

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT  
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
WORLD LANGUAGES CURRICULUM  
FRENCH, GERMAN, ITALIAN, AND SPANISH  
AUGUST 2021  
GRADE 7**

## Course Overview

During grades seventh (7<sup>th</sup>) and eighth (8<sup>th</sup>), students continue their study of the language chosen at Auten Road Intermediate School. This curriculum has been developed to address language skills as outlined by New Jersey Department of Education World Languages Standards and Curriculum Framework. The broad objective of the World Languages Program in the seventh (7<sup>th</sup>) and eighth (8<sup>th</sup>) grades is to continue the development of the three modes of communication: interpersonal, interpretive and presentational. Classes are imparted five (5) times a week in a year-long program which allows them to continue to improve their language abilities and be better prepared to enter high school with a higher level of language proficiency. This curriculum is thematic in nature, and allows the teacher flexibility by addressing key grammatical structures through different thematic scenarios which recycle and spiral previously learned material. At this level, teachers implement a *Natural Approach* (Stephen Krashen & Tracy Terrell, 1984) to second language learning where they address the development of all domains of language, while focusing on the development of communicative proficiency and oral production.

Since culture, the total sum of the beliefs and behaviors of a group of people, is best reflected by language, a major emphasis is placed on the appropriate use of the language in culturally authentic situations. This curriculum encompasses a solid cultural and linguistic foundation geared to meet the increasing demand for higher levels of world language proficiency as well as a deep appreciation of cultural values, beliefs and perceptions in today's global marketplace.

Hillsborough Township Public Schools - World Languages Department - 7<sup>th</sup> Grade Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21st Century Standards
<b>My school day</b>	School Schedule  Time  Ordinal Numbers  Thematic Cultural Components	MP1*  * Some languages alter the sequence depending on their needs	What is your school schedule like?  What do you do before, during and after school?  What are the similarities and differences between the American education system and the target culture's education system?	7.1.NM.I PRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	Identify vocabulary associated with daily routines and schedules.	Teacher Observation	Journal/Writing Entries	Literacy: Reading and writing	<b>Standard 8: Technology</b>
				7.1.NM.I PRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	Identify vocabulary associated with school subjects.	Simple Commands and Comprehension questions	Digital written or oral Family Photo Album	Mathematics: Ordinal Numbers, telling time	
				7.1.NM.I PRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	Express opinions on school subjects taking, teachers and schedule in general.	Around the World Activity	Tests	Social Studies: cultural comparison studies related to middle school student schedules and routines of the target country and the U.S.	8.1.P.C.1 8.1.2.C.1 8.1.8.D.2
				7.1.NM.I PERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	Compare and contrast a U.S. middle school student's school and home schedules with that of the student in the target culture	Partner skits/dialogues with rubric	8.1.8.D.3 8.1.8.E.1		
				7.1.NM.I PERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.	Online Learning Technologies	Project-based (alternative) learning assessment	<b>Standard 9: 21st Century Life &amp; Careers</b>	
				7.1.NM.I PERS.3	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	Compare and contrast daily activities with another classmate	Common Assessment 1 (language specific benchmark assessment)	9.1.8.A.4 9.1.8.B.6 9.2.8.B.4		
				7.1.NM.I PERS.5	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.	Comprehend, analyze and describe one's personal schedule and schedules of others.	Activity log	Common Assessment 2 (language specific benchmark assessment)	9.3.12.AR-AV.4 9.3.12.AR-JB.3 9.3.12.AR-PRF.2 9.3.HT.2 9.3.HT-REC.11 9.3.HT-TT.6 9.3.HT-TT.11 9.3.IT-WD.2 9.3.IT-WD.6 9.3.ST-ET.2 9.3.ST-SM.2	
				7.1.NM. PRSNT.1	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	Describe the sequence of events using connectors of sequence words and ordinal numbers.	Flyer Swatter Activity	Entrance /Exit ticket		
				7.1.NM. PRSNT.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	Create a weekly journal log or a technology-rich presentation describing daily schedule activities and routines.	Peer Interview			
				7.1.NM. PRSNT.3	Copy/write words, phrases, or simple guided texts on familiar topics.		Quizzes/ Learning Checks			
7.1.NM. PRSNT.4										
7.1.NM. PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.									
<b>Unit</b>	<b>Topic(s)</b>	<b>Pacing</b>	<b>Essential Question(s)</b>	<b>Strand</b>	<b>CPIs</b>	<b>Learning Targets</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Interdisciplinary Connections</b>	<b>21st Century Standards</b>

