Department of Instruction

Belleville Public Schools
Curriculum Guide

WORLD LANGUAGE 3
GRADES 11-12

Belleville Board of Education
102 Passaic Avenue
Belleville, NJ 07109

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Dr. Helene Feldman, Interim, Superintendent of Schools
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Board Approved: July 22, 2013

World Language 3
(11th & 12th Grade)

Introduction: The study of a foreign language is a graduation requirement of the State of New Jersey and Belleville High School. World Language 3 is offered as an elective class to those students who wish to further develop their grammar and writing skills in the foreign language.

The focus of the World Language 3 curriculum is to increase the student's ability to communicate in the target language using the interpretive, interpersonal, and presentational modes of communication. The student will be able to understand, converse, interact, and make presentations in the target language on a more complex level through the introduction of new grammar and vocabulary. The study of the target language culture and civilization continues throughout the course.

The World Language 3 curriculum provides students with the opportunity to develop social and academic linguistic proficiency in a language other than English. This curriculum is aligned with both the 2009 *New Jersey Core Curriculum Content Standards* and new *Common Core State Standards* for English Language Arts. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of sections containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each section also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility is how they choose to meet these demands.

Pacing: The World Language 3 curriculum is divided into seven sections, each focusing on an area of advanced World Language study. Each section provides a time frame that averages 3-10 weeks.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Established Goals: New Jersey Core Curriculum Content Standards
http://www.state.nj.us/education/cccs/2009/
http://www.corestandards.org/the-standards/english-language-arts-standards

Overarching Understandings:

1. Learning a language takes motivation, perseverance, and practice.

2. The recognition and use of verb forms gives the speaker a wide range of communication skills.

3. Knowledge and understanding of a culture facilitates communication.

Title of Section	Section 1 – Story Reenacting	Grade Level	11 - 12
Curriculum Area	World Language 3	Time Frame	3 weeks
Developed by	Karen Andros and Caterina Viscomi		

Desired Results (Stage 1)

Established Goals

7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6: Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1: Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.C.1: Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.5: Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Primary Interdisciplinary Connections

8.1: All students will use computer applications to gather and organize information and to solve problems.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21st Century Interdisciplinary Themes:

__X__ Global Awareness
_____ Civic Literacy
_____ Financial, economic, business, and entrepreneurial literacy
_____ Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners and critical thinkers in everyday situation

T4: become global communicators who are willing and able to bridge language gaps with the communication tools they already have

Meaning

Understandings	Essential Questions
Students will understand that...	**Students will keep considering...**
U1: Language learning involves acquiring strategies to fill communication gaps. **U2:** Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. **U3:** Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.	**Q1:** How do I develop communicative competence? **Q2:** How is language a product of culture? **Q3:** How do I figure out a word I do not know? **Q4:** How does understanding a text's structure help me better understand its meaning?

Acquisition

Knowledge	Skills
Students will know...	Students will be able to...
K1: The vocabulary to the story used in this unit. **K2:** Geography of target language country. **K3:** Certain social behavior, folklore, traditions and customs related to target language cultures.	**S1:** Interpret a story and how to identify its different components. **S2:** Write and present a script with proper pronunciation, intonation and emotion.

<table>
<tr><th colspan="3">Evidence (Stage 2)</th></tr>
<tr><td>Checks for Alignment</td><td>Evaluation Criteria
Performance is judged in terms of...</td><td>Assessment Evidence</td></tr>
<tr><td rowspan="2">U1–U3
T1–T4
Q1–Q4
K1–K3
S1–S2</td><td rowspan="2">Teacher-created rubrics

Reading aloud

Comprehension

Analysis</td><td>Transfer Task(s) Formative:
• Read aloud with checks for proper pronunciation and intonation
• Questioning
• Discussion
• Graphic Organizers</td></tr>
<tr><td><u>Summative:</u>
• Vocabulary and Comprehension quizzes
• Tests about the assigned story</td></tr>
<tr><td rowspan="2">K1-K3

S1–S2</td><td rowspan="2">Critical thinking

Application

Ability to Compare and Contrast

Responses to teacher questions

Reflection</td><td><u>Other Evidence</u>
<u>Formative:</u>
• Observation
• Peer assessment
• Homework</td></tr>
<tr><td><u>Summative:</u>
• Write script based on story and perform it in front of the class. Grade to be determined based on rubric</td></tr>
</table>

