

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT  
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
WORLD LANGUAGES CURRICULUM  
FRENCH, GERMAN, ITALIAN, AND SPANISH  
AUGUST 2021  
GRADE 8**

## 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 - 8<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 Contemporary Life: Part 2</b>	House & Chores	MP 1-2*	What defines a "home"? What are the many living options people have?	7.1.NH.I PRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	Identify vocabulary associated with rooms and furniture	Quizzes/ learning checks	Journal/writing entries	Literacy: Reading and writing	<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
	Activities around the house	* Some languages alter the sequence depending on their needs	How would you compare and contrast U.S. homes with those in the target culture?	7.1.NH.I PRET.3	Respond and act on a series of oral and written instructions, directions, and commands.	Describe daily routines of self and others using non-reflexive and detailed reflexive actions	Teacher Observation	A digital scrapbook of real or created home	Social Studies: cultural studies related to entertainment, leisure, sports and hobbies in the target country	
	Routines		How do U.S. teens responsibilities compare with those of teens in the target culture?	7.1.NH.I PRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	Indicate who does what chores in the house	Simple Commands and Comprehension questions	Tests	Art: drawing	
	Review of 7th-grade content			7.1.NH.I PERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	Give others a task to do using informal commands	Around the World Activity	Partner skits/dialogues with rubric	Technology: digital presentations and research	
	Thematic Cultural Components			7.1.NH.I PERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	Describe activities using present tense or indicate that an action is currently occurring by using the present progressive	Online Learning Technologies	Real estate role play		
				7.1.NH.P RSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.	Give opinions about chores and activities and/or compare and contrast chores and activities by using a demonstrative adjective and superlative expressions	Activity log	Project-based (alternative) learning assessment		
				7.1.NH.P RSNT.3	Describe orally and in writing people and things from the home and school environment.	Explain what chores and daily activities were complete using the past tense or modal verbs	Flyer Swatter Activity	Common Assessment 1 (language specific benchmark assessment)		
						Indicate chores that have been completed by using past tense or indicate which chores should be done by using modal verbs	Peer Interview	Common Assessment 2 (language specific benchmark assessment)		
							Entrance /Exit ticket			
							Sequencing cards			
						CLOZE passages				
						Fortune tellers				
						Battleship				
						Timeline activity				
						Describe the picture/draw activity				

Hillsborough Township Public Schools - World Languages Department - 8<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 Healthy Lifestyle</b>	Healthy Habits and Lifestyles	MP 2-3*	What does the role of nutrition play in a healthy lifestyle?	7.1.NH.I PRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	Identify vocabulary associated with health issues, such as illnesses and injuries.	Quizzes/ learning checks	Journal/writing entries	Literacy: Reading and writing	<b>Standard 8: Technology</b>
	At the Doctor's	* Some languages alter the sequence depending on their needs	How might the experience of going to a doctor hospital in another country differ from going to one in the U.S.?	7.1.NH.I PRET.3	Respond and act on a series of oral and written instructions, directions, and commands.	Describe symptoms of an illness or injury using relevant present and/or past tense vocabulary	Teacher Observation	Digital project	Social Studies: cultural studies of the target country	8.1.8.A.2 8.1.PB.1 8.1.2.B.1
	Thematic Cultural Components			7.1.NH.I PRET.5	Identify some unique linguistic elements in the target culture.		Simple Commands and Comprehension Questions	Tests	Technology: digital presentations, research, Internet	8.1.PC.1 8.1.2.C.1 8.1.8.D.2
				7.1.NH.I PRET.6	Interpret some common cultural practices associated with the target culture(s).	Give advice about healthy habits and lifestyles by utilizing modal verbs	Fly Swatter Activity	Trip to doctor's office role play with rubric		8.1.8.D.3 8.1.8.E.1
				7.1.NH.I PRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	Ask and respond to questions related to illnesses and injuries	Peer Interview			<b>Standard 9: 21st Century Life &amp; Careers</b>
				7.1.NH.I PERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.		Online Learning Technologies	Acrostic, word art or Cinquain poem		9.1.8.A.4 9.1.8.B.6 9.2.8.B.4
				7.1.NH.I PERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.		Around the World Activity	ToonDoo or another comic strip		9.3.12.AR-AV.4 9.3.12.AR-JB.3 9.3.12.AR-PRE.2
				7.1.NH.I PERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		Find Someone Who...? activity	Weekly food log		9.3.HT.2 9.3.HT-REC.11 9.3.HT-TT.6
				7.1.NH.P RSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.		Venn diagram to compare and contrast with a partner	Project-based (alternative) learning assessment		9.3.HT-TT.11 9.3.IT-WD.2 9.3.IT-WD.6
				7.1.NH.P RSNT.3	Describe orally and in writing people and things from the home and school environment.		Guess 5 Activity			9.3.ST-ET.2 9.3.ST-SM.2
				7.1.NH.P RSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.		The Wave with vocabulary pictures	Common Assessment 3 (language specific benchmark assessment)		
							USDA Food Plate activity	Common Assessment 4 (language specific benchmark assessment)		
							Entrance /Exit ticket			