Hillsborough Township Public Schools - World Languages Department - 7<sup>th</sup> Grade Curriculum Map

<p><b>My Family and Friends</b></p>	Nuclear and Extended family members	<p>MP2* * Some languages alter the sequence depending on their needs</p>	What makes up a family?	7.1.NM.I PRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	Identify vocabulary and phrases associated with emotions and feelings.	Teacher Observation	Journal/Writing Entries	Literacy: Reading and writing	<p><b>Standard 8: Technology</b></p> <p>8.1.8.A.2 8.1.P.B.1 8.1.2.B.1 8.1.P.C.1 8.1.2.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1</p> <p><b>Standard 9: 21st Century Life &amp; Careers</b></p> <p>9.1.8.A.4 9.1.8.B.6 9.2.8.B.4 9.3.12.AR-AV.4 9.3.12.AR-JB.3 9.3.12.AR-PRF.2 9.3.HT.2 9.3.HT-REC.11 9.3.HT-TT.6 9.3.HT-TT.11 9.3.IT-WD.2 9.3.IT-WD.6 9.3.ST-ET.2 9.3.ST-SM.2</p>
	Pets		How would you compare and contrast yourself to others?	7.1.NM.I PRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	Ask and respond to questions related to how one is feeling in certain situations/events.	Simple Commands and Comprehension Questions	Digital project	Social Studies: cultural studies of the target country	
	Traits & Characteristics		How does each member of the family contribute the home?	7.1.NM.I PERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	Identify and use comparisons and contrasts to exchange information about physical and personality traits.	Fly Swatter Activity	Partner skits/dialogues with rubric	Technology: digital presentations, research, Internet	
	Thematic Cultural Components		How are we alike and different?	7.1.NM.I PERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	Report on a personal experience/event and the emotion that was evoked.	Peer Interview	Acrostic, Word Art or Cinquain poem		
				7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	Identify words and phrases related to needs and desires.	Online Learning Technologies	Project-based (alternative) learning assessment		
						Identify emotions, feelings, needs, and desires associated with the target culture.	Around the World Activity	Common Assessment 3 (language specific benchmark assessment)		
						Compare and contrast emotions, feelings and desires evoked in certain events/situations of the target culture and the U.S.	Find Someone Who...? activity	Common Assessment 4 (language specific benchmark assessment)		
						Identify words and phrases about physical and personality traits.	Draw the Described picture			
						Discuss where family members are from while reviewing target culture geography	Guess Who? Activity			
							Entrance /Exit ticket			
					Quizzes/ Learning Checks					

Hillsborough Township Public Schools - World Languages Department - 7<sup>th</sup> Grade Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21st Century Standards
<b>My Home</b>	Rooms of the house	MP3*  * Some languages alter the sequence depending on their needs	What defines a "home"? What are the many living options people have?  How would you compare and contrast U.S. homes with those in the target culture?  How do U.S teens responsibilities compare with those of teen in target culture?	7.1.NM.I PRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes	Identify vocabulary associated with the rooms and furniture in a house.	Teacher Observation	Journal/Writing Entries	Literacy: Reading and writing  Social Studies: cultural studies related to entertainment, leisure, sports and hobbies in the target country  Art: drawing  Technology: technology, media, films, Web Quests, digital presentations, research	<b>Standard 8: Technology</b>  8.1.8.A.2 8.1.P.B.1 8.1.2.B.1 8.1.P.C.1 8.1.2.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1  <b>Standard 9: 21st Century Life &amp; Careers</b>  9.1.8.A.4 9.1.8.B.6 9.2.8.B.4 9.3.12.AR-AV.4 9.3.12.AR-JB.3 9.3.12.AR-PRF.2 9.3.HT.2 9.3.HT-REC.11 9.3.HT-TT.6 9.3.HT-TT.11 9.3.IT-WD.2 9.3.IT-WD.6 9.3.ST-ET.2 9.3.ST-SM.2
	Furniture			7.1.NM.I PRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics..	Express where items in the home are located.	Simple Commands and Comprehension questions	Digital tour of the home		
	Chores			7.1.NM.I PRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	Itemize what chores each family performs.	Online Learning Technologies	Presentations with rubric		
	Thematic Cultural Components			7.1.NM.I PERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	Create dialogues to compare and contrast a student's home with another.	Flyer Swatter Activity	Tests		
				7.1.NM.I PERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.	Give and follow positive commands related to chores	What's missing?	Chore chart		
				7.1.NM.I PERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	Compare and contrast various aspects of the home.	Peer Interview	Real estate conversation		
				7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	Describe one's daily routine using non-reflexive and basic reflexive activities.	Entrance /Exit ticket	Project-based (alternative) learning assessment		
							Describe the drawing	Common Assessment 5 (language specific benchmark assessment )		
							Around the World with food and/or chores	Common Assessment 6 (language specific benchmark assessment)		
							Draw and label floor plan then describe it to a partner who draws it.			
			Quizzes/							