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 **U1-U3** **Q1-Q4** **K1-K3** **S1-S2**	**Required Activities**	**Required Resources**
	Students will take turns reading the story aloud while receiving constructive criticism on their pronunciation and intonation.	Map of target language
	The class will discuss new vocabulary and expressions from the story.	World Map
	Students will work in small groups to turn the story into a performance by rewriting the story as a script.	
	Suggested Activities	**Suggested Resources**
	When possible, listen to recording of professional reader tell the story	Books and / or short stories in target language
	Creative Writing	Audio recording of stories in target language
	Research Authors biography	Video clips of expressions and vocabulary
	Scavenger hunt	

Strategies for Differentiation

Students Below Target:	**Students Meeting or Exceeding Target:**
Paired/Group Activity	Skill-based mini-lessons
Guided practice	Role Play
Role Play	Cooperative Learning
QAR	Independent Study
Cooperative Learning	Interest Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Time extensions	Choice Menus
Mentorships	Advance notice of assignments
Provide grouping by difficulty level, with varying levels of support	Teach organizational skills
Provide different demonstrations or models	Test modifications
Offer choice of response (verbal, using numerical representations, creating a dialogue)	
Small Group Instruction	
Visual cues found on worksheets	
Advance notice of assignments	
Review with study skills and strategies training.	

Title of Section	Section 2 - Past tense comparisons with Greater Accuracy – simple past v. Imperfect	Grade Level	11 - 12
Curriculum Area	World Language 3	Time Frame	3 weeks
Developed by	Karen Andros and Caterina Viscomi		

Desired Results (Stage 1)

Established Goals

7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.

7.1.IL.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6: Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1: Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas

7.1.IL.C.1: Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

7.1.IL.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

Primary Interdisciplinary Connections

8.1: All students will use computer applications to gather and organize information and to solve problems.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21st Century Interdisciplinary Themes:

__X__ Global Awareness	**_____ Financial, economic, business, and entrepreneurial literacy**
_____ Civic Literacy	**_____ Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

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T4: become global communicators who are willing and able to bridge language gaps with the communication tools they already have

Meaning	
Understandings	**Essential Questions**
Students will understand that...	**Students will keep considering...**
U1: Language learning involves acquiring strategies to fill communication gaps. **U2:** Successful communication is knowing how, when and why to convey a message to different audiences.	**Q1:** How do I develop communicative competence? **Q2:** What strategies do I need to communicate in linguistically and culturally appropriate ways? **Q3:** When does accuracy matter?
Acquisition	
Knowledge Students will know...	**Skills** Students will be able to...
K1: Simple past **K2:** Imperfect **K3:** Vocabulary related to storytelling **K4:** Vocabulary from reading selections **K5:** About important the contributions of famous people from target language country.	**S1:** Conjugate verbs in the simple past tense. **S2:** Conjugate verbs in the imperfect tense. **S3:** Use the imperfect and simple past with greater accuracy. **S4:** Tell a story or anecdote that takes place in the past.

Evidence (Stage 2)

Checks for Alignment	*Evaluation Criteria* **Performance is judged in terms of...**	*Assessment Evidence*
U1–U2 **Q1–Q3** **T1–T4** **K1–K5** **S1–S3**	Teacher-created lessons Reading aloud Comprehension Analysis	**Transfer Task(s)** **Formative:** • Read aloud with checks for proper pronunciation and intonation • Questioning • Discussion • Graphic Organizers
		Summative: • Vocabulary and Comprehension quizzes • Tests about the assigned story
K1-K5 **S1–S4**	Critical thinking Application Ability to Compare and Contrast Responses to teacher questions Reflection	**Other Evidence** **Formative:** • Observation • Peer assessment • Homework
		Summative: • Complete a story using the correct past tense form of a given verb • Write a short dialogue using the two forms of the past tense