Hillsborough Township Public Schools - World Languages Department - 8<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 Vacation</b>	Traveling	MP 3-4*	Why do people travel?	7.1.NH.I PRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	Students will be able to...	Quizzes/ learning checks	Journal/writing entries	Literacy: Reading and writing	<b>Standard 8: Technology</b>
	Restaurant	* Some languages alter the sequence depending on their needs	What do you need to know before planning a trip?	7.1.NH.I PRET.3	Respond and act on a series of oral and written instructions, directions, and commands.	-plan a trip and include topics, such as packing clothes in a suitcase, getting around an airport, hotel arrangements, and currency.	Teacher Observation	Digital tour of a place of interest	Social Studies: cultural studies related to entertainment, leisure, sports and hobbies in the target country	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
	Places of Interest		How do vacations in another country differ from those in the U.S.?	7.1.NH.I PRET.5	Identify some unique linguistic elements in the target culture.		Simple Commands and Comprehension questions	Role play with rubric		
	Modes of Transportation		7.1.NH.I PERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.		-find restaurants to eat sightseeing attractions, and activities to do while on vacation.	Online Learning Technologies	Tests	Math: reading 24-hour timetables	
	Directions		7.1.NH.I PERS.2	Ask and respond to questions on practiced topics and on information from other subjects.			Flyer Swatter Activity	Digital vacation travel brochure	Technology: digital presentations and research	<b>Standard 9: 21st Century Life &amp; Careers</b>
	Thematic Cultural Components		7.1.NH.I PERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.		-order food in a restaurant.	What's missing?	A telephone call to make a hotel reservation		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.NH.I PERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		-describe a vacation in the present and/or past.	Peer Interview			
			7.1.NH.P RSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.		-know the different modes of transport that are relevant for the target culture.	Entrance /Exit ticket	Project-based (alternative) learning assessment		
			7.1.NH.P RSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.		-ask for and give directions using formal or informal commands.	Describe the drawing	Common Assessment 5 (language specific benchmark assessment)		
			7.1.NH.P RSNT.3	Describe orally and in writing people and things from the home and school environment.			Around the World	Common Assessment 6 (language specific benchmark assessment)		
	7.1.NH.P RSNT.6		Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.			Restaurant menu with target foods and currency				
						Obstacle course				
						QR code scavenger hunt				