Hillsborough Township Public Schools - World Languages Department - 7<sup>th</sup> Grade Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21st Century Standards
My Contemporary Life: Part 1	Typical buildings and places in a community  Modes of transportation  Clothing  Body  Weather  Food  Thematic Cultural Components	MP4*  * Some languages alter the sequence depending on their needs	What makes up a community?  How does a U.S. community compare with communities in the target culture?  How does where you live to affect how you live, work and play?	7.1.NL.I PRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	Identify vocabulary associated with places in a community.	Teacher Observation	Skits/Conversations with rubric	Literacy: Reading and comprehension  Social Studies: map skills  Art: designing a community  Technology: Web Quests, digital presentations, research, Internet	<b>Standard 8: Technology</b>  8.1.8.A.2 8.1.P.B.1 8.1.2.B.1 8.1.P.C.1 8.1.2.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1  <b>Standard 9: 21st Century Life &amp; Careers</b>  9.1.8.A.4 9.1.8.B.6 9.2.8.B.4 9.3.12.AR-AV.4 9.3.12.AR-JB.3 9.3.12.AR-PRF.2 9.3.HT.2 9.3.HT-REC.11 9.3.HT-TT.6 9.3.HT-TT.11 9.3.IT-WD.2 9.3.IT-WD.6 9.3.ST-ET.2 9.3.ST-SM.2
				7.1.NL.I PRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	Indicate where people go to do certain activities.	Online Learning Technologies	Journal/Writing Entries  Café menu		
				7.1.NM.I PRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	Identify vocabulary associated with clothing worn in a variety of weather situations.	Simple Commands and Comprehension questions	Give a tour of a real or a made-up community		
				7.1.NM.I PERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	Express locations of places and buildings using a map	Tests			
				7.1.NM.I PERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.	Identify foods found in a local supermarket.	Around the World Activity	Project-based (alternative) learning assessment		
				7.1.NM.I PERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	Describe the foods eaten for various meals of the day	Flyer Swatter Activity	Common Assessment 7 (language specific benchmark assessment)		
				7.1.NM.I PERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.	Express the sequence of activities related to running errands.	Family Feud	Common Assessment 8 (language specific benchmark assessment)		
				7.1.NM. PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.	Ask and respond to simple clothing shopping scenarios.	Peer Interview	Common Assessment 8 (language specific benchmark assessment)		
				7.1.NM. PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	Give and follow directions from one place to another	Entrance /Exit ticket	Obstacle course		
						Extend an invitation	Obstacle course	Inside/Outside Circle activity		
		Accept and reject an invitation with a rationale.	Quizzes/ Learning Checks							

## THEMATIC UNIT 1

THEME	PROFICIENCY	GRADE
My School Day	Novice Mid - Novice High	7

<b>Topics:</b>	<b><i>School Schedule, School Subjects, Home Schedule, Ordinal numbers, Sequence of Events</i></b>
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### Unit Description

*Students learn how to ask and answer questions related to their daily routines, school schedule, home and weekend schedule and sequences of events/time. (e.g. morning routine, school schedule, what they do when they get home from school, getting ready to go to bed, weekend schedule, what times these events occur, etc.)*