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 U1-U2 Q1-Q3 K1-K5 S1-S4	**Required Activities**	**Required Resources**
	Review present tense conjugations	Text book Teacher created work sheets Smart board activities
	Review imperfect conjugations	
	Review simple past conjugations	
	Students will read aloud from a story or song	
	Detailed discussion of the difference in usage between the simple past and the imperfect	
	Students will read aloud several selections written in the past tense	
	Students will practice choosing the correct tense in the context of a story, dialogue or song	
	Suggested Activities	**Suggested Resources**
	Complete the lyrics to a popular song using the correct past tense conjugation of the given verb	Books and / or short stories in target language
	Create a dialogue about something that happened and use the simple past and imperfect	Applicable video clips to demonstrate expressions and vocabulary
	Write a short story about something in the past using the simple past and imperfect	Applicable song with lyrics to demonstrate expressions and vocabulary
	Watch video clip to model new expressions, vocabulary and concepts	
	Students create an Illustrated Poster/ project of past activities	

Strategies for Differentiation	
Students Below Target:	**Students Meeting or Exceeding Target:**
Paired/Group Activity	Skill-based mini-lessons
Guided practice	Role Play
Role Play	Cooperative Learning
QAR	Independent Study
Cooperative Learning	Interest Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Time extensions	Choice Menus
Mentorships	Advance notice of assignments
Provide grouping by difficulty level, with varying levels of support	Teach organizational skills
Provide different demonstrations or models	Test modifications
Offer choice of response (verbal, using numerical representations, creating a dialogue)	
Small Group Instruction	
Visual cues found on worksheets	
Advance notice of assignments	
Review with study skills and strategies training.	

Title of Section	Section 3 – Future Simple & Conditional	Grade Level	11 - 12
Curriculum Area	World Language 3	Time Frame	4 weeks
Developed by	Karen Andros and Caterina Viscomi		

Desired Results (Stage 1)

Established Goals

7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.

7.1.IL.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6: Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.

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7.1.IL.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas

7.1.IL.C.1: Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4: Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5: Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Primary Interdisciplinary Connections

8.1: All students will use computer applications to gather and organize information and to solve problems.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21st Century Interdisciplinary Themes:

__X__ Global Awareness
_____ Financial, economic, business, and entrepreneurial literacy
_____ Civic Literacy
_____ Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

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T4: become global communicators who are willing and able to bridge language gaps with the communication tools they already have

Meaning	
Understandings	**Essential Questions**
Students will understand that…	**Students will keep considering…**
U1: Successful communication is knowing how, when and why to convey a message to different audiences. **U2:** Language learning involves acquiring strategies to fill communication gaps. **U3:** Rules and conventions of language help readers and listeners understand what is being communicated.	**Q1:** How do I develop communicative competence? **Q2:** What strategies do I need to communicate in linguistically and culturally appropriate ways? **Q3:** When does accuracy matter? **Q4:** How does fluency affect comprehension?
Acquisition	
Knowledge Students will know…	**Skills** Students will be able to…
K1: Future Simple **K2:** Conditional **K3:** Vocabulary from reading selections used in this unit	**S1:** Conjugate verbs in the future simple. **S2:** Conjugate verbs in the conditional mood. **S3:** Create a conditional sentence using the imperfect and conditional. **S4:** Use the future simple tense & conditional in writing and in conversation.

Evidence (Stage 2)

Checks for Alignment	*Evaluation Criteria* **Performance is judged in terms of...**	*Assessment Evidence*
U1–U3 **Q1–Q3** **T1–T4** **K1–K3** **S1–S4**	Teacher-created lessons Reading aloud Comprehension Analysis	**Transfer Task(s)** **Formative:** • Read aloud with checks for proper pronunciation and intonation • Questioning • Discussion • Graphic Organizers
		Summative: • Vocabulary and Comprehension quizzes • Tests about the assigned story or song
K1-K **S1–S4**	Critical thinking Application Ability to Compare and Contrast Responses to teacher questions Reflection	**Other Evidence** **Formative:** • Observation • Peer assessment • Homework
	Responses to teacher questions Reflection	**Summative:** • Write a letter or dialogue about future plans • Write a letter or dialogue about hypothetical situations using the

		conditional tense

Learning Plan (Stage 3)		
Checks for alignment and best practice	**Summary of Key Learning Events and Instruction** The teaching and learning needed to achieve the section goals.	
U1-U3 **Q1-Q3** **T1-T4** **K1-K3** **S1-S4**	**Required Activities**	**Required Resources**
	Review conjugation of future tense.	Text book Teacher created work sheets Smart board activities
	Demonstrate and model the conjugation of the conditional.	
	Write conditional sentences using the conditional and imperfect tenses.	
	Write a dialogue or letter using the future simple. Write a letter or dialogue using the conditional.	
	Suggested Activities	**Suggested Resources**
	Complete the lyrics of a song by knowing how to conjugate verbs in the present and conditional.	Books and / or short stories in target language
	Watch video clips with transcript to become familiar with use of the future and conditional.	Applicable video clips to demonstrate expressions and vocabulary
	Creative writing poem	Applicable song with lyrics to demonstrate expressions and vocabulary
	"Fortune cookies"	