Hillsborough Township Public Schools - World Languages Department - 8<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 Reflections</b>	Childhood  Holidays and Celebrations  Thematic Cultural Components	MP 4*  * Some languages alter the sequence depending on their needs	What makes your childhood similar or different to one from the target country?  Does what you were like as a child affect how you are now?  Why is it important to remember the past?	7.1.NH.I PRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	Indicate what you liked and disliked doing as a child	Quizzes/ learning checks	Role play with rubric	Literacy: Reading and comprehension  Social Studies: cultural studies related to entertainment, leisure, sports and hobbies in the target country  Technology: digital presentation and 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
				7.1.NH.I PRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	Describe what you used to do as a family with regards to vacations, holidays and celebrations	Teacher Observation	Journal/writing entries		
				7.1.NH.I PRET.3	Respond and act on a series of oral and written instructions, directions, and commands.		Online Learning Technologies	Digital scrapbook about childhood		
				7.1.NH.I PRET.6	Interpret some common cultural practices associated with the target culture(s).	Describe yourself as a child using physical and personality characteristics	Simple Commands and Comprehension questions	Tests		
				7.1.NH.I PERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	Compare and contrast present to past activities	Around the World Activity	Project-based (alternative) learning assessment		
				7.1.NH.I PERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	Indicate games and toys you used to play with and compare with the present	Flyer Swatter Activity	Common Assessment 7 (language specific benchmark assessment)		
				7.1.NH.I PERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		Peer Interview/Venn diagram			
				7.1.NH.P RSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.		Entrance /Exit ticket	Common Assessment 8 (language specific benchmark assessment)		
				7.1.NH.P RSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.		Postcards			
							Find Someone Who...?			
			Inside/Outside Circle activity							
			Group or class write a story							
			Bingo							
			Battleship							

## THEMATIC UNIT 1

THEME	PROFICIENCY	GRADE(S)
My Contemporary Life: Part 2	Novice Mid- Novice High	8

<b>Topics :</b>	House & Chores / Activities / Routines / Review of 7th-grade Content / Thematic Cultural Components
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### Unit Description

<i>Students learn how to describe their homes and to discuss chores and daily routines using the present and past tense.</i>	
<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>● House and furniture</li> <li>● Activities around the house</li> <li>● Giving and/or receiving commands of tasks to do</li> <li>● Daily routine</li> <li>● Thematic cultural components</li> </ul>	<ul style="list-style-type: none"> <li>● Identify vocabulary associated with rooms and furniture</li> <li>● Identify vocabulary related to house and chores</li> <li>● Identify vocabulary related to daily routines</li> <li>● Indicate who does which chores in the home</li> <li>● Indicate chores that have been completed by using past tense or indicate which chores should be done by using modal verbs</li> </ul>

	<ul style="list-style-type: none"> <li>● Describe the daily routine of self- and others using reflexive verbs in the present and past tense or by using modal verbs</li> <li>● Tell people what tasks to do or not do by using informal commands</li> <li>● Describe activities using present tense or indicate that an action is currently occurring by using the present progressive</li> <li>● Giving opinions about chores and activities and/or compare and contrast chores and activities by using a demonstrative adjective and superlative expressions</li> </ul> <p>* The grammar components differ between the languages.</p>
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<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = PRSNT)</b>	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the

	target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary related to chores and home	7.1.NH.IPRET.1 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.4
2	Use the past tense to explain which chores have been completed	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.PRSNT.3
3	Use reflexive verbs in the past tense to describe the daily routine	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.PRSNT.2
4	Use informal commands to tell people which tasks to do or not do	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.4 7.1.NH.PRSNT.2
5	Indicate that an action is currently occurring using the present progressive	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.PRSNT.3
6	Use demonstrative adjectives to identify and describe specific objects or people	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.PRSNT.3
7	Use comparative and superlative expressions to compare and contrast	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPRET.7 7.1.NH.IPERS.1

**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**

**Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.**

**8.1.P.C.1**

**Collaborate with peers by participating in interactive digital games or activities.**

**Communicate information and ideas to multiple audiences using a variety of media and formats.**

**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.**

**Develop cultural understanding and global awareness by engaging with learners of other cultures.**

**Contribute to project teams to produce original works or solve problems.**

**Strand D: Digital Citizenship**

<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>
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**Strand E: Research and Information Fluency**

<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>
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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:

House, furniture, chores, daily routine, activities around the house, keywords for grammar concepts and cultural concepts depending on the target language

### CULTURE:

Compare and contrast daily routines in the US with the daily routine of people in the target countries.