<b><i>Interpretive</i></b>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on daily routine, school schedule, home schedule, ordinal numbers and sequence of events.</i>
<b><i>Interpersonal</i></b>	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to their daily routine, school schedule, home schedule, ordinal numbers and sequence of events.</i>
<b><i>Presentational</i></b>	<i>They use lists, chunks of language and memorized phrases to describe their daily routine, school schedule, home schedule, and the times these events occur in their schedule while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● School Schedule</li> <li>● School Subjects</li> <li>● Materials needed for school</li> <li>● Tell time</li> <li>● Class Periods</li> <li>● Ordinal numbers</li> <li>● Likes and dislikes</li> <li>● Thematic Cultural Components</li> </ul>	<ul style="list-style-type: none"> <li>● Describe school schedule in terms of class periods, school subjects, etc.</li> <li>● Ask and respond to memorized questions related to school schedule.</li> <li>● Ask and respond to memorized questions related to preference with respect to school subjects and objects.</li> <li>● Express opinions about school subjects.</li> <li>● Indicate the order and time classes occur.</li> <li>● Use present tense to express what one does in school.</li> </ul>

**World Languages Standard/Proficiency Level/Cumulative Progress Indicators  
(Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = PRSNT)**

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

	<b>LEARNING OBJECTIVES</b>	<b>CORRESPONDING STANDARD(S)</b>
1	Identify vocabulary associated with schedules and routines.	7.1.NM.IPRET.1



		7.1.NM.IPRET.3
2	Identify vocabulary associated with school subjects.	7.1.NM.IPRET.1 7.1.NM.IPRET.3
3	Compare and contrast middle school student school and home schedules of the target culture and the U.S.	7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.PRSNT.5
4	Comprehend, analyze and describe one's personal schedule and schedules of others.	7.1.NM.IPRET.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5
5	Describe sequence of events using connectors of sequence words and ordinal numbers.	7.1.NM.IPRET.1 7.1.NM.IPERS.2
6	Create a weekly journal log or a technology-rich presentation describing school schedule and activities.	7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5

**Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**Strand A: Technology Operations and Concepts**

**Select and use applications effectively and productively.**

**8.1.8.A.2**

**Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.**

**Strand B: Creativity and Innovation**

**Apply existing knowledge to generate new ideas, products, or processes.**

**8.1.P.B.1**

**Create a story about a picture taken by the student on a digital camera or mobile device.**

**Create original works as a means of personal or group expression.**

**8.1.2.B.1**

**Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

**Strand C: Communication and Collaboration**

<p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Contribute to project teams to produce original works or solve problems.</p>	<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
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**Strand D: Digital Citizenship**

<p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Demonstrate personal responsibility for lifelong learning.</p> <p>Exhibit leadership for digital citizenship.</p>	<p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p>
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**Strand E: Research and Information Fluency**

<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.</p>
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**Standard 9: 21st Century Life & Careers  
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user-focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

**STUDENT ACCOMMODATIONS:**

Please refer to the [World Languages Student Accommodations Chart](#)

**VOCABULARY:**

To go to school, school schedule, ordinal numbers, periods of the day, connectors of sequence words, first, next, after, later, then, last, finally, school subjects, foreign language, math, science, social studies, language arts/literature, physical education, art, music, computers, technology, to go back home, to eat dinner, to do homework, to watch t.v., to play outside/inside, to go to the park, to read, to study, weekend activities, etc.

**CULTURE:**

- Compare and contrast schedules and daily routines of middle school students of target cultures and countries and the U.S.

- Compare and contrast school subjects of middle school students of the target cultures and countries and the U.S.

## Suggested Activities

NAME	DESCRIPTION
<b>Target Culture Project</b>	Students can create a PowerPoint presentation, iMovie, etc. to compare and contrast the lives of middle school students in the target culture and the U.S. with respect to school subjects.
<b>Skits</b>	Students can discuss their school schedule and activities.
<b>Daily/Weekly Schedule Log</b>	Students can create a daily/weekly schedule log to describe to the class school schedule.
<b>Flyer Swatter Game</b>	Students can use flyswatters to practice vocabulary associated with school.
<b>Digital Scrapbook</b>	Students can create a digital scrapbook of their school schedule with pictures and/or drawings of their activities. These can be made into a Google Draw or Presentation, and then shared with the class.
<b>Gouin Series</b>	Teacher presents series to the class orally, accompanying words with pantomime and props. Class pantomimes series as teacher repeats orally without actions. Individuals pantomime series next.