Strategies for Differentiation	
Students Below Target:	**Students Meeting or Exceeding Target:**
Paired/Group Activity	Skill-based mini-lessons
Guided practice	Role Play
Role Play	Cooperative Learning
QAR	Independent Study
Cooperative Learning	Interest Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Time extensions	Choice Menus
Mentorships	Advance notice of assignments
Provide grouping by difficulty level, with varying levels of support	Teach organizational skills
Provide different demonstrations or models	Test modifications
Offer choice of response (verbal, using numerical representations, creating a dialogue)	
Small Group Instruction	
Visual cues found on worksheets	
Advance notice of assignments	
Review with study skills and strategies training.	

Title of Section	Section 3 – Subjunctive Mode	Grade Level	11 - 12
Curriculum Area	World Language 3	Time Frame	4 weeks
Developed by	Karen Andros and Caterina Viscomi		

Desired Results (Stage 1)

Established Goals

7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.

7.1.IL.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6: Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

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7.1.IL.C.2: Present student-created and/or authentic short plays, skits, poems, songs, stories, or report.

7.1.IL.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4: Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5: Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Primary Interdisciplinary Connections

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RL.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21st Century Interdisciplinary Themes:

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T4: become global communicators who are willing and able to bridge language gaps with the communication tools they already have

Meaning

Understandings	Essential Questions
Students will understand that...	**Students will keep considering...**
U1: – Successful communication is knowing how, when and why to convey a message to different audiences. **U2:** The content of the world languages classroom encompasses the entire learning experience. **U3:** Language reflects and is influenced by the culture in which it is found. **U4:** Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.	**Q1:** How do I develop communicative competence? **Q2:** What strategies do I need to communicate in linguistically and culturally appropriate ways? **Q3:** Why do people from different cultures sometimes say, write and do things differently from the way I do them? **Q4:** How do the rules of language affect communication

Acquisition

Knowledge Students will know...	**Skills** Students will be able to...
K1: The subjunctive mood. **K2:** Students will know the vocabulary to the reading selections used in this unit.	**S1:** Students will be able to conjugate verbs in the subjunctive mood. **S2:** Students will be able to recognize a subjunctive clause. **S3:** Students will be able to use the subjunctive mood in writing and conversation whenever using emotion, wishes, doubts, desires, demands and opinions.

Evidence (Stage 2)

Checks for Alignment	Evaluation Criteria **Performance is judged in terms of...**	Assessment Evidence
U1–U4 **Q1–Q4** **T1–T4** **K1–K2** **S1–S3**	Teacher-created rubrics Reading aloud Comprehension Analysis	**Transfer Task(s)** **Formative:** • Read aloud with checks for proper pronunciation and intonation \ • Questioning • Discussion • Graphic Organizers **Summative:** • Vocabulary and Comprehension quizzes • Tests about the assigned story or song
K1-K2 **S1–S4**	Critical thinking Application Ability to Compare and Contrast Responses to teacher questions Reflection	**Other Evidence** **Formative:** • Observation • Peer assessment • Homework
		Summative: • Test on subjunctive mood • • Write a letter or song expressing wishes, emotions, doubts, desires,

		demands or opinions using the subjunctive mood

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the section goals.

U1-U4 **Q1-Q4** **T1-T4** **K1-K2** **S1-S3**	**Required Activities**	**Required Resources**
	Students will read and create sentences in the indicative tense.	Subjunctive verbs and expressions worksheet. Teacher created work sheets Smart board activities
	Students will examine reading selection in which there are subjunctive clauses and make observations about the conjugations of the verbs in the main clauses.	
	Students will add an emotion, wish, doubt, desire or demand – then examine how the main verb changes to the subjunctive.	
	Suggested Activities	**Suggested Resources**
	Students will translate specified lyrics to a song	Song or poem
	Watch video clips with transcript to become familiar with use of the future and conditional.	Applicable video clips to demonstrate expressions and vocabulary
	Students will examine the conjugations of the verbs in those sentences and make observations about the tense of those verbs.	
	"Choral Reading	
	Create an Illustrated Poster/ project of emotions	