Compare and contrast homelife in the US with that of people in the target countries.

### Suggested Activities

NAME	DESCRIPTION
<b>Vocabulary Games</b>	Flyswatter game, Kahoot, Quizziz, Gamekit, Vocabulary Bingo, etc.
<b>Sequencing Cards</b>	Students will arrange a series of cards that indicate actions that need to be performed in a specific order
<b>“Fortune Teller”</b>	Students will use a “fortune teller” to ask and answer questions about chores and/or daily routine
<b>Dice Game</b>	Students roll different colored dice to indicate subjects and verbs to be used to create sentences
<b>Battleship</b>	Students can use the battleship game model to practice vocabulary and/or grammar
<b>Graphic Organizer</b>	Students can make a survey of their community or peers to find out who does which activities around the house.
<b>Compare and Contrast</b>	Students will be shown a series of pictures and will then be asked to create a sentence indicating a comparison or a superlative relationship.

### EXTENSION ACTIVITIES:

Comic Book—students can create a comic book either using a digital tool or by drawing pictures. They will create captions relating to the daily routine for each picture.

### **INTERDISCIPLINARY CONNECTIONS:**

Social Studies

English

Health and Physical Education

### **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:

- Project-based (alternative) learning assessment
- Tests
- Journal/writing entries
- A digital scrapbook of real or created home
- Partner skits/dialogues with rubric
- Real estate role play

## THEMATIC UNIT 2

THEME	PROFICIENCY	GRADE
My Family and Friends	Novice Mid - Novice High	7

<b>Topics:</b>	<b><i>Family, Physical &amp; Personality Traits, and Activities</i></b>
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### Unit Description

<i>Students learn to ask and answer memorized questions about themselves, family and friends related to appearance, personality traits, and roles in the home.</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 their emotions, feelings, needs and physical and personality traits.</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 emotions, feelings, needs and physical and personality traits.</i>
<b><i>Presentational</i></b>	<i>They use lists, chunks of language and memorized phrases to describe themselves and others in terms of emotions, feelings, needs and physical and personality traits while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● Family Relationships</li> <li>● Physical Traits</li> <li>● Personality Traits</li> <li>● Compare and contrast traits</li> <li>● Thematic Cultural Components</li> </ul>	<ul style="list-style-type: none"> <li>● Identify members of one's family</li> <li>● Identify family relationships</li> <li>● Present information about self and others using physical and personality traits.</li> <li>● Ask and respond to memorized questions about familial relationships and traits.</li> <li>● Compare and contrast traits of two or more people.</li> <li>● Express what activities people in the family do (not professions).</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 and phrases associated with family.	7.1.NM.IPRET.1 7.1.NM.IPERS.1 7.1.NM.IPERS.4
2	Ask and respond to questions regarding how people are related to you, what they do, and what they are like.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.1 7.1.NM.PRSNT.4
3	Identify and use comparisons and contrasts to exchange information about physical and personality traits.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.1
4	Identify words and phrases about physical and personality traits.	7.1.NM.IPRET.1 7.1.NM.IPERS.1 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:**

Family members, personality traits, physical descriptions, expressions for comparing and contrasting, etc.

**CULTURE:**

- Compare and contrast family relationships in the US and the target culture.
- Compare and contrast what people do in the US and in the target culture.

## Suggested Activities

NAME	DESCRIPTION
<b>Fly Swatter Game</b>	Students can use flyswatters to identify vocabulary for family members, physical traits, and personality traits.
<b>Peer Interview</b>	Students can interview each other about their families.
<b>Battleship</b>	Students can use the Battleship game model to practice vocabulary.
<b>Family Tree</b>	Students can create a family tree or album with descriptions of each member.
<b>Family Interview</b>	Students interview a family member.

