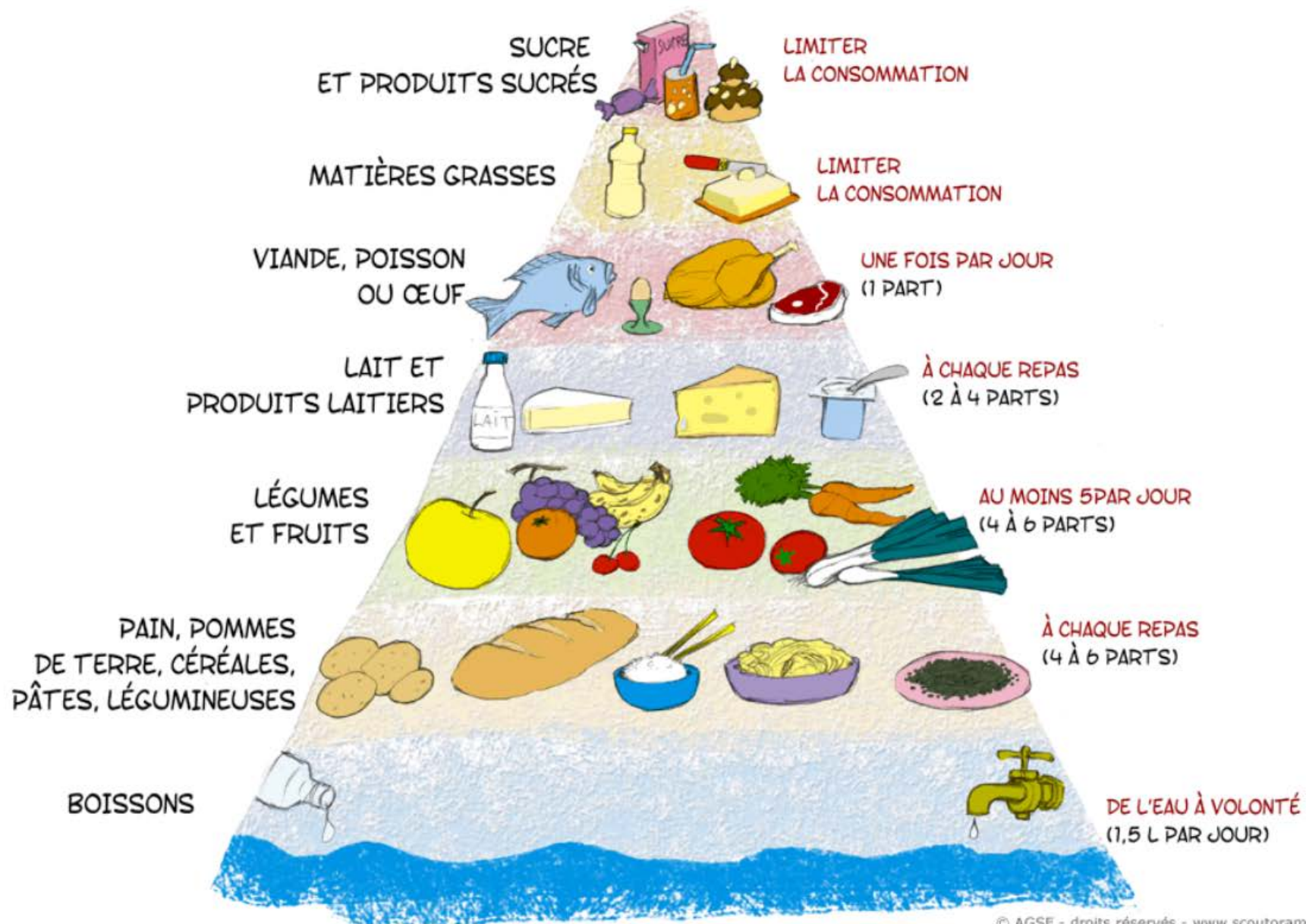
### Certaines dépenses par semaine les consommateurs de produits bio ?



### bio : quels sont les produits stars ?







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# EL PLATO IDEAL

Tiene tres componentes básicos: frutas y verduras; cereales y legumbres; alimentos de origen animal

EVITÁ EL EXCESO DE  
GRASAS, AZÚCARES,  
HARINAS



INCLUÍ UN  
ALIMENTO DE  
CADA GRUPO  
EN TODAS  
LAS COMIDAS



TOMÁ DOS  
LITROS DE  
AGUA POR  
DÍA (8 VASOS,  
APROXIMADAMENTE)