Strategies for Differentiation	
Students Below Target:	**Students Meeting or Exceeding Target:**
Paired/Group Activity	Skill-based mini-lessons
Guided practice	Role Play
Role Play	Cooperative Learning
QAR	Independent Study
Cooperative Learning	Interest Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Time extensions	Choice Menus
Mentorships	Advance notice of assignments
Provide grouping by difficulty level, with varying levels of support	Teach organizational skills
Provide different demonstrations or models	Test modifications
Offer choice of response (verbal, using numerical representations, creating a dialogue)	
Small Group Instruction	
Visual cues found on worksheets	
Advance notice of assignments	
Review with study skills and strategies training.	

Title of Section	Section 5 – Synonyms & Antonyms	Grade Level	11 - 12
Curriculum Area	World Language 3	Time Frame	4 weeks
Developed by	Karen Andros and Caterina Viscomi		

Desired Results (Stage 1)

Established Goals

7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.

7.1.IL.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6: Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1: Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 : Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.1: Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4: Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5: Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Primary Interdisciplinary Connections

8.1.2.B.1: Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

8.2.2.E.1: Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21st Century Interdisciplinary Themes:

__X__ Global Awareness
_____ Civic Literacy
_____ Financial, economic, business, and entrepreneurial literacy
_____ Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners and critical thinkers in everyday situation

T4: become global communicators who are willing and able to bridge language gaps with the communication tools they already have

Meaning

Understandings	Essential Questions
Students will understand that...	**Students will keep considering...**
U1: Successful communication is knowing how, when and why to convey a message to different audiences. **U2:** Words powerfully affect meaning. **U3:** Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.	**Q1:** How do I develop communicative competence? **Q2:** What strategies do I need to communicate in linguistically and culturally appropriate ways? **Q3:** How does the choice of words affect the message?

Acquisition

Knowledge	Skills
Students will know...	Students will be able to...
K1: A list of key words and their antonyms as well as a few of their synonyms. **K2:** Vocabulary to the reading selections we use. **K3:** About the life and literary contributions of famous poets from target language country.	**S1:** Add variety to their writing using synonyms and antonyms. **S2:** Read and better understand and analyze poetry by becoming familiar with synonyms and antonyms.

Evidence (Stage 2)

Checks for Alignment	Evaluation Criteria **Performance is judged in terms of...**	Assessment Evidence
U1–U3 **Q1–Q3** **T1–T4** **K1–K3** **S1–S2**	Teacher-created lessons Reading aloud Comprehension Analysis	**Transfer Task(s)** **Formative:** • Read aloud with checks for proper pronunciation and intonation \ • Questioning • Discussion • Graphic Organizers
		Summative: • Vocabulary and Comprehension quizzes • Tests about the assigned story, poem, dialogue, or song
K1-K3 **S1–S2**	Critical thinking Application Ability to Compare and Contrast Responses to teacher questions Reflection	**Other Evidence** **Formative:** • Observation • Peer assessment • Homework
	Responses to teacher questions Reflection	**Summative:** • Write a poem using synonyms & antonyms

Learning Plan (Stage 3)		
Checks for alignment and best practice	**Summary of Key Learning Events and Instruction** The teaching and learning needed to achieve the section goals.	
U1-U3 **Q1-Q3** **T1-T4** **K1-K3** **S1-S2**	**Required Activities**	**Required Resources**
	Determine relationship between sets of words.	Synonyms and antonyms worksheet
	Use synonyms and antonyms in the same sentence.	Teacher created work sheets Smart board activities
	Suggested Activities	**Suggested Resources**
	Read a poem or study a song. Search for the synonyms and antonyms and discuss their use in the poem or song.	Poem or song using synonyms and antonyms
	Watch video clips and listen for use of synonyms and antonyms.	Video clips to demonstrate new expressions and vocabulary
	Students create an Illustrated Poster/ project on opposites	

Strategies for Differentiation	
Students Below Target:	**Students Meeting or Exceeding Target:**
Paired/Group Activity	Skill-based mini-lessons
Guided practice	Role Play
Role Play	Cooperative Learning
QAR	Independent Study
Cooperative Learning	Interest Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Time extensions	Choice Menus
Mentorships	Advance notice of assignments
Provide grouping by difficulty level, with varying levels of support	Teach organizational skills
Provide different demonstrations or models	Test modifications
Offer choice of response (verbal, using numerical representations, creating a dialogue)	
Small Group Instruction	
Visual cues found on worksheets	
Advance notice of assignments	
Review with study skills and strategies training.	