### EXTENSION ACTIVITIES:

**Pen-pal Letters:** Students can get pen pals from target culture to learn more about their families.

### INTERDISCIPLINARY CONNECTIONS:

**Language Arts:** Reading, writing, poems

**Social Studies:** cultural studies, current events of the target country and historical events of the target country

**Technology:** PowerPoint presentations, Blog posts, 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 3 (language specific benchmark assessment)
- Common Assessment 4 (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 2

THEME	PROFICIENCY	GRADE(S)
My Healthy Lifestyle	Novice Mid- Novice High	8

<b>Topics :</b>	<b><i>Healthy Habits and Lifestyles/ At the Doctor's / Thematic Cultural Components</i></b>
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### Unit Description

<i>Students learn to ask and answer questions related to illnesses and injuries and to describe practices for healthy living.</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>● Doctor's visit</li> <li>● Health issues</li> <li>● Healthy habits / lifestyles (such as proper nutrition and exercise)</li> <li>● Thematic cultural components</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying parts of the body to explain health issues</li> <li>● Describing symptoms of an illness or injury using relevant present and/or past tense vocabulary</li> <li>● Identifying healthy habits and lifestyles</li> <li>● Asking and responding to questions about illnesses and injuries</li> <li>● Giving advice about treatment options or about healthy habits and lifestyles by utilizing modal verbs</li> </ul>
* The grammar components differ between the languages.	

<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators  (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = PRSNT)</b>	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary relating to illnesses	7.1.NH.IPRET.1 7.1.NH.IPRET.5 7.1.NH.IPERS.1 7.1.NH.IPERS.4
2	Describe symptoms relating to an illness or injury	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.IPERS.5 7.1.NH.PRSNT.5
3	Relate an event using the present and past tense	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.PRSNT.3
4	Give advice about healthy living	7.1.NH.IPRET.1 7.1.NH.IPRET.6 7.1.NH.IPERS.1 7.1.NH.IPERS.4 7.1.NH.PRSNT.2
5	Ask and respond to questions regarding health	7.1.NH.IPRET.1 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.4 7.1.NH.PRSNT.2
6	Ask and respond to questions about daily routine using past tense	7.1.NH.IPRET.1 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.4 7.1.NH.PRSNT.2

**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**

<p>Apply existing knowledge to generate new ideas, products, or processes.</p> <p>Create original works as a means of personal or group expression.</p>	<p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>
<p><b>Strand C: Communication and Collaboration</b></p>	
<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><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></p> <p><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>
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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 Accomodations Chart](#)

### VOCABULARY:

Vocabulary related to health, at the doctors, illnesses and injuries, healthy lifestyles and habits, and thematic cultural components.

### CULTURE:

Compare and contrast a visit to the doctor in the United States with a visit to the doctor in the target countries.

Compare and contrast the eating habits of a middle school student in the United States with the habits of a person the same age in the target countries.

### Suggested Activities

NAME	DESCRIPTION
<b>Vocabulary Games</b>	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, What's Missing, etc.
<b>Skit</b>	A trip to the doctor's office. Role play the parts of the doctor and patient
<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.
<b>Venn Diagram</b>	Present a reading about the target culture and have students compare and contrast the information as it relates to their lives.
<b>Match a Picture with a Caption</b>	Provide students with a series of pictures relating to the topic and a separate series of captions that clearly match the pictures. Have students connect the correct caption to the picture.
<b>Create a caption</b>	Students are presented with a picture or a series of pictures and need to create a captions that indicate what is occurring in the picture.

### EXTENSION ACTIVITIES:

**Create a "Food Plate"**—Using the USDA Guidelines, (<http://www.choosemyplate.gov/kids/ActivitySheets.html>) have students create a plate that include foods that represent a healthy diet. The website includes activity sheets in English and Spanish.