### EXTENSION ACTIVITIES:

**Post Cards:** Students can contact peers in target culture to have a post card exchange in respect to school schedules.

### INTERDISCIPLINARY CONNECTIONS:

**Language Arts:** Reading, writing, connectors of sequence

**Mathematics:** Ordinal Numbers

**Social Studies:** cultural comparison studies related to middle school student schedules and routines of the target country and the U.S.

**Technology:** Web Quests, PowerPoint presentations, research, blog posts

## **FORMATIVE ASSESSMENT:**

1. The teacher will walk around and observe the students while they are engaging in simple conversations and/or individual or group activities to check for comprehension and/or mastery of the lesson content.
2. The teacher will conclude lessons with simple commands and comprehension questions to gauge students' progress with the learned skill and content.
3. The teacher will ask students simple questions throughout the lesson related to the material they learned to keep track of the students' progress.
4. The teacher will afford students time to do practice tasks towards the summative assessment accompanied by teacher and peer feedback.
5. The teacher will plan formative assessment games to check for progress towards skill and content mastery.
6. The teacher will check the content or skill mastery with a variety of online assessments and learning checks.

## **SUMMATIVE ASSESSMENT:**

### **Mandatory:**

- Common Assessment 1 (language specific benchmark assessment)
- Common Assessment 2 (language specific benchmark assessment)

### **Optional:**

- Journal/writing entries
- Digital written or oral family photo album
- Quizzes and tests
- Partner skits/dialogues with rubric
- Project-based (alternative) learning assessment

## THEMATIC UNIT 4

THEME	PROFICIENCY	GRADE(S)
My Community	Novice Mid - Novice High	7

<b>Topics :</b>	<b><i>Buildings, Places in the community, Transportation, Clothing, Body, Weather, Food</i></b>
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### Unit Description

<i>Students learn to identify and describe locations in their communities, weather conditions, and clothing and food that can be found in stores in addition to expressing where places of interest are located.</i>	
<b><i>Interpretive</i></b>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
<b><i>Interpersonal</i></b>	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
<b><i>Presentational</i></b>	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● Places in the community</li> <li>● Activities in the community</li> <li>● Directions</li> <li>● Weather</li> <li>● What to wear and when</li> <li>● Body</li> <li>● Meals and food</li> <li>● Extend, accept, or reject an invitation</li> <li>● Express future actions</li> <li>● Thematic Cultural Components</li> </ul>	<ul style="list-style-type: none"> <li>● Identify places in a community</li> <li>● Indicate where people go to do certain things</li> <li>● Express sequence of activities and errands</li> <li>● Identify articles of clothing to be worn in various situations and weather</li> <li>● Describe the food eaten at various meals during the day</li> <li>● Give and follow directions from one place to another</li> <li>● Extend an invitation</li> <li>● Accept or reject an invitation with rationale</li> </ul>

**World Languages Standard/Proficiency Level/Cumulative Progress Indicators  
(Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = PRSNT)**

7.1.NM.IP RET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IP RET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IP RET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IP RET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IP RET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IP ERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IP ERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IP ERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IP ERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IP ERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IP ERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PR SNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PR SNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PR SNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PR SNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PR SNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary associated with places in the community.	7.1.NL.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.IPERS.4
2	Express where people go to complete particular errands.	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.4
3	Describe clothing needs and preferences.	7.1.NL.IPRET.2 7.1.NM.IPERS.4 7.1.NM.IPERS.6 7.1.NM.PRSNT.1
4	Plan three meals in a day.	7.1.NL.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.3 7.1.NM.PRSNT.1
5	Use sequencing words to express order of errands.	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.4

**Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**Strand A: Technology Operations and Concepts**

**Select and use applications effectively and productively.**

**8.1.8.A.2**

**Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.**

**Strand B: Creativity and Innovation**

**Apply existing knowledge to generate new ideas, products, or processes.**

**8.1.P.B.1**

**Create a story about a picture taken by the student on a digital camera or mobile device.**

**Create original works as a means of personal or group expression.**

**8.1.2.B.1**

**Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

**Strand C: Communication and Collaboration**



<p><b>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</b></p> <p><b>Communicate information and ideas to multiple audiences using a variety of media and formats.</b></p> <p><b>Develop cultural understanding and global awareness by engaging with learners of other cultures.</b></p> <p><b>Contribute to project teams to produce original works or solve problems.</b></p>	<p><b>8.1.P.C.1</b>  <b>Collaborate with peers by participating in interactive digital games or activities.</b></p> <p><b>8.1.2.C.1</b>  <b>Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</b></p>
<p><b>Strand D: Digital Citizenship</b></p>	
<p><b>Advocate and practice safe, legal, and responsible use of information and technology.</b></p> <p><b>Demonstrate personal responsibility for lifelong learning.</b></p> <p><b>Exhibit leadership for digital citizenship.</b></p>	<p><b>8.1.8.D.2</b>  <b>Demonstrate the application of appropriate citations to digital content.</b></p> <p><b>8.1.8.D.3</b>  <b>Demonstrate an understanding of fair use and Creative Commons to intellectual property.</b></p>
<p><b>Strand E: Research and Information Fluency</b></p>	
<p><b>Plan strategies to guide inquiry.</b></p> <p><b>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</b></p> <p><b>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</b></p> <p><b>Process data and report results.</b></p>	<p><b>8.1.8.E.1</b>  <b>Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.</b></p>

**Standard 9: 21st Century Life & Careers  
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user-focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

**STUDENT ACCOMMODATIONS:**

Please refer to the [World Languages Student Accommodations Chart](#)

**VOCABULARY:**

Places in the community, buildings, food, clothing, weather, body, meals of the day, transportation-related words, shopping expressions, etc.

**CULTURE:**

- Compare and contrast eating habits between the US and the target countries

- Compare and contrast shopping/errands between the US and the target countries

### Suggested Activities

NAME	DESCRIPTION
<b>Vocabulary Games</b>	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, What's Missing, etc.
<b>Skit</b>	In groups of two or three, express food preferences, places in the community, transportation, weather, body, shopping and meals
<b>Drawing</b>	Following oral instructions, draw a description of a person or place
<b>"Going on a Picnic"</b>	Each person repeats what previous people have said
<b>Skit</b>	ups of two or three, create a skit centered on clothes shopping and activities in a community
<b>Digital Presentation</b>	Create a café menu which includes representative foods for the three basic daily meals

#### EXTENSION ACTIVITIES:

Design Hillsborough's new town center and describe what should be included and where it should be located.

#### INTERDISCIPLINARY CONNECTIONS:

**Language Arts:** Reading and writing

**Social Studies:** Urban Planning and development

**Technology:** Web Quest, Google Presentation, Research

**Science:** Weather

#### FORMATIVE ASSESSMENT:

1. The teacher will walk around and observe the students while they are engaging in simple conversations and/or individual or group activities to check for comprehension and/or mastery of the lesson content.
2. The teacher will conclude lessons with simple commands and comprehension questions to gauge students' progress with the learned skill and content.
3. The teacher will ask students simple questions throughout the lesson related to the material they learned to keep track of the students' progress.
4. The teacher will afford students time to do practice tasks towards the summative assessment accompanied by teacher and peer feedback.
5. The teacher will plan formative assessment games to check for progress towards skill and content mastery.

6. The teacher will check the content or skill mastery with a variety of online assessments and learning checks.

### **SUMMATIVE ASSESSMENT:**

Mandatory:

- Common Assessment 7 (language specific benchmark assessment)
- Common Assessment 8 (language specific benchmark assessment)

Optional:

- Journal/writing entries
- Digital written or oral family photo album
- Quizzes and tests
- Partner skits/dialogues with rubric
- Project-based (alternative) learning assessment

### THEMATIC UNIT 3

THEME	PROFICIENCY	GRADE(S)
My Home	Novice Mid - Novice High	7

<b>Topics :</b>	The House: Rooms and Furniture, Chores, Daily Routines
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#### Unit Description

*Students learn to identify and describe rooms and household objects and discuss chores and daily routines that are done around the house.*