COMPLEMENTÁ  
LA ALIMENTACIÓN  
SANA CON  
EJERCICIO



Y NO OLVIDES COMER  
DESPACIO, SENTADO Y  
EN UN ENTORNO DE  
TRANQUILIDAD Y DISTENSIÓN



OSPe



## ALIMENTACIÓN SALUDABLE, un DERECHO, no un privilegio

ALIMENTACIÓN SALUDABLE  
UNA PARTE IMPORTANTE PARA PREVENIR LA DIABETES TIPO 2 Y  
CONTROLAR DE FORMA EFECTIVA TODOS LOS TIPOS DE DIABETES



### SOBREPESO Y DIABETES TIPO 2



DETENGAMOS la EPIDEMIA de la diabetes

[www.worlddiabetesday.org](http://www.worlddiabetesday.org)  
#WDD

dia mundial de la diabetes  
la enfermedad



# ▲ LA ALIMENTACIÓN ▲

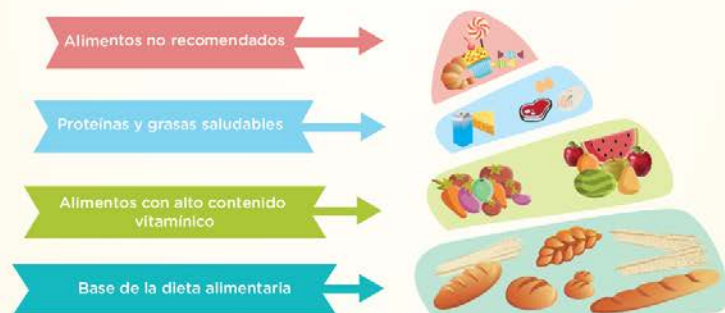
Uno de los aspectos más importantes

de nuestra vida

## • CONSEJOS •



## PIRÁMIDE NUTRICIONAL



¿CÓMO INFLUYE CADA COMIDA EN NUESTRO ORGANISMO?

# Alimentación Y NUTRICIÓN

**CARNE:**  
**Músculos y tejidos**  
Favorecedores de sus proteínas, el potasio y la vitamina B12. El hígado y las carnes magras combaten desarreglos nerviosos.

**FRUTAS:**  
**Cerebro y dientes**  
La vitamina C y K, el potasio y la fructosa (el azúcar de las frutas) inhiben las hemorragias y favorecen a los dientes y la actividad cerebral.

**PESCADO:**  
**Colesterol y la circulación**  
Las proteínas de pescado, el yodo, el selenio y el cobre de los mariscos son también indicados para una dieta equilibrada.

**FRUTOS SECOS:**  
**Piel y corazón**  
Mantiene la piel luminosa y un buen ritmo cardíaco.

**MENESTRAS:**  
**Músculos**  
La vitamina B1, el hierro y el ácido fólico evitan la anemia.

**CEREALES:**  
**Energía**  
Son fuente de las vitaminas B1 y B6, ácido fólico, magnesio, hierro y selenio que alivian los nervios.

**HORTALIZAS:**  
**Vista y circulación**  
Las vitaminas C, E y K y la provitamina A (betacaroteno) son esenciales para la vista y los vasos sanguíneos.

**LÁCTEOS:**  
**Huesos y piel**  
Las vitaminas A (retinol), B12 y D, el fósforo, el potasio y el yodo favorecen a la piel, los huesos y previenen los desórdenes neurológicos.

**VERDURAS:**  
**Piel y aparato digestivo**  
Las vitaminas B6 y K, el ácido fólico, el magnesio, el hierro y el yodo dan energías y la fibra favorece al tracto intestinal.

**HUEVOS:**  
**Colesterol y huesos**  
Aportan vitaminas A, B12 y D, refuerzan los huesos y la piel.

已被保存至 848 份心愿单

价格更放心

### 特价搜不停

目的地/住宿名称:

三亚

入住日期

退房日期

2位成人

1名儿童

1间房

退房时的年龄

☐ 我是出差

**搜特价**

81人正在搜索三亚的住宿

三亚

查看周边



**优异的 9.5**  
84条住客点评

管家服务是我遇过最好的，有求必应

泳池

员工素质

更多45张照片

**住客好评 - 三亚精选住宿之一**

海滩距离住宿有7分钟步行路程。三亚观海酒店式公寓位于三亚市，配有空调，距离南山寺36公里，距离鹿回头公园1.6公里，提供覆盖全场的免费WiFi。

公寓配有电视，部分公寓提供用餐区和/或阳台。所有公寓均配有带烤箱和冰箱的厨房，提供炉灶、水壶和毛巾。

三亚观海酒店式公寓提供全年开放的室外游泳池以及住宿公寓和海滩的免费泊车服务。

该物业是热门的热门区域。三亚观海酒店式公寓提供多种设施，配备于酒店内。

### 超人气特色

- 位于三亚人气好评区，位置评分非常高 (9.5分)
- 免费WiFi  
客人们普遍认为，这里的WiFi很好用
- 免费停车场

**现在就预订**

## 热门设施/服务

游泳池 免费无线网络连接 Spa及健康中心 免费停车

健身中心好 禁烟客房 酒吧 私人海滩区

**入住时间**

15:00

15:00之后

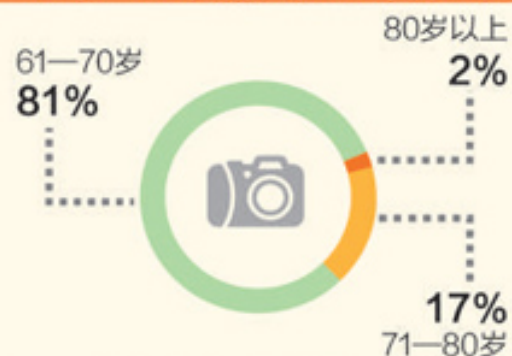
**退房时间**

12:00

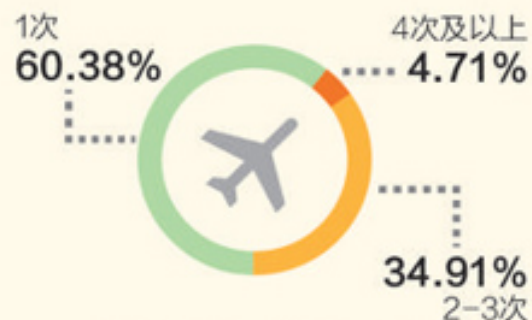
12:00之前



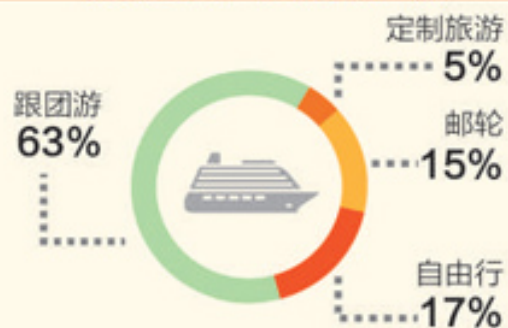
### 61岁-70岁的人是老年游主力



### 60岁以上老年人出游频次



### 六成老年人选择跟团游



### 独自出行老年人占比





### 老年人倾向错峰游



数据来源：中国老龄产业协会老龄旅游产业促进委员会与同程旅游联合发布《中国中老年人旅游消费行为研究报告2016》，携程《2016中国老年游市场报告》，去哪儿《2016年度“银发”出行大数据报告》

## 2018年，春运首选交通工具与出行距离关系



 界面新闻  data says

数据来源：同程旅游

## 2017年中国旅游用户游览国内景区 同行人员

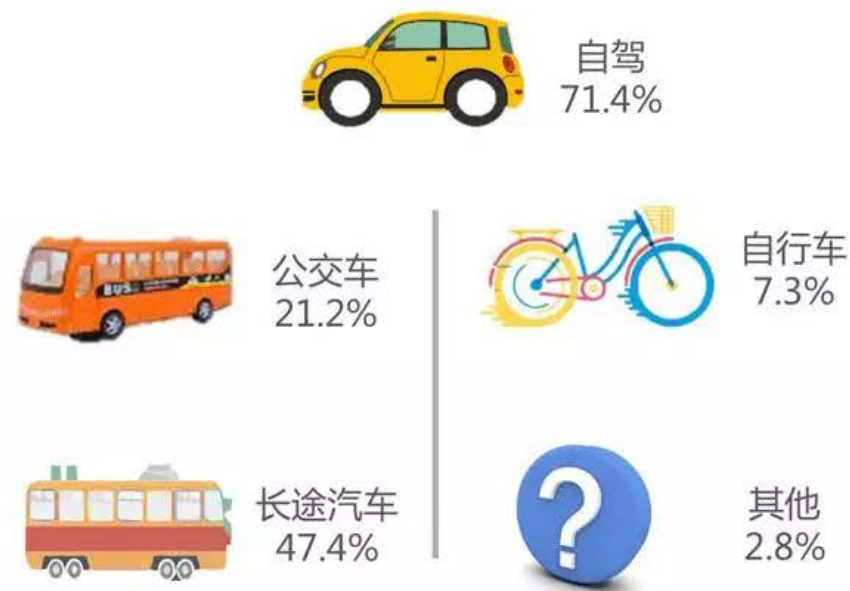


样本：N=2013，于2017年4月通过艾瑞iClick社区在线调查获得。

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## 2017年中国旅游用户去景区的 交通工具选择



样本：N=2013，于2017年4月通过艾瑞iClick社区在线调查获得。

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Unit III