### INTERDISCIPLINARY CONNECTIONS:

**Social Studies**  
**Literacy**

## **Health and Physical Education**

### **Math**

#### **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 3 (language specific benchmark assessment)
- Common Assessment 4 (language specific benchmark assessment)

##### **Optional:**

- Tests
- Journal/writing entries
- Digital project
- Descriptive poems
- Trip to doctor's office role play with rubric
- Acrostic, word art or Cinquain poem
- ToonDoo or another comic strip
- Weekly food log

## THEMATIC UNIT 4

THEME	PROFICIENCY	GRADE(S)
My Reflections	Novice Mid - Novice High	8

<b>Topics :</b>	<b><i>Childhood, Holidays and Celebrations, Thematic Cultural Components</i></b>
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### Unit Description

<i>Students learn how to describe their childhood experiences including what they were like when they were younger, the games and activities they engaged in, and their celebrations of important holidays and events.</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>● Childhood events and activities</li> <li>● Comparison of past and present</li> <li>● Holidays and celebrations</li> <li>● Thematic cultural components</li> </ul>	<ul style="list-style-type: none"> <li>● Indicating what childhood events and activities are liked and disliked</li> <li>● Describing what family does in regard to vacations, holidays and celebrations</li> <li>● Describing oneself as a child using physical and personality characteristics</li> <li>● Comparing and contrasting present to past activities</li> </ul> <p style="font-size: small; margin-top: 10px;">* The grammar components differ between the languages.</p>

<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators  (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = PRSNT)</b>	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary related to childhood activities	7.1.NH.IPRET.1 7.1.NH.IPRET.6 7.1.NH.IPERS.1 7.1.NH.IPERS.4
2	Describe childhood activities and past-times	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.IPERS.5 7.1.NH.PRSNT.1
3	Describe past holidays and celebrations	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.IPERS.5 7.1.NH.PRSNT.1
4	Express past likes and dislikes	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPERS.1 7.1.NH.IPERS.4 7.1.NH.PRSNT.2

<b>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.</b>	
<b>Strand A: Technology Operations and Concepts</b>	
<b>Select and use applications effectively and productively.</b>	<b>8.1.8.A.2</b> <b>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.</b>
<b>Strand B: Creativity and Innovation</b>	
<b>Apply existing knowledge to generate new ideas, products, or processes.</b>	<b>8.1.P.B.1</b> <b>Create a story about a picture taken by the student on a digital camera or mobile device.</b>
<b>Create original works as a means of personal or group expression.</b>	<b>8.1.2.B.1</b> <b>Illustrate and communicate original ideas and stories using multiple digital tools and resources.</b>
<b>Strand C: Communication and Collaboration</b>	

<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:**

Vocabulary related to childhood activities, holidays and celebrations, and thematic cultural components

**CULTURE:**

Compare and contrast childhood activities in the US with those of children in the target countries.

Compare and contrast the ways in which holidays and special events are celebrated in the US and the target countries.

## Suggested Activities

NAME	DESCRIPTION
<b>Vocab Games</b>	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, What's Missing, etc.
<b>Venn Diagram</b>	Compare and contrast self as a child and now. What did you used to like to do, what was your personality like, your physical traits like?
<b>Group Story</b>	As a group, tell a story by having each person add a sentence to the ones that came before it.
<b>Dice Game</b>	Using two different colored dice, students will create sentences by conjugating the indicated verbs correctly.
<b>Battleship</b>	nts can use the Battleship game model to practice vocabulary and/or grammar
<b>Memory Box</b>	Students create a "memory box" in which they include photos or objects related to their childhood and then present their memories to the class.

### EXTENSION ACTIVITIES:

Digital Scrapbook project: The students will create a digital scrapbook of their most significant childhood experiences. They should include what they looked like, what their personalities were like, what foods and activities they enjoyed, and any other information that relates to their childhood. The scrapbooks will be presented to the class.

### INTERDISCIPLINARY CONNECTIONS:

**Social Studies**  
**Literacy**

### 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 ASSESSMENTS:**

### Mandatory:

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

### Optional:

- Role play with rubric
- Journal/writing Entries
- Digital scrapbook about childhood
- Tests
- Project-based (alternative) learning assessment

## THEMATIC UNIT 3

THEME	PROFICIENCY	GRADE(S)
My Vacation	Novice Mid - Novice High	8

<b>Topics :</b>	<b><i>Traveling, Restaurant, Places of Interest, Modes of Transportation, Directions, Thematic Cultural Components</i></b>
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### Unit Description

*Students learn to express how to plan a vacation including what needs to be done leading up to the trip (packing, making reservations) and what needs to be done at the airport (i.e. passing through security and customs). Students also learn how to ask for and give directions, to describe places of interest, to order food in a restaurant, and how to exchange currency when in the target country.*

<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>● Planing a trip</li> <li>● Finding restaurants, sightseeing attractions, and activities to do while on vacation</li> <li>● Locations to visit</li> <li>● Describing a vacation</li> <li>● Asking for and giving directions</li> <li>● Knowing customs for going to a restaurant</li> <li>● Knowing the different modes of transport</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying steps in planning a trip</li> <li>● Giving directions</li> <li>● Identifying modes of transportation</li> <li>● Ordering food in a restaurant</li> <li>● Planing a trip and including topics, such as packing clothes in a suitcase, getting around an airport, hotel arrangements, and currency.</li> <li>● Finding restaurants to eat, sightseeing attractions, and activities to do while on vacation.</li> <li>● Describing a vacation in the present and/or past.</li> </ul>

\* The grammar components differ between the languages.

<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators  (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = PRSNT)</b>	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary associated with planning a trip	7.1.NH.IPRET.1 7.1.NH.IPRET.5 7.1.NH.IPERS.1 7.1.NH.IPERS.4
2	Describe a past vacation	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.1 7.1.NH.IPERS.5 7.1.NH.PRSNT.6
3	Ask for and give directions	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.2 7.1.NH.PRSNT.3
4	Exchange currency between the US and the target country	7.1.NH.IPRET.1 7.1.NH.IPRET.5 7.1.NH.IPERS.1 7.1.NH.IPERS.4 7.1.NH.PRSNT.2
5	Read a schedule	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.2 7.1.NH.IPERS.5 7.1.NH.PRSNT.1
6	Read a map	7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPERS.2 7.1.NH.IPERS.4 7.1.NH.IPERS.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**

<p>Apply existing knowledge to generate new ideas, products, or processes.</p> <p>Create original works as a means of personal or group expression.</p>	<p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>
<p><b>Strand C: Communication and Collaboration</b></p>	
<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><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></p> <p><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>
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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 Accomodations Chart](#)

### VOCABULARY:

Vocabulary related to traveling, modes of transportation, places of interest, restaurant, directions, and to thematic cultural components

### CULTURE:

Compare and contrast vacations in the US with vacations in the target countries.

Compare and contrast customs for eating in restaurants in the US with customs in the target country.

### Suggested Activities

NAME	DESCRIPTION
<b>Vocab Games</b>	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, What's Missing, etc.
<b>Survival Phrase Guide</b>	Create a "guidebook" with phrases that a traveler would need to get around in another country. The book should include phrases, translations, and situations in which the expression would be used.
<b>"Phone Call"</b>	Students record themselves making a phone call to reserve a hotel room for a vacation. They will need to include vocabulary related to hotels.
<b>Role Play</b>	Students will ask for and give directions using a map.
<b>QR Code Activity</b>	ers will create a scavenger hunt around the school using QR code clues for students to follow.
<b>Skit</b>	nts go "shopping" and need to determine how much something costs by figuring out the exchange rate.

### EXTENSION ACTIVITIES:

**Create a travel brochure**—students will create a travel brochure for a specific place in the target country.

**Digital Vacation**—students create a scrapbook or photo album with photos and captions regarding a simulated vacation to the target country.

### INTERDISCIPLINARY CONNECTIONS:

**Social Studies**  
**Literacy**  
**Math**

## **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 tour of a place of interest
- Role play with rubric
- Tests
- Digital vacation travel brochure
- A telephone call to make a hotel reservation
- Project-based (alternative) learning assessment