<b>Interpretive</b>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
<b>Interpersonal</b>	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
<b>Presentational</b>	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>• Chores/House routines</li> <li>• Rooms and furniture in a house</li> <li>• Activities that take place in each room</li> <li>• Thematic Cultural Components</li> </ul>	<ul style="list-style-type: none"> <li>• Describe rooms in the house</li> <li>• Express where objects are located using prepositions</li> <li>• Tell what chores people need to do using informal commands</li> <li>• Identify basic daily activities</li> <li>• Compare and contrast chores and houses (recycle comparisons)</li> </ul>

**World Languages Standard/Proficiency Level/Cumulative Progress Indicators  
(Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = PRSNT)**

7.1.NM.IP RET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IP RET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IP RET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IP RET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IP RET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IP ERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IP ERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IP ERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IP ERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IP ERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IP ERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PR SNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PR SNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PR SNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PR SNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PR SNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary associated with the house and furniture.	7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.IPERS.4
2	Ask and respond to questions related to chores and daily activities.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.1 7.1.NM.PRSNT.4
3	Identify locations of household objects and furniture.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.3
4	Compare and contrast to exchange information.	7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.3
5	Describe chores and who performs them.	7.1.NM.IPRET.2 7.1.NM.IPERS.4

**Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**Strand A: Technology Operations and Concepts**

**Select and use applications effectively and productively.**

**8.1.8.A.2**

**Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.**

**Strand B: Creativity and Innovation**

**Apply existing knowledge to generate new ideas, products, or processes.**

**8.1.P.B.1**

**Create a story about a picture taken by the student on a digital camera or mobile device.**

**Create original works as a means of personal or group expression.**

**8.1.2.B.1**

**Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

**Strand C: Communication and Collaboration**

<p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Contribute to project teams to produce original works or solve problems.</p>	<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
<p><b>Strand D: Digital Citizenship</b></p>	
<p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Demonstrate personal responsibility for lifelong learning.</p> <p>Exhibit leadership for digital citizenship.</p>	<p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p>
<p><b>Strand E: Research and Information Fluency</b></p>	
<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.</p>



**Standard 9: 21st Century Life & Careers  
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT-WD.2	Apply the design and development process to produce user-focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

**STUDENT ACCOMMODATIONS:**

Please refer to the [World Languages Student Accommodations Chart](#)

**VOCABULARY:**

Rooms of the house, furniture, basic household chores and activities, prepositions of location, expressions for comparing and contrasting, etc.

**CULTURE:**

- Compare and contrast houses in the US with houses in the target countries.
- Compare and contrast daily routines of middle school students between the US and target countries.

## Suggested Activities

NAME	DESCRIPTION
<b>Vocabulary Games</b>	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, etc.
<b>Survey</b>	Ask and answer questions relating to chores done around the house
<b>Chore Log</b>	Create and log chores that you do around the house
<b>Sequencing</b>	Place the steps needed to complete a chore in the correct order
<b>Pair Share</b>	ng in groups of two, exchange information based on where things are located in the house.

### EXTENSION ACTIVITIES:

**Virtual House:** In a digital format, students will create their dream home and describe the rooms, furniture, locations and activities associated with each room.

### INTERDISCIPLINARY CONNECTIONS:

**Language Arts:** Reading and writing

**Social Studies:** Housing

**Technology:** Web Quest, Google Presentation, Research

### FORMATIVE ASSESSMENT:

1. The teacher will walk around and observe the students while they are engaging in simple conversations and/or individual or group activities to check for comprehension and/or mastery of the lesson content.
2. The teacher will conclude lessons with simple commands and comprehension questions to gauge students' progress with the learned skill and content.
3. The teacher will ask students simple questions throughout the lesson related to the material they learned to keep track of the students' progress.
4. The teacher will afford students time to do practice tasks towards the summative assessment accompanied by teacher and peer feedback.
5. The teacher will plan formative assessment games to check for progress towards skill and content mastery.
6. The teacher will check the content or skill mastery with a variety of online assessments and learning checks.

## **SUMMATIVE ASSESSMENT:**

### Mandatory:

- Common Assessment 5 (language specific benchmark assessment)
- Common Assessment 6 (language specific benchmark assessment)

### Optional:

- Journal/writing entries
- Digital written or oral family photo album
- Quizzes and tests
- Partner skits/dialogues with rubric
- Project-based (alternative) learning assessment