Title of Section	Section 6 - Pronouns	Grade Level	11 - 12
Curriculum Area	World Language 3	Time Frame	6 weeks
Developed by	Karen Andros and Caterina Viscomi		

Desired Results (Stage 1)

Established Goals

7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6: Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1: Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 : Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.C.1: Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

7.1.IL.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.5: Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Primary Interdisciplinary Connections

8.1: All students will use computer applications to gather and organize information and to solve problems.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21st Century Interdisciplinary Themes:

__X__ Global Awareness	**_____ Financial, economic, business, and entrepreneurial literacy**
_____ Civic Literacy	**_____ Health Literacy**

Transfer

Students will be able to independently use their learning to...

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Meaning	
Understandings **Students will understand that…**	**Essential Questions** **Students will keep considering…**
U1: Successful communication is knowing how, when and why to convey a message to different audiences. **U2:** Words powerfully affect meaning. **U3:** Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.	**Q1:** How do I develop communicative competence? **Q2:** How do I know that I am getting better in using language in real-world situations? **Q3:** How does fluency affect comprehension?

Acquisition	
Knowledge Students will know…	**Skills** Students will be able to…
K1: Different categories of pronouns. **K2:** When to use the different types of pronouns and where they are placed in a sentence.	**S1:** Students will be able to shorten sentences to avoid redundancy. **S2:** Students will be able to sound more like a native speaker using pronouns to speak more concisely.

<table>
<tr><th colspan="3">Evidence (Stage 2)</th></tr>
<tr><td>Checks for Alignment</td><td>Evaluation Criteria
Performance is judged in terms of...</td><td>Assessment Evidence</td></tr>
<tr><td rowspan="2">U1–U3
Q1–Q3
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Reading aloud

Comprehension

Analysis</td><td>Transfer Task(s)
Formative:
• Read aloud with checks for proper pronunciation and intonation \
• Questioning
• Discussion
• Graphic Organizers
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• Vocabulary and Comprehension quizzes
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<tr><td rowspan="2">K1-K2
S1–S2</td><td rowspan="2">Critical thinking

Application

Ability to Compare and Contrast

Responses to teacher questions

Reflection</td><td><u>Other Evidence</u>
<u>Formative:</u>
• Pop-quizzes
• Peer assessment
• Homework</td></tr>
<tr><td><u>Summative:</u>
• Write script or dialogue using pronouns to shorten sentences and avoid redundancy</td></tr>
</table>

Learning Plan (Stage 3)		
Checks for alignment and best practice	**Summary of Key Learning Events and Instruction** The teaching and learning needed to achieve the section goals.	
U1-U3 **Q1-Q3** **K1-K2** **S1-S2**	**Required Activities**	**Required Resources**
	Examine sentences in which there are direct and indirect objects and other predicates that can be replaced with pronouns and discuss which pronouns can be used to replace those parts.	Teacher created work sheets Smart board activities
	Examine dialogues in which there is repetition of either direct or indirect objects or other parts of a sentence and determine how the redundancy can be avoided by using a pronoun.	
	Students will read aloud dialogues in which pronouns are used and they will practice and present dialogues with a classmate.	
	Suggested Activities	**Suggested Resources**
	Read and study lyrics to a song. Students fill in the blanks with either the correct pronoun or the part of the sentence that corresponds to the pronoun.	Song in target language of teacher's choice
	Watch video clips with transcripts and analyze use of pronouns.	Video clips to demonstrate new expressions and vocabulary
	Newspaper article	Access articles from target language country on the internet
	Creation of a commercial	

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Visual cues found on worksheets	
Advance notice of assignments	
Review with study skills and strategies training.	

Title of Section	Section 7 – Compound Tenses	Grade Level	11 - 12
Curriculum Area	World Language 3	Time Frame	6 weeks
Developed by	Karen Andros and Caterina Viscomi		

Desired Results (Stage 1)